BRIDGES TO JUSTICE:
Building Coalitions and Collaborations Within and Beyond Psychology
Pittsburgh Marriott City Center
Meeting Room Floor Plan
## AGENDA AT A GLANCE

### Thursday, June 28

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>9:00 AM - 3:00 PM</td>
<td>Policy Workshop Pre-Conference: Bringing Research to Policy: Building A Social Media Presence</td>
<td>Rivers Room</td>
</tr>
<tr>
<td>9:00 AM - 3:00 PM</td>
<td>Diversity Pre-Conference: Making and Finding Space in Academia, Policy, and Beyond</td>
<td>Grand Ballroom 3</td>
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<tr>
<td>9:00 AM - 6:00 PM</td>
<td>SPSSI/EASP Small Group Meeting: Mapping Space/Place and Psychology</td>
<td>Allegheny Room</td>
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<tr>
<td>3:00 PM - 6:00 PM</td>
<td>Early Check-In</td>
<td>Hotel Lobby</td>
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<tr>
<td>7:00 PM - 9:00 PM</td>
<td>Pittsburgh Community Event: SPSSI sponsors a special Science Café Night at the Carnegie Science Center – SPSSI attendees welcome to attend.</td>
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### Friday, June 29

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<thead>
<tr>
<th>TIME</th>
<th>SESSION TYPE</th>
<th>SESSION NAME</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>7:30 AM - 9:30 AM</td>
<td>Registration</td>
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<td>Grand Ballroom Foyer</td>
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<tr>
<td>8:00 AM - 8:15 AM</td>
<td>Welcoming Remarks</td>
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<td>Marquis Ballroom BC</td>
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<tr>
<td>8:15 AM - 9:15 AM</td>
<td>Symposia</td>
<td>Advancing Social and Economic Justice Through Community-Engaged Scholarship</td>
<td>City Center A</td>
</tr>
<tr>
<td>9:30 AM - 10:45 AM</td>
<td>Interactive Discussion</td>
<td>SPSSI Publications: Meet the Editors</td>
<td>Grand Ballroom 6</td>
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<tr>
<td></td>
<td>15-Minute Presentations</td>
<td>The Psychological Effects of Discrimination</td>
<td>Marquis Ballroom A</td>
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<tr>
<td>10:55 AM - 12:10 PM</td>
<td>Symposia</td>
<td>Critical Consciousness as a Bridge to Justice: Measurement and Intervention</td>
<td>Grand Ballroom 2</td>
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<td>New Directions in Prejudice Research</td>
<td>Grand Ballroom 3</td>
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<td>Ostracism Outside the Box: How Perceived Exclusion Impacts Attitudes</td>
<td>Marquis Ballroom BC</td>
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<td>Racial and Ethnic Discrimination in the Juvenile Justice System</td>
<td>City Center A</td>
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<td>Interactive Discussions</td>
<td>Social Class in the Classroom</td>
<td>City Center B</td>
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<td>Street Harassment: A Conversation for the Community</td>
<td>Grand Ballroom 45</td>
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<td>The Next Generations: Graduate Issues in Social Justice Training</td>
<td>Marquis Ballroom A</td>
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<td>Transforming Systems of Inequities: A Systems Science Approach to Equity</td>
<td>Grand Ballroom 6</td>
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<td>TIME</td>
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<tr>
<td>10:55 AM -</td>
<td>15-Minute</td>
<td>Improving Academic Outcomes</td>
<td>Grand Ballroom 1</td>
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<tr>
<td>12:10 PM</td>
<td>Presentation</td>
<td>LUNCH ON YOUR OWN (Pre-ordered lunches can be picked up in Marquis Ballroom BC)</td>
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<tr>
<td>1:45 PM -</td>
<td>Symposia</td>
<td>Examining Intersectional Stereotypes: Considering Age, Gender, Race, and</td>
<td>Grand Ballroom 3</td>
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<tr>
<td>3:00 PM</td>
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<td>Sexual Orientation</td>
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<td>Influencing Policy at the Local and State Levels Using Research</td>
<td>City Center A</td>
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<td>Societal- and Individual-Level Predictors of Intergroup Relations in Diverse</td>
<td>Marquis Ballroom A</td>
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<td></td>
<td>Interactive</td>
<td>Black Minds Matter: Research and Multi-sector Collaboration for</td>
<td>Grand Ballroom 1</td>
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<td>Discussions</td>
<td>Black Student Success</td>
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<td>Building Coalitions Around Policy Issues: How Do We Do It?</td>
<td>City Center B</td>
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<td>Teaching for Social Justice: Networking and Sharing Resources</td>
<td>Grand Ballroom 45</td>
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<td>15-Minute</td>
<td>Health Inequalities in Basic Needs</td>
<td>Grand Ballroom 2</td>
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<td>Presentations</td>
<td>Inspiring Solidarity and Collective Action</td>
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<tr>
<td>3:15 PM -</td>
<td>Special Panel</td>
<td>I am Psyched! Women of Color Psychologists Share Their Successes and</td>
<td>City Center 6</td>
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<tr>
<td>4:30 PM</td>
<td></td>
<td>Lessons Learned</td>
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<tr>
<td></td>
<td>Symposia</td>
<td>2018 SPSSI Teaching Award Winners</td>
<td>Grand Ballroom B</td>
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<td></td>
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<td>The Navigation Of LGBTQ* Identified People Within the Mainstream Society</td>
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<td>The Science of Resistance Movements</td>
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<td>Interactive</td>
<td>Trigger Warnings: Good, Bad, Or Neutral? Discussion and Brainstorming Session</td>
<td>Grand Ballroom 6</td>
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<td>Discussions</td>
<td>Collective Action and Social Change</td>
<td>City Center A</td>
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<td>Predicting Improved Intergroup Relations</td>
<td>Marquis Ballroom A</td>
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<tr>
<td>4:45 PM -</td>
<td>Symposia</td>
<td>Are There Still Trolls Under the Bridge of Political Discussions?</td>
<td>Grand Ballroom 1</td>
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<td>6:00 PM</td>
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<td>Causes, Consequences, and Interventions for Disparities in Legal Punishment</td>
<td>Grand Ballroom 3</td>
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<td>Community Violence Exposure and Sexual Harassment Among Racial/Ethnic</td>
<td>City Center B</td>
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<td>Minority Adolescents</td>
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<td>Intergroup Solidarity in Social Movements</td>
<td>City Center A</td>
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<td></td>
<td>Interactive</td>
<td>Bridges to Peace and Justice: Psychology at The United Nations</td>
<td>Grand Ballroom 45</td>
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<td>Discussions</td>
<td>Building Electronic Bridges to Hard-to-Reach Populations</td>
<td>Grand Ballroom 6</td>
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<td>Co-Curricular Social Justice Via Intersectional and Inclusive Education</td>
<td>Grand Ballroom 2</td>
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<td></td>
<td>15-Minute</td>
<td>Underrepresented Groups and Schooling</td>
<td>Marquis Ballroom A</td>
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<td></td>
<td>Presentation</td>
<td>Kurt Lewin Award Keynote Address by Professor Alice H. Eagly, The Shaping</td>
<td>Grand Ballroom 45</td>
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<td>of Science by Ideology: How Feminism Inspired, Led, and Constrained</td>
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<td>Scientific Understanding of Sex and Gender</td>
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<tr>
<td>7:15 PM -</td>
<td>Poster</td>
<td>Poster Presentation &amp; Welcome Reception</td>
<td>Marquis Ballroom BC</td>
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<tr>
<td>8:15 PM</td>
<td>Presentation</td>
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**SATURDAY, JUNE 30**

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION TYPE</th>
<th>SESSION NAME</th>
<th>ROOM</th>
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</thead>
<tbody>
<tr>
<td>7:30 AM -</td>
<td>Breakfast &amp;</td>
<td>Breakfast &amp; Poster Presentation</td>
<td>Marquis Ballroom BC</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>Poster</td>
<td>Legislation, Moral Discourses, and Experiences of Reproductive (in)Justice</td>
<td>City Center A</td>
</tr>
<tr>
<td>9:45 AM</td>
<td>Symposia</td>
<td>Over-Empowered? When Majority Individuals Participate in Research About</td>
<td>Grand Ballroom 3</td>
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<td></td>
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<td>Gender/Sexual Diversity</td>
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<td>Shifting School Cultures to Support Underrepresented Students and Families</td>
<td>Grand Ballroom 2</td>
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SPSSI 2018 • AGENDA AT A GLANCE
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<tbody>
<tr>
<td>9:55 AM - 11:10 AM</td>
<td>Symposia</td>
<td>Investigating Mechanisms of Bisexual Prejudice and Bisexual People’s Subjective Well-Being</td>
<td>City Center B</td>
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<td>School Ties: Fostering Academic Collaborations Bolster Positive Educational Experiences</td>
<td>Grand Ballroom 3</td>
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<td></td>
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<td>Stigma, Prejudice, Resilience, Motivations, and Relationship Outcomes for Marginalized Relationships</td>
<td>Grand Ballroom 2</td>
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<td></td>
<td>Interactive</td>
<td>Taking It to the Streets: A Primer On Policy Work</td>
<td>Grand Ballroom 45</td>
</tr>
<tr>
<td>11:20 AM - 12:35 PM</td>
<td>Symposia</td>
<td>Building Bridges Through Social Justice Education: Teaching Strategies That Connect</td>
<td>Grand Ballroom 3</td>
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<td></td>
<td>Interactive</td>
<td>Development of Stereotypes, Social Biases, and Group Understanding in Children</td>
<td>Grand Ballroom 1</td>
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<td>Discussion</td>
<td>Moving from Food Insecurity to Security: Attitudes, Experiences, and Policy</td>
<td>Grand Ballroom 2</td>
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<td>15-Minute</td>
<td>Bridge-Building Across Institutions and Disciplines to Improve Under-Represented Student Success</td>
<td>Grand Ballroom 6</td>
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<td>Presentations</td>
<td>Building Coalitions and Solidarity with Academics in Turkey</td>
<td>Grand Ballroom 45</td>
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<td>Early Career Scholars Professional Development Roundtable Session</td>
<td>Marquis Ballroom BC</td>
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<td>Mobilization and Collaboration for Gender Equality</td>
<td>City Center A</td>
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<tr>
<td>12:45 PM - 1:50 PM</td>
<td>Symposia</td>
<td>Sexual Violence</td>
<td>Marquis Ballroom A</td>
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<td>Early Career Scholars Lunch - must purchase boxed lunch in advance</td>
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<td>Marquis Ballroom BC</td>
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<td>2:00 PM - 3:15 PM</td>
<td>Symposia</td>
<td>Activism in the Classroom</td>
<td>City Center B</td>
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<td></td>
<td>Interactive</td>
<td>Beyond Singular Identities: Social Perception at the Intersection Race, Gender, and Sexual Orientation</td>
<td>Marquis Ballroom A</td>
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<td>Discussion</td>
<td>Bridging Economic Divides: Understanding How Social Class Shapes Interclass Perceptions</td>
<td>Grand Ballroom 3</td>
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<td>15-Minute</td>
<td>Criminality and Victimization Experiences Shape the Self, Identity, and Mental Health</td>
<td>City Center A</td>
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<td>Presentations</td>
<td>Reproductive Justice as an Interdisciplinary Approach to Intimate Partner Violence</td>
<td>Grand Ballroom 6</td>
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<td>At the Intersection of Gender and Race</td>
<td>Grand Ballroom 1</td>
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<td>Attitudes Toward Scientific Findings</td>
<td>Grand Ballroom 2</td>
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<td>Racial/Ethnic Identity</td>
<td>Grand Ballroom 45</td>
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**SUNDAY, JULY 1**

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<thead>
<tr>
<th>TIME</th>
<th>SESSION TYPE</th>
<th>SESSION NAME</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>7:30 AM - 8:30 AM</td>
<td>Breakfast &amp; Poster Session</td>
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<td>Marquis Ballroom BC</td>
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<tr>
<td>8:40 AM - 9:55 AM</td>
<td>Symposia</td>
<td>Evidence-Based Strategies to Promote Positive Social Change</td>
<td>City Center A</td>
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<td>Immigrant Representations in the Making</td>
<td>Marquis Ballroom A</td>
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<td>Improving Women’s Outcomes in STEM: Interventions, Caveats, and</td>
<td>City Center B</td>
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<td>Future Directions</td>
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<td>Interactive</td>
<td>Psychology and Neoliberalism: Existence, Implications, and Resistance</td>
<td>Grand Ballroom 1</td>
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<td>Discussions</td>
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<td>“Microaggressions in the Classroom:“ Video-Based Research and</td>
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<td>Training</td>
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<td>Using CBPR to Eradicate Inequities Facing Black Girls</td>
<td>Grand Ballroom 3</td>
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<td>15-Minute</td>
<td>Populism, Authoritarianism, and Political Polarization</td>
<td>Grand Ballroom 2</td>
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<tr>
<td>Presentation</td>
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<td>Building Bridges Between Minorities: Lessons from Global North and South</td>
<td>Grand Ballroom 6</td>
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<td>Symposia</td>
<td>Engaging Diversity and Community in the Liberal Arts Classroom</td>
<td>Grand Ballroom 2</td>
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<tr>
<td>10:10 AM - 11:25 AM</td>
<td>Interactive</td>
<td>Sex Offenders: Exploration of Public Perceptions and Policy</td>
<td>Grand Ballroom 1</td>
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<tr>
<td>Discussions</td>
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<td>Implications</td>
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<td>Symposia</td>
<td>Bridging Across Identities: An Intersectional Approach Towards</td>
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<td>Privilege Awareness</td>
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<td>15-Minute</td>
<td>Building Bridges in Distressed Communities to Impact Change</td>
<td>Grand Ballroom 45</td>
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<td>Presentation</td>
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<td>Homelessness: Expanding the Narrative and Protecting Rights</td>
<td>City Center A</td>
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<td>Intergroup Relations</td>
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<td>Marquis Ballroom A</td>
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<td>Prejudice Reduction</td>
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<td>Grand Ballroom 3</td>
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<tr>
<td>11:40 AM - 12:40 PM</td>
<td>Invited Keynote</td>
<td>Invited Keynote by Professor Ama de-Graft Aikins</td>
<td>Grand Ballroom 45</td>
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<tr>
<td>by Professor Ama de-Graft Aikins</td>
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<td>Social Representations of Self within the Context of Type 2 Diabetes Experiences in Ghana</td>
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SPSSI Honors

**2018 KURT LEWIN AWARD**
Alice H. Eagly, Northwestern University

**2018 DISTINGUISHED SERVICE TO SPSSI AWARDS**
Susan Clayton, College of Wooster
Chris Crandall, University of Kansas
Susan D. Dudley, former SPSSI Executive Director
Richard L. Wiener, University of Nebraska-Lincoln

**2018 SPSSI FELLOWS**
Linda Berg-Cross, Howard University
Tania Israel, University of California, Santa Barbara
Keith Maddox, Tufts University

**2018 INNOVATIVE TEACHING AWARD**
Salena Brody, Collin College
Honorable Mention - Eileen Zurbriggen, University of California, Santa Cruz

**2018 OUTSTANDING TEACHING AND MENTORING AWARDS**
Phia Salter, Texas A&M University
Lauren Cattaneo, George Mason University

**2019 SPSSI SPEAKER AT THE NATIONAL INSTITUTE FOR TEACHING OF PSYCHOLOGY (NITOP)**
Laura Dryjanska, Biola University

**2017 LOUISE KIDDER EARLY CAREER AWARD**
Cynthia J. Najdowski, University at Albany, State University of New York

**2017 MICHELE ALEXANDER EARLY CAREER AWARD**
Rebecca Covarrubias, University of California, Santa Cruz

**2017 GORDON ALLPORT INTERGROUP RELATIONS PRIZES**
Robin Bergh, Nazar Akrami, Jim Sidanius, Chris G. Sudley
*Is Group Membership Necessary for Understanding Generalized Prejudice? A Re-Evaluation of Why Prejudices Are Interrelated*
Rolph Wolfer, Katharina Shmid, Miles Hewstone, Maarten van Zalk
*Developmental Dynamics of Intergroup Contact and Intergroup Attitudes: Long-Term Effects in Adolescence and Early Adulthood*
Honorable Mention - Keelah Williams, Oliver Sng, Steven L. Neuberg
*Ecology-driven Stereotypes Override Race Stereotypes*

**2017 OTTO KLINEBERG AWARD**
Maykel Verkuyten, Kumar Yogeeswaran
*The Social Psychology of Intergroup Toleration: A Roadmap for Theory and Research*
Honorable Mention - David Siroky, John Cuffe
*Lost Autonomy, Nationalism and Separatism*

**2017-2018 JAMES MARSHALL POSTDOCTORAL PUBLIC POLICY FELLOW**
Abir Aldhalimi, Stanford University

**2018 DALMAS A. TAYLOR SUMMER MINORITY PUBLIC POLICY FELLOW**
Chelsea Crittle, Tufts University

**2017 SPRING CLARA MAYO GRANTS PROGRAM**
Audrey Aday, University of British Columbia
*Examining the Efficacy of A Shared Values Affirmation for Implicit Gender Bias Education*
Diane-Jo Bart-Plange, University of Virginia
*Understanding Colorism: The Gendered Nature of Bias*
Grace Rivera, Texas A&M University
*Responsibility Framing Matters: When Racialized Message Preferences Influence Who Gets The Job*
Courtney Kurinec, Baylor University
*Cold but Capable: Gender Bias and Attorney Effectiveness*

**2017 FALL CLARA MAYO GRANTS PROGRAM**
Merve Balkaya, University of Maryland, Baltimore County
*Examining the Interactive Role of Individual-Level and Group-Level Discrimination on Muslim-American Adolescents’ Civic Engagement through their Social Group Identities*
Anthony Foster, Texas Tech University
*The Secrets We Tell: How Motivation Affects Well-being and Future Disclosure Intentions*

Dylan Haywood, University of Delaware
*Closing the Carceral Divide: An Intersectional Examination of the Experiences of Using Prison Visitation Transportation Services*

Anne Manwarring, University of Missouri - St. Louis
*Antecedents and Consequences of Allies and Bystanders Confronting Sexism*

Natalia Van Doren, Pennsylvania State University
*The Effects of Adherence to Sexist Gender Norms of Emotional Expression on Women’s Well-being*

**SPRING 2017 GRANTS-IN-AID PROGRAM**

Darlingtina Atakere, University of Kansas
*As You Are I Will Become: Conceptions of Relationality and Wellbeing as Predictors of Eldercare*

Aoife Cartwright, Maynooth University
*An Investigation of Young Men’s Responses and Arousal to Coercive Strategies in Contexts Where Sexual Consent is Ambiguous*

Christina Dyar, University of Cincinnati
*Experimental Examination of Differences in Victim Blaming in Sexual Assaults for Bisexual, Heterosexual, and Lesbian Women*

Katherine Griffin, University of California, Los Angeles
*Talking about Tough Times: Parents’ Socialization of Poverty and Economic Instability with Preadolescent-Age Children*

Inhyun Han, University of Virginia
*Social Class and Network Facilitation*

Yeshim Iqbal, New York University
*Leveraging Social Networks to Strengthen Social Norms of Bystander Intervention against Street Harassment*

Teri Kirby, University of Exeter
*Museums as Sites of Social Change: Exploring Processes of Placemaking and Barriers to Access and Participation for Underrepresented Communities*

Michelle McCauley, Middlebury College
*The Relationship between persuasiveness and Moral Foundation Framing in Environmental Messaging for Liberals and Conservatives*

Ariel Mosley, University of Kansas
*An Intersectional Approach to Understanding Women’s Self-Objectification*

Laura Ruth Parker, Purdue University
*Promoting Internal Motivation to Respond without Sexism: A Self-Determination Theory Approach*

Kerrie Pieloch, Suffolk University
*Multilevel Resilience Characteristics of Children with Trauma Histories*

Jennifer Rubin, University of Michigan, Ann Arbor
*#fragilemasculinity: The Role of Masculinity Threat and Anonymity in Men’s Harassment of Women in Social Media*

Jessica Salvatore, Sweet Briar College
*Testing the Effectiveness of a Meta-stereotype Improvement Intervention*

Alana Saulnier, University of Illinois at Chicago
*The Effect of Body-worn Camera Footage on Jurors’ Decision-making*

M. Rosie Shrount, University of Nevada, Reno
*Investigating the Effects of Stigma and Dyadic Coping Among Couples Coping with Nonvisible Chronic Illness*

Nick Ungson, Lehigh University
*From Joke to Woke: The Effect of Ingroup-Criticizing Humor on Disent against Racial Prejudice and Discrimination*

**FALL 2017 GRANTS-IN-AID PROGRAM**

Achu Johnson Alexander, Clark University

Arielle Allen, University of Connecticut, Storrs
*On Being Woke: Remembering the Parallels of Injustice and Implications for Action*
Zachary G. Baker, University of Houston
Self-Determination Theory as a Framework for Evaluating Within-Person Effects of Personalized Normative Feedback: Reducing Problematic Alcohol Consumption for the Masses

Anne Blackstock-Bernstein, University of California Los Angeles
The Dual Language Environment of Head Start Classrooms: Individual Differences and Teacher Perceptions

Madeline Brodt, University of Massachusetts Boston
Quantifying the Impact of Rape Culture on PTSD Symptoms in Sexual Assault Survivors

Ho Kwan Cheung, George Mason University
Effects of Pregnancy Disclosure on Leader-Member Exchange Over Time

Erin Cooley, Colgate University
Developing Love for the Outgroup without Sacrificing Perceived Loyalty to the Ingroup: Testing an Intervention to Maximize the Benefits of Cross-Race Friendships

Caroline Erentzen, York University
Prototypes and Reactions to Hate Crimes: The Role of the Model Victim

Jennifer Fauci, Boston College
Supported and Watched: Mothers' Experiences of Seeking Help from Domestic Violence Programs

David Hancock, Texas Tech University
Application of the Stereotype Content Model to Multiply-categorized Individuals: Improved Understanding of Intersecting Social Identities

Marijana M. Kotlaja, University of Nebraska
Electronically Monitored Youth: Perceptions of Stigma

Katherine A. Kuvalanka, Miami University
The Trans*Kids Project (Time 3): A Longitudinal Study of Families with Transgender and Gender-Nonconforming Children

Melanie Langer, New York University
Sociopolitical Attachment: Measure Validation and Initial Studies with a Unifying, Functional Model of Sociopolitical Ideologies

Stephanie L. Lochbihler, Indiana University Bloomington
Nicotine as a (social) Painkiller: An Experimental Investigation on Smokers

Chanel Meyers, University of Hawaii at Manoa
Strategies for Negotiating Race in Diverse Contexts

Franklin Moreno, University of California, Berkeley
Moral Reasoning and Causal Explanations about Gang-related Violence: A Comparative Study of Children and Adolescents in Honduras and Nicaragua

Lindsey Nenadal, University of California Los Angeles
Unexamined Beliefs: Understanding Teachers' Reasoning about Poverty

Jillian Peterson, Hamline University
Evidence-Based Crisis and Conflict Management Training for Police

Liz Redford, University of Florida
Regulating Racial Hierarchies via Retribution

David Reinhart, University of Massachusetts Amherst
De-escalating Conflict in International Rivalries

Allison Skinner, Northwestern University
Examining the Role of Nonverbal Signals in Prejudice Transmission

Zimife Umeh, Duke University
Examining the Consequences of Maternal Incarceration

Devon Wade, Columbia University
Mapping and Understanding Support Amongst Staff in Schools and Students Participating in No More Victims Inc. Program

Xiaofang Zheng, Purdue University
Jesus, Take [Your Hands Off] the Wheel: A Multi-Method Examination of the Psychological Nature of Needs for Control and Structure among the Religious and Nonreligious

SPSSI would like to express special thanks to the following people, organizations, and committees for their invaluable help in making this year’s conference a reality.

Their generosity, dedication, and expertise helped to ensure its success!

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Wiley is proud to partner with The Society for the Psychological Study of Social Issues to further the impact and collaboration of research globally.
Dear SPSSI Conference Attendees:

Pittsburgh today is known for its world class art and history museums, prestigious universities, multicultural cuisines, sports teams (go Steelers!), and vibrant, unique neighborhoods. However, its oldest and, perhaps, most affectionate reputation is as the “City of Bridges” - with more bridges than any other city in the world. Our conference theme “Bridges to Justice: Building Coalitions and Collaborations Within and Beyond Psychology” is a celebration of Pittsburgh’s feat of design and science, inspiring us to continue extending ourselves, and reaching out to one another, in service of social justice goals. Despite compounding national and international challenges to human rights, we can make progress towards ending racism, sexism, and other social ills if we unite, resist, and persist.

With more conference submissions than in any previous year, we are proud to bring you cutting-edge research, innovative collaborations and multidisciplinary discussions, and inspired talks from leaders around the globe. Our invited symposia and keynote speakers cover a range of important and compelling social issues. Invited talks, events, and speakers include:

- The I am Psyched! Exhibit Tour- a multimedia pop-up exhibit from APA on the contributions of women of color in psychology. On Friday afternoon at 3:15pm, this exhibit will be paired with a public panel of women of color psychologists, who will engage girls and women of color from Pittsburgh and Allegheny County in a discussion of their careers! Featuring…
  - Drs. Shelby Cooley, Jessica DeCuir-Gunby, and Danielle Dickens
- Considering Carnegie’s legacy in the time of Trump: A science and policy agenda, SPSSI President Dr. Wendy Williams
- The Shaping of Science by Ideology: How Feminism Inspired, Led, and Constrained Scientific Understanding of Sex and Gender, SPSSI Past-President and Kurt Lewin Award Winner, Dr. Alice Eagly
- Social representations of self within the context of type 2 diabetes experiences in Ghana, Dr. Ama de-Graft Aikins

The program also includes many other exciting and groundbreaking research symposia, interactive discussions, 15-minute presentations, and poster presentations, and special programming by the Early Career Scholars, Diversity, Internationalization, and Graduate Student Committees.

Best wishes and enjoy the convention!
Conference Program Chairs:
Asia Eaton, Florida International University
Jason Lawrence, University of Massachusetts Lowell
FRIDAY PROGRAM • JUNE 29, 2018

THURSDAY, JUNE 28

9:00 AM – 3:00 PM
Policy Workshop Pre-Conference: Bringing Research to Policy: Building A Social Media Presence (Rivers Room)
Separate registration required

Diversity Pre-Conference: Making and Finding Space in Academia, Policy, and Beyond (Grand Ballroom 3)
Separate registration required

SPSSI/EASP Small Group Meeting: Mapping Space/Place and Psychology (Allegheny Room)
Separate registration required

FRIDAY, JUNE 29

7:30 AM – 9:30 AM
Registration
Grand Ballroom Foyer

8:00 AM – 8:15 AM
Welcoming Remarks
Marquis Ballroom BC

8:15 AM – 9:15 AM
SPSSI Diversity Committee Welcome Breakfast
Marquis Ballroom BC

8:15 AM – 9:15 AM
Poster Presentation
(Marquis Ballroom BC) ................. 1

1. Bridging, Linking, and Bonding Social Capital Among Supportive Housing Consumers
   Brad Forenza, Liam Reilly, Briana Rogers

2. Blame and Shame: Beliefs that Perpetuate US Health Disparities
   Cara Stephenson-Hunter

3. Interdisciplinary, Critical Perspectives on Structurally Embedded Racism and American Justice
   Rachel L. Austin

4. Navigating Healthy/Unhealthy Relationships for Individuals with Serious Mental Illness
   Brad Forenza, Autumn Bermea

5. Partnership Building to Improve Sustainable Health in Developing Countries: The Role of Academia
   Emily Schultz, Arelis Moore de Peralta

6. The “Gaysian” Experience in Education: Evidence from a Mixed Method Study
   Chujie Qian

7. A Psychologist's Journey to Protect Transgender Service Members
   Nicholas Grant

8. LGBT+ Public Policy Implications Across Government Transitions
   Nicholas Grant

9. Racism, Mental Health, and Well-Being in Institutional and Western Spaces
   Ifrah Sheikh

10. The Perception of Black Athletes
    Devon Carter, Gordon Moskowitz

11. Refugees Practicing Medicine After Arriving in the United States
    Roshni Chasmawala

12. The Paradox of Women Serving in the Military
    Colonel Paul Berg, Jessica Rousseau

13. Akron Bhutanese Refugees: Substance Abuse and Resiliency
    Nuha Alshabani

14. Action and Reaction: The Impact of Consequences of Intervening in Situations of Interpersonal Violence
    Elizabeth Moschella
15. Codifying Gradients of Evil in Select YouTube Comment Postings
   Eric D. Miller
16. Attitudes Toward Skin Color and Sun-Related Behaviors: A Cross-Cultural Study
   Hsin-Yu Chen, Nina Jablonski, Garry Chick, Careen Yarnal
17. Impact of Socioeconomic Status among Breast Cancer Patients; India
   Rimi Sharma, Arunima Datta
18. How Gender and Race Stereotypes Impact Advancement of Stem Scholars
   Ryan Jacobson, Asia A. Eaton
19. Will the Boomers Stay Green as They Go Gray
   Carley Ward
20. White Parents’ Racial Socialization: Colorblind or Color-Conscious?
   Jenna Kelley Zucker, Meagan Patterson
21. Decision-Making Skills of Emerging Adults Aging Out of Foster Care
   Annika Olson
22. Exploring Colorism and Associated Behaviors Among African-American Female College Students
   Hsin-Yu Chen, Garry Chick, Careen Yarnal, Nina Jablonski
23. Barriers to Emergency Health Care for People with Chronic Illnesses
   Elyse J. R. Cottrell
   Jennifer Woolard
25. Adolescent Development and Juveniles’ Waiver of Their Right to Counsel
   Jennifer Woolard, Erika Fountain, Alyssa Mikytuck, Annika Olson, Becca Bergquist
26. Facebook LGBTQ Pictivism: Effects of Rainbow Filters on Perceived Allyship
   Lizbeth Kim, Jes L. Matsick
27. Assessing Processes of Solidarity-Centered Feminist Identity Development in Rural Nicaragua
   Alyssa Kumler, Lauren Redwine, Anjali Dutt
28. Evaluating Research on Reentry Programs
   Amandalee Rabender, Bernadette O’Koon, Laila Mousssi, Gabrielle Armer, Laura Sowers, Heather Felerski, Chris Grattan, Jason Dedek-Keller, Cheryl Meyer
29. Agency in Women’s Choices Increases Workplace Backlash
   Kala J. Melchiori, Authors: Kathia Bonilla, Bennett Heitt, Tasha Nguyen, Leslie Ashburn-Nardo
30. Perceptions of Sexual Minorities in STEM: Implications for Identity Incongruence
   Lindsay Elizabeth Palmer, Jes L. Matsick
31. Protestant Ethic and Attitudes Toward Overcoming Prejudice: Moderation of Race
   Gabriel A. Leon, Karissa D. Standridge
32. Stereotypes Examined Through the Lens of Intersectionality and Integrated Threat Theory
   Sarah L. F. Burnham, Judith Platania
33. Consistency of Sexual Orientation and Depressive Symptoms
   Alyssa Lisle
34. Credibility of Racial Minority Communicators and Persuasion on Gendered Topics
   Anew Luttrell, Maureen A. Craig, Siyan Zhou, Galen V. Bodenhausen
35. Constructing a Critical Race Psychology: Critical Race Theory in Psychological Research
   David L. Gordon, Jr.
36. A Feminist Intervention: Relational Labor in Empowerment Praxis
   Erin Rose Ellison
37. Predicting Collective Action Among Low-Income Students: Identification, Discrimination, and Emotions
   Bethany Howard, Jessica Cox, Aldrin Vinton, Jennifer Bentz, Wendy R. Williams

9:30 AM – 10:45 AM

Symposium (City Center A) ............. 12
Advancing Social and Economic Justice Through Community-Engaged Scholarship
Chair: Heather E. Bullock
Talk 1: Voices Heard: Raising Awareness of Economic Hardship and Community Assets
Heather E. Bullock, Erin E. Tools
Talk 2: Opportunities and Challenges to Community-Engaged Research: The Student Voice Project
Taylor Darden, Natasha Link, Veronica Hamilton
Talk 3: Assessing the Long-term Impact of a Transitional Job Training Program
Emily A. Hentschke, Shirley V. Truong, Heather E. Bullock

Symposium (City Center B) ............. 13
Cultural Inertia: A Framework of Societal Change
Chair: Miriam J. Alvarez
Talk 1: The Next America: Perceiving Cultural Change as Continuous or Abrupt
Rafael Aguilera, Miriam J. Alvarez, Christopher Federico, Michael Zárate
Talk 2: The 2016 Presidential Election and Latino Reactions to Change
Miriam J. Alvarez, Michael Zárate
Talk 3: Understanding Cultural Change Through the Experiences of Latino Immigrants
Sandra Oviedo Ramirez, Miriam J. Alvarez, Michael Zárate

Symposium (Grand Ballroom 1) ............. 14
Decolonial Approaches to the Psychological Study of Social Issues
Chair: Glenn Adams
Talk 1: Patchwork Won’t Work: Academics’ Responses to International Discrimination and Persecution
Fouad Bou Zeineddine
Talk 2: Decolonizing Psychology and the Palestinian Colonial Condition
Ibrahim Makkawi
Talk 3: Hegemonic Psychology as Intergroup Domination: Modernity/Coloniality of Knowledge and Being
Glenn Adams
Symposium (Marquis Ballroom BC)  .......15
Navigating Difficult Dilemmas in Teaching Social Justice
Chair: Kim A. Case
Talk 1: The Struggle Is Real: Brokering Peace in the Classroom
Salena Brody
Talk 2: Student Use of “Freedom of Speech” to Justify Prejudiced Comments in the Classroom
Leah Warner
Talk 3: When the Professor Experiences Stereotype Threat
Desdamona Rios

Symposium (Grand Ballroom 2)  ............16
Partiality and Defensiveness Following Intergroup Wrongdoing: Challenges to Reconciliation and Repair
Chair: Michael Wenzel
Talk 1: The Role of Retributive Justice and the Use of International Criminal Tribunal in Post-Conflict Reconciliation
Bernhard Leidner, Mengyao Li, Nebojsa Petrovic, S. Nima Orazani, Salar I. Rad, Andjelka Markovic
Talk 2: ‘Terrorist’ or ‘Mentally-Ill’: Motivated Biases Shape Attributions About Violent Actors
Masi Noor, Nour Kteily, Birte Siem, Agostino Mazzotta
Talk 3: Political Orientation and Reactions to System-Justifying Government Apologies
Karina Schumann, Michael Ross
Talk 4: Collective Self-Forgiveness and Continued Feelings of Responsibility: Can Perpetrator Groups Balance Both?
Michael Wenzel, Anna Barron, Michael Wohl, Lydia Woodyatt

Symposium (Grand Ballroom 3) .............17
Psychology and Institutional Change in Higher Education
Chair: Abigail Stewart
Talk 1: An Inclusive Academy: Achieving Diversity and Excellence
Abigail Stewart, Virginia Valian
Talk 2: The Epistemic Exclusion of Faculty of Color and Women
Isis Settles, Nicole Buchanan, Sheila Brassel, Kristie Dotson
Talk 3: Creating “Safe Spaces” in Higher Education
Kelly Hoffman, Sophie Trawalter

Interactive Discussion
(Grand Ballroom 6)  .................18
SPSSI Publications: Meet the Editors
Dan Perlman, Carey Ryan, Christopher L. Aberson, Naomi Ellemers, Jolanda Jetten

15-Minute Presentation
(Marquis Ballroom A)  .....................18
Law and Justice
The Role of Short-Term Incarceration in Father-Child Relationships
James D. Morgante, Jorge M. Carvalho Pereira, Richard Stansfield
Arbitration Clauses: Comprehension and Implications for Informed Consent
Ryan Kinman Thompson

Implications of Neoliberal Expansion for Constructions of Self and Society
Nadia Jessop, Sara Estrada-Villalta, Ludwin Molina, Luis Gomez Ordez

15-Minute Presentation
(Grand Ballroom 45)  .....................19
The Psychological Effects of Discrimination
Discrimination and Social Support Effect Psychological Well-Being in Latinx Immigrants
Maryam Hussain
Longitudinal Analysis of Discrimination, Adaptation and Self-Esteem Among Immigrant Adolescents
Alana Espinosa
Reaping More Than What They Sow: A Critical Race Perspective on Environmental Microaggressions Toward Latinx Farm Workers
Maira A. Areguin, Que-Lam Huynh, Sara R. Berzenski
Supporting Syrian Refugee Children by Teaching About Privileges in a Turkish School
Canan Coğan

10:55 AM – 12:10 PM
Symposium (Grand Ballroom 2)  ............21
Critical Consciousness as a Bridge to Justice: Measurement and Intervention
Chair: Esther Burson
Talk 1: Operationalizing Critical Consciousness: A Latent Class Analysis
Esther Burson, Erin B. Godfrey, Tess M. Yanisch
Talk 2: Validation of the Critical Consciousness Scale in Justice System-Involved Youth
Sukhmani Singh, Shabnam Javdani, Corianna E. Sichel
Talk 3: Intervening for Critical Consciousness: Promoting Youth Prosociality and Resilience
Corianna E. Sichel, Shabnam Javdani, Stephanie Ueberall, Roberta Liggett
Symposium (Grand Ballroom 3) ............ 22
New Directions in Prejudice Research
Chair: Abigail M. Folberg
Talk 1: The Architecture of Space-focused Stereotypes by Race and Class
Caitlyn Yantis, Courtney Bonam
Talk 2: Is Poverty Color Blind? Implications of Imagery on the IAT
Abhishek Bhati
Talk 3: Tolerance of Racism as a Predictor of Voting Decisions
Abigail M. Folberg, Jennifer S. Hunt, Carey S. Ryan

Symposium (Marquis Ballroom BC) ........ 23
Ostracism Outside the Box: How Perceived Exclusion Impacts Attitudes
Chair: Meghan George
Talk 1: Is Sexual Objectification a Form of Ostracism?
Maayan Dvir, Janice R. Kelly, Kipling D. Williams
Talk 2: Ostracism and Attitudes: The Role of Exclusion on Implicit Bias
Meghan George, Hamza Baksh, Jennifer R. Steele
Talk 3: Perceived Exclusion by Single-Group Activists Elicits Negative Reactions
Michael Bernstein

Symposium (City Center A) ................. 24
Racial and Ethnic Discrimination in the Juvenile Justice System
Chair: Richard L. Wiener
Talk 1: Understanding Racial Disparities in the Effectiveness of Juvenile Diversion
Alisha Caldwell Jimenez, Richard L. Wiener
Talk 2: Risk Assessment in the Juvenile Justice System: Measuring Disparate Impact
Julie Wertheimer, Richard L. Wiener
Talk 3: Risk, Race and Emotion in Judgments of Youth on Probation
Taylor Petty, Richard L. Wiener
Talk 4: It’s Not What You Say, It’s How You Say It
Jasmine Martinez, Jon Amastae, Richard L. Wiener

Interactive Discussion (City Center B) .... 25
Social Class in the Classroom
Darren R. Bernai, Heather E. Bullock, Ryan Pickering

Interactive Discussion (Grand Ballroom 45) ............ 25
Street Harassment: A Conversation for the Community
Chelsea Chase, Sarah Schulz

Interactive Discussion (Marquis Ballroom A) ........ 26
The Next Generations: Graduate Issues in Social Justice Training
Patrick R. Grzanka, Joe Miles, Keri A. Frantell, Patrick R. Grzanka, Jill D. Paquin

Interactive Discussion (Grand Ballroom 6) ................. 26
Transforming Systems of Inequities: A Systems Science Approach to Equity
Pennie G. Foster-Fishman, Erin R. Watson, Corbin J. Standley, Rome D. Meeks

15-Minute Presentation (Grand Ballroom 1) .................... 26
Improving Academic Outcomes
Ethnic-Racial Centrality Moderates the Intellectual Disengagement and College Performance Relation
Tina V. Reifsteck, Luis M. Rivera
Improving Outcomes of Underrepresented Students Through YMCA Community Engagement Programming
Anthony Schulzetenberg
Improving the Cultural Transition to College for First-Generation College Students
Rebecca Covarrubias, Ibette Valle, Giselle Laiduc

12:10 PM – 1:45 PM
LUNCH ON YOUR OWN
Pre-ordered lunches can be picked up in Marquis Ballroom BC

1:45 PM – 3:00 PM
Symposium (Grand Ballroom 3) ............ 27
Examining Intersectional Stereotypes: Considering Age, Gender, Race, and Sexual Orientation
Chairs: Nicole M. Overstreet, Lisa Rosenthal
Talk 1: Age and Parent Status Intersect: Negative Stereotypes of Young Parents
Lisa Rosenthal, DaSean Young
Talk 2: “Sharkeshia No”: Examining Perceptions of Race, Gender, and Aggression
Kristin Nicole Dukes
Talk 3: Effect of Objectification and Intersectional Stereotype Endorsement on Justification of Violence Toward Black Women
Thekia Jackson, Nicole M. Overstreet
Talk 4: Urban, Ethnically Diverse Adolescents’ Perceptions of Social Class at the Intersection of Race, Gender and Sexual Orientation
Negin Ghavami, Rashmita S. Mistry

Symposium (City Center A) ................. 29
Influencing Policy at the Local and State Levels Using Research
Chairs: Sarah Mancoll, Richard Wiener
Talk 1: Amending Florida Law, Bringing Justice for Victims of Nonconsensual Porn
Así A. Eaton, Holly Jacobs, Yanet Rualcaba
Talk 2: Confederate Memorabilia Conundrum: Uniting Communities with a Legacy of Injustice
Ines Jurcevic, Sophie Trawalter, Benjamin Converse, Eileen Chou
Talk 3: LGBTQ Residents in a Quasi-Rural City: Gap Analysis of Resources
Michèle Schlehofer, Diane Illig, Janice Murphy, Lida Allen
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<td>Does Psychological Need Satisfaction Matter for the Self-Esteem of</td>
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<td>Victoria Chau</td>
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<td>When is Social Stigma a Bridge or Barrier to Intergroup Solidarity?</td>
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<td>Talk 2: Do you Know What I Think? - Perceptions in Debated Issues</td>
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<td>Léïla Eisner, Tabea Hässler, Dario Spini</td>
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<td>Talk 3: How Does Contact Promote Social Change in (Dis-)</td>
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The Science of Resistance Movements
Chairs: Kimberly Kahn, Harmony Reppond, Angela Bahns

Talk 1: Engagement, Alienation, Radicalisation, De-Radicalisation, and Other Outcomes of Collective Action
Winnifred Louis, Emma Thomas, Craig McGarty, Catherine Amiot, Fathali Moghaddam

Talk 2: Why the Advantaged Resist Oppression Using Social Dominance Theory
Andrew L. Stewart

Talk 3: The Science of Resistance Movements: Taking It to the Streets
Glenda Russell

Talk 4: Viva La Ethnic Studies!
Phia S. Salter

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Cynthia A. Meyersburg

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Towards Collective Action: The Interaction of Self-Construal and Group Status
Sahana Mukherjee

Government Opponents’ Emotions on the Decree Laws and the Forced Unemployment in Academia in Turkey
Canan Coşkan, Olga Selin Hüneri

Getting, Acting, and Staying ‘Woke’: Anti-Racist Collective Identity Formation
Danielle Kohfeldt, Mariah Kornbluh

Social Connection for Social Change
Daniel A. Nadolny

15-Minute Presentation
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Predicting Improved Intergroup Relations
Moderating Guilt, Mediating Change: Understanding Attitudes Towards Addressing Black Disadvantage
Aerielie M. Allen, Felicia Pratto

Composition of Space, Self-Categorization, Space-Prototypicality, and Space-Identification as a Framework for Intergroup Relations
Demis E. Glasford

Intergroup Anxiety, Diverse Political Conversations, and Open Marketplace of Ideas
Justin D. Hackett, Amber M. Gaffney

Perceived Outgroup Entitativity as a Moderator of Intergroup Contact Effects
Sybille Neji, Miles Hewstone, Jared B. Kenworthy, Oliver Christ

4:45 PM – 6:00 PM

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Are There Still Trolls Under the Bridge of Political Discussions?
Chair: Jazmin Brown-Iannuzzi

Talk 1: Acceptable Reasons for Unacceptable Speech
Chris Crandall

Talk 2: The Illusion of Tolerance and Intolerance in the American Electorate
Jazmin Brown-Iannuzzi, Will Gervais, Maxine Najle, Sarah Schiavone

Talk 3: Economic Anxieties Undermine Support for Female Political Candidates
Ryan Lei

Talk 4: Confederate Memorabilia Conundrum: Conversation Frames and Support for Institutional Priorities
Ines Jurcevic, Sophie Trawalter, Benjamin Converse, Eileen Chou

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Causes, Consequences, and Interventions for Disparities in Legal Punishment
Chair: Yael Granot

Talk 1: Influencing Victim Blaming with Narrative Framing
Laura Niemi, Liane Young

Talk 2: Ironic Effects of Implicit Bias Framing on Perceptions of Discrimination
Ivuoma Onyeador, Kyshia Henderson, Jenessa Shapiro, Natalie Daumeyer, Jennifer Richeson

Talk 3: An Attention-Based Intervention to Reduce Out-Group Bias in Legal Punishment
Yael Granot, Emily Balcetis

Talk 4: Expressing What? Expressive Punishment, Harm, and the Failure to Prosecute
Jessica Bregant, Alex Shaw, Eugene Caruso

Symposium (City Center B) ...............43

Community Violence Exposure and Sexual Harassment Among Racial/Ethnic Minority Adolescents
Chair: Traci M. Kennedy

Talk 1: Community Violence Exposure and Sexual Harassment Effects on Latino/a Adolescents
Andrea Mora, Kayla Fike, Jessica Montero

Talk 2: “Background Noise:” Becoming Emotionally Numb to Community Violence
Francheska Alers-Rojas, Rosario Cuballo, Isaiah Sypher

Talk 3: Adolescents’ Attitudes Toward Violence: A Potential Target for Violence Prevention
Traci M. Kennedy, Rosanne Jocson, James A. Cranford
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Intergroup Solidarity in Social Movements
Chair: Özden Melis Uluğ, Yasemin Gülsüm Acar, Hema Preya Selvanathan
Talk 1: Solidarity as the Kindness Between Peoples: Togetherness Experiences at Gezi
Yasemin Gülsüm Acar, Özden Melis Uluğ
Talk 2: Can Disadvantaged Groups Bring About Social Change?
Özden Melis Uluğ, Yasemin Gülsüm Acar
Talk 3: Identifying the Role of White Allies in Racial Justice Efforts
Hema Preya Selvanathan, Özden Melis Uluğ

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Interactive Discussion
(Grand Ballroom 2) ..................................................... 46
Co-Curricular Social Justice Via Intersectional and Inclusive Education
Catherine J. Massey, Cindy LaCom, Emily Keener

15-Minute Presentation
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Desdamona Rios, Brittany Hiett, Elizabeth Rainey
How Faculty Mindsets Affect Women’s Math Performance
Elise M. Ozier, Rashed Alrasheed, Mary Murphy
How Community Lights the Pathway for Native Americans in STEM
Mica Estrada, Kathy DeerInWater, Lilibeth Azucena Flores
Family Achievement Guilt vs. Homesickness, Leaving Family Behind or Grief?
Isidro Landa, Rebecca Covarrubias

6:00 PM – 7:00 PM

Kurt Lewin Award Keynote Address
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Alice H. Eagly
The Shaping of Science by Ideology: How Feminism Inspired, Led, and Constrained Scientific Understanding of Sex and Gender

7:15 PM – 8:15 PM

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38. Women Supporting Women: The Role of Benevolent Attitudes Toward Men
Mary Kruk, Jes L. Matsick
39. Ideal Nonprofit and For-Profit Leaders: Applying the Stereotype Content Model to Implicit Leadership Theories
Justin Travis, Sarah Schaible, Sean Noble, Luke Priest
40. Performative “Wokeness”: Exploring Blacks’ Reactions to Allies Who Confront Racism
Chelsea Crittle, Keith B. Maddox
41. An Outsider-Within: Identities of Low-Income Background White Men at Work
Anna M. Kalschmidt, Asia A. Eaton, Wendy R. Williams
42. Testing an Intervention to Reduce Gun Ownership
John Z. Montgomery, Norman Miller, William C. Pederson
43. Leveraging Tension for Constructive Change
Allegra Chen-Carrer, Rebecca Bass, Danielle Coon
44. An Intersectional Approach to Attributions of Working and Middle-Class Women in the Context of Gendered Mistreatment
Jessica Kiebler, Abigail J. Stewart
45. Treatment and Punishment for Drug-Abusing Mentally Disordered Offenders
Gray Goziem Ejikeme, Theresa Uchechi Ejikeme, Julie O.E. Orshi
46. Parallels in Experiences and Inquiries Among Supporters of PTSD
Emily L. Ferrell, Rachel Hardy, Sarah E. Russin
47. The Experiences of Being a Supporter of PTSD: A Content Analysis
Emily L. Ferrell, Rachel Hardy, Sarah E. Russin
48. Racial/Ethnic Diversity and Child Development in Early Elementary Classrooms
Christina L. Rucinski
49. Role of TIC in Sexual Health for High-Risk Sex Workers
Renee Roy
50. Female Lawyers Perceived Similarly Competent but Warmer than Male Counterparts
Courtney A. K,urinec, Tierra Carter, Charles A. Weaver III
51. Men Exaggerate the Consequences of Asexuality in the Hypothetical Self
Kenneth S. Michniewicz, Elizabeth Viattas, Sarah Geisler
52. The Balance of Power: Kink as Recreational Stress-Relief
Sam D. Hughes
53. Male Perpetrators’ Sexual Orientation Affects Perceptions of Harassment Towards Women
Regina Cuddeback, Leah Warner

FRIDAY PROGRAM • JUNE 29, 2018
54. An Exploratory Study on Counseling for Transgender College Students  
Cat Salemi, Cristina Reitz-Krueger

55. The Influence of Adults Informing Children on the Reliability of Children’s Eyewitness Testimony  
Eda Ermagan Caglar

56. Mental Illness Stigma and Employment Discrimination Under Federal Legal Policy  
Megan Berry, Richard L. Wiener

57. How and Why Do Religious and Occupational Identities Relate to Each Other in the Workplace? A Systematic Review  
Ilka H. Gleibs

58. How Acculturation Orientations Shape International Students’ Experiences of, and Performance Within, Different Spaces on Campus  
Joo Hou Ng, Thomas Morton, Teri Kirby

59. An Evaluation of Children’s Attitudes About Careers and Gender  
Ryan Linn Brown, Nanci Weinberger

60. Gender Differences in Older Adults Quality of Life, Resilience, and Social Support  
Natalie J. Sabik, Skye Leedahl, Molly Greaney, Steve Cohen, Philip Clark

61. #BlackLivesMatter Critical Consciousness About Community and School Police in Baltimore  
Veronica Hamilton, Surbhi Godsay, Jennifer Hosler, Lindsay Emery, Natasha Link, Taylor Darden

62. Science Education & Motivated Reasoning: Learning About Climate Change  
Emily Fisher, Nan Crystal Arens

63. Majority-Culture Perceptions of Discrimination Are Not Always ‘Zero-Sum’  
Zoe Leviston, Justine Dandy, Jolanda Jetten

64. The Best of Both Worlds: Exploring the Connection Between Social and Ecological Identities  
Brenda Caldwell Phillips

65. Newspaper Portrayals of the 2013 Violence Against Women Act  
Melina R. Singh, Heather E. Bullock

66. The Effect of Social Economic Status on Retaliation Behaviour in Equal and Unequal Societies  
Ayu Okvitawanli

67. Using Face-Morphing to Demonstrate a Double Standard of Aging  
LaCount J. Togans, Mary E. Kite

68. Standing Up for Whom? Different Goals in Women’s Discrimination Confrontation  
Anja K. Munder, Oliver Christ, Julia C. Becker

69. Sexual Assault Prevention Program Impacts Rape Myths through Ambivalent Sexism  
Katrina Libera, Samantha Horton, Karly O’Brien, Legacy Gray, Kala J. Melchiori, Dayna Henry, Laura Merrell, Erika Collazo Vargas, Katherine Ott Walter

70. Bound Together: Race and Gender Discrimination as Ties to Cross Racial Solidarity  
Stacey Greene

71. Effects of Marginalized Identities on Moral Biases Against Mothers  
Blake Ebright

72. Can Teaching Judgement and Decision-Making Skills with Applied Theatre Reduce Interpersonal Conflict?  
Heidi-Ann Davis

73. The Role of Identity in Alleviating Stereotype Threat for Lower SES Students  
Jessica Cox, Bethany Howard, Jennifer Bentz, Aldrin Vinton, Tiffany M. Estep, Wendy R. Williams

74. Strategies for Using Psychology to Improve Police/Youth Relations  
Elizabeth Getzoff Testa, Lisa H. Thurau, Susan Montoy, Matt Aalsma

7:30 AM – 8:30 AM

Breakfast and Poster Presentation (Marquis Ballroom BC) ............... 59

75. Lead Contamination in Water, Attendance, and Academic Achievement in New York City Public Schools  
Valkiria Duran-Narucki, Olawummi Arowolo

76. Right-Wing Authoritarianism and Social Dominance Orientation as Predictors of the Anti-Immigrant Sentiment Toward the Middle East Refugees  
Zlatko Šram

77. What Is A ‘Reasonable’ Response to Sexual Harassment?  
Elena Dimitriou, Manuela Barreto, Thomas Morton

78. Perceptions of Victim and Perpetrator Culpability in Gendered Violence Scenarios  
Stephanie M. Wright, Christina Wolfe, Haydn Turner

79. The Psychology Curriculum and Faculty Contributions to Diversity Education  
Daniela Martin, Pauline Guerin, Joshua Marquit

80. Social Norms Moderate the Use of Religious Justifications of Prejudice  
Jason M. Miller, Chris Crandall

81. African American College Students’ Experiences with Racial Microaggressions  
Jessica T. DeCuir-Gunby, Whitney N. McCoy, Stephen M. Gibson

82. The Effects of Classroom Dynamics on Participation in Difficult Dialogues  
Rachael Cairati, Marshall DeFor, Xiyao Ge, Kendra Marsh, Tianfang Yang, Kathryn C. Oleson

83. The Link Between Racial Bias and Chronic Health Disparities  
Eric D. Splan

84. Masculinity Threat and Reactions to Women Confronting Trolls  
Rachel A. Cultice, Jennifer D. Rubin, Laurie A. Rudman, Terri D. Conley

85. The Positive Impacts of Outdoor Recreation May be Moderated by Gender  
Caitlin A. Kearney, Cassie O’Brien, Ryan Pickering

86. The Effect of Jury Instructions on Category- and Feature-Based Racial Bias  
Melanie Close, Margaret Kovara

87. The Online Dating Experiences of Students of Color  
Shannia Coley, Andrea Mercurio, Brenda Caldwell Phillips
88. Family Messages about Gender and Emerging Adults' Benevolent Sexism
Brenda C. Gutierrez, Campbell Leaper, May Ling D. Halim

89. Sexist Experiences and Beliefs in Women’s Support of Gender-Equality Policies
Stephanie L. Grossman, Rachel A. Annunziato

90. Effects of Social Desirability on Activism and Racial Attitude Reports
Jasmin E. Castillo, Joshua L. Brown

91. Homelessness: A Sojourner’s Reflection on Hope and Empowerment
DeBorah Gilbert White

92. Agency, Restoration, and Accountability: A Model for a Re-Entry Program
Paul Ashcraft, Jasper Flynt, Daniela Martin

93. Political Orientation Impacts Perceptions of Different Attributional Accounts of Wrongdoing
Ying Tang, Rachael Malizia, Leonard S. Newman

94. Public Perceptions of Youth of Color Labeled as Delinquent
Veronica M. Acosta, Jennifer Hsia

95. Collaborative Campaigning for Complete Streets
Joyce Tang Boyland

96. Enhancing Prejudice Reduction Effects of the Imagined Contact Paradigm
Shum Priscilla Lok-chee, Tse Chi-shing

97. Resentment Reduction Hypothesis
Charles O. Anazonwu

98. A Social Psychological Approach to Understanding Non-Physical Intimate Partner Violence
Kiara Minto

Hannah M. Douglas, Anthony Foster, Rachel W. Kallen

100. “Men Can’t Be Raped”: Inducting Empathy for Male Sexual-Assault Victims
Michelle R. Nario-Redmond, Kara E. Hokes

101. “Ironic” Effects of Sexism: The Role of individual Differences and Achievement Goals
Maya A. Godbole, Catherine Good

102. Anger Predicts Collective Action and Better Well-Being Among Feminist Women
Ellen E. Newell, Jennifer J. Thomas, Brian Buckman, Makayla Sarnosky

103. Immigrant-Origin College Students’ Sense of Belonging During Politically Contentious Times
Lydia Saravia, Jennifer Juarez, Joanna Maravilla-Cano, Dalal Katsiaficas

104. Beneficial Ways of Feeling Different During Social Transitions
Jessica Salvatore

105. Bias-Aware Critical Self-Reflection Predicts University Student and Faculty Prejudice-Confrontation Beliefs
Robert R. Murphy, Shira Hammerslough, Savannah Kaufman, Michelle MacCalman, Sarah Pearlman, Kathryn C. Oleson

106. Bridging Services for Marginalized Groups Through Clinical Data Analyses
Lori Day, Deborah Schoolder

107. Building Bridges: Using mHealth as a Public Mental Health Strategy
Beth K. Jaworski, Jason E. Owen

108. Burdens of “Safe Sex”: Identifying Young Women’s Sexual Safety Labor
Harley Dutcher

109. Collective Action as Efforts to Change the Future by Preventing the Return of the Past
Maria Chayinska, Craig McGarty

110. College for All?: Berea College’s Free Tuition Program
Jennifer Bentz, Alin Vinton, Jessica Cox, Bethany Howard, Wendy R. Williams, F. Tyler Sergent

111. Community Building with Refugees: A Partnership Program
Annette Dufresne

112. Adolescent’s Reasoning About Social Justice and Discrimination in Nepal
Jeanine Grütter, Sandesh Dakhal, Melanie Killen

8:30 AM ~ 9:45 AM

Symposium (City Center A) .................70
Legislation, Moral Discourses, and Experiences of Reproductive (In)Justice
Chair: Laura Hooberman

Talk 1: Examining Ultrasound Regulation Policies in the Abortion Care Context
Laura Hooberman

Talk 2: Free the Nipple: Hyper-sexualization as a Form of Reproductive Injustice
Kehana Bonagura

Talk 3: Political Discourses Surrounding Abortion and Women’s Autonomy
Frances Howell

Symposium (Grand Ballroom 3) ............71
Over-Empowered? When Majority Individuals Participate in Research About Gender/Sexual Diversity
Chair: Zach C. Schudson

Talk 1: Ideological Avalanches: When Gender/Sex Majorities Protest by Participating
Zach C. Schudson, Will J. Beischel, Sari M. van Anders

Talk 2: “This is mind expanding”: Cisgender Individuals Map Gender/Sex Diversity
Will J. Beischel, Zach C. Schudson, Sari M. van Anders

Talk 3: Interviewing up: Challenges with Sexual/Gender Majorities for Sexual Diversity Research
Emma C. Abed, Olivia D. Gunther, Aki Gormezano, Zach C. Schudson, Will J. Beischel, Sari M. van Anders
Symposium (Grand Ballroom 2) ............ 72
Shifting School Cultures to Support Underrepresented Students and Families
Chair: Regina Day Langhout
Talk 1: Identifying Barriers to Elementary School Education for Working Class/Working Poor Latinx Parents
Stephanie Tam Rosas, Stephanie Barron Lu, Jasmin Ledesma-Villa, Paola Enríquez, Yesenia Gaytan, Regina Day Langhout
Talk 2: Latinx Students’ Places of Belonging at a Hispanic Serving Institution
Sylvane Vaccarino, Rebecca Covarrubias
Talk 3: Service Learning and Underrepresented College Students: Supporting Agents of Change
Regina Day Langhout
Talk 4: Discussant
Geoffrey Maruyama

Interactive Discussion (Grand Ballroom 1). .................. 73
Building Resilience to State-Sanctioned Violence
Stephanie Hargrove, Kris Gebhard, Syeda Younus, Lauren B. Cattaneo

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Noelle Malvar, Tangier Davis, Linda R. Tropp, Jon Watford, Olga Pagan, Achu Johnson Alexander, Anita Fabos

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Danielle Kohfeldt, Meghan McCoy, Jamie Franco-Zamudio

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Capturing Crime on Camera
Body Cameras Capture Racial Disparities in Officer Respect
Nicholas Camp
Community Prosocial Behaviors and Bystanders’ Intervention of Livestreamed Crimes
Manyu Li, Amy Brown, Hung-Chu Lin, Hanh Annie Vu
Mere Presence of Body-Worn Camera Evidence on Guilt and Trust
Sara Driskell

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Contemporary Methodologies and Frameworks for Socialization
Children’s Literature as a Mechanism for Political Socialization
Meagan M. Patterson, Jumesha S. Wade, Mary E. Bishop

Agential Realism as Bridge to a More Just Experimental Psychology
Julia Scholz
Psychology of Liberation’s Influence in Three Decades of Latin-American Political Psychology
Cristina Herencia, Cesar A. Cisneros Puebla

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Investigating Mechanisms of Bisexual Prejudice and Bisexual People’s Subjective Well-Being
Chair: Jes L. Matsick
Talk 1: Lesbian and Gay People’s Bisexual Prejudice: Examining Perceived Sexual Orientation
Jes L. Matsick, Jennifer D. Rubin
Talk 2: Bisexuals’ Life Satisfaction Across Adulthood: Findings from the MIDUS Study
Britney M. Wardecker, Jes L. Matsick, Jennifer E. Graham-Engeland, David M. Almeida
Talk 3: Monogamy and Homophobia: Mechanisms of Heterosexual People’s Prejudice Toward Bisexuality
Anna C. Salomaa, Jes L. Matsick

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School Ties: Fostering Academic Collaborations to Bolster Positive Educational Experiences
Chairs: David M. Marx, Sei Jin Ko
Talk 1: Talking About Science: How Social Recognition Shapes Women’s STEM Interest
Jeanette Zambrano, Christina Leal, Matthew Jackson, Dustin Thoman
Talk 2: Creating Connections: Math-Talented Female Peers Positively Impact Women’s STEM Experiences
David M. Marx, Sei Jin Ko
Talk 3: Broadening the Participation of Women in STEM Faculty Searches
Ian M. Handley, Jessi L. Smith
Talk 4: Cultural Pluralism and Black Youth’s Assessment of School Climate
Leann V. Smith, Ming-Te Wang
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Chair: Apoorva Rajan-Sharma
Talk 1: Gender and Power Dynamics in Perceptions of BDSM Practitioners
Kat McGinley
Talk 2: The Motivations for Engaging in Sex and BDSM Behaviors
Stasie D. Dear
Talk 3: Psychological Predictors of Resilience in Lesbian, Gay, and Bisexual People
Apoorra Rajan-Sharma
Talk 4: Perceived Stigma, Identity Insecurity, and Relationship Outcomes in Marginalized Relationships
Apoorra Rajan-Sharma, Stasie D. Dear, Kat McGinley

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Moderator: Seini O'Connor
Asia A. Eaton, Diane Illig, Patrick R. Grzanka, Michele Schlehofer

15-Minute Presentation (City Center A) . .80
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Different Meanings of Status Determine How Status is Enacted
Thomas Morton
An Integrative Approach to Teaching the Psychology of Social Class
Anne E. Noonan
Exploring Operationalizations of “Social Class” and “Socioeconomic Status” in Psychology
Peter A. Leavitt, Matthew Weeks

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How Perceptions of Diversity affect Cross-Racial interactions and Belongingness at the Air Force Academy
Leah B. Pound, Felicia Pratto
The Problem with Sponsorship: Documenting the Effect of Gender on Effectiveness of Sponsorship
Elizabeth L. Campbell, Rosalind M. Chow, Brandy L. Aven
Does Fair Chance Hiring Level the Playing Field for Ex-offenders?
Samantha Wiener, Ingrid Haas, Christopher Federico, Richard Wiener

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Identity and Well-Being
Cultural Identity and Psychological Well-Being: Differences by Ethnicity and Immigrant-Generation
Maryam Hussain
Pamela B. Gomez, Alexana Margevich, Luis M. Rivera
Measuring the Male Code of Silence Among College-Aged Students
Hannah Michael Wright, Julian Mendez, Tanner Newbold
Examining the Difference Between a Happy Life and a Meaningful Life Among Multicultural Individuals
Shima Sadaghiyani, Andrea Belgrade, Mari Kira, Fiona Lee

15-Minute Presentation (Grand Ballroom 1). .......................83
Intergroup Threat
No Longer Exists?: Whites’ Defensive Reactions to their Population Decline
Hui Bai, Christopher Federico
Monitoring Community Attitudes During Refugee Settlement in Armidale, Australia
Susan Watt
“Threatening Others”: National Identity, Perceived Threats, and Immigration Policy
Justin Preddie, Ludwin Molina
Is Ableism Ambivalent?: Validating a Hostile and Benevolent Ableism Measure
Jennifer K. Frederick, Abigail J. Stewart

11:20 AM – 12:35 PM
Symposium (Grand Ballroom 3) .............84
Building Bridges Through Social Justice Education: Teaching Strategies That Connect
Chair: Lauren B. Cattaneo
Talk 1: Social Problems are Social: Connecting Individual Struggle with Social Inequity
Lauren B. Cattaneo
Talk 2: Working-Class Culture in the Classroom: Resistance as an “Insider Without”
Kim A. Case
Talk 3: Going Digital and Getting Beyond Identities: Teaching Intersectionality Through Future Professions
Jen Wallin-Ruschman
Talk 4: Nurturing Nepantlera Feminismo/Womanism: The #SayHerName Psychology of Women Project
Monique A. Guishard
Symposium (Grand Ballroom 1) ...............85
Development of Stereotypes, Social Biases, and Group Understanding in Children
Chair: Ashley L. Weinberg
Talk 1: Implicit Academic Stereotyping Among Black and Non-Black Children
Ashley L. Weinberg, Amanda Williams, Jennifer R. Steele
Talk 2: Changing Implicit Racial Attitudes Across Childhood
Antonya M. Gonzalez, Jennifer R. Steele, Andrew S. Baron
Talk 3: Weight Bias as Disease Avoidance Among Children and Adults
Gina Roussos, Yarrow Dunham
Talk 4: “It’s Just a Color”: Racial Identity Narratives in Middle Childhood
Leaonna Orin Rogers, Christina Mei Foo, Shari Gordon, Abigail Lee Kutlas

Symposium (Grand Ballroom 2) ...............87
Moving from Food Insecurity to Security: Attitudes, Experiences, and Policy
Chair: Harmony A. Reppond
Talk 1: Dimensions of Attitudes Toward Food Insecurity in the US
Carley Ward, Geoffrey Maruyama, Lara Jessen, Wei Song, Lori Kratchmer, and Rob Zeaske
Talk 2: Food and Housing Insecurity in the California State University System
Christopher L. Aberson, Jennifer Maguire, Brandi Goodspeed, Nena McGath
Talk 3: Combatting Campus Food Insecurity: Challenges and Opportunities
Ibette Valle, Desiree A. Ryan, Heather E. Bullock
Talk 4: College Campus Food Pantry Directors’ Policy Solutions for Food Security
Harmony A. Reppond, Monica De Roche, Karen Thomas-Brown, Carmel Price, Natalie Sampson

Interactive Discussion
(Grand Ballroom 6) .................................88
Bridge-Building Across Institutions and Disciplines to Improve Under-Represented Student Success
Geoffrey Maruyama, Regina Langhout, Leigh McCallen, Darlene Laboy, Other collaborators: Andrew Furco, Tai Do, Michelle Fine, Janice Bloom, Lori Chajet, Grace Pai, Robert Weathers, Brenda Velazquez, Juana Alejano, Emese Ilyes, Chinere Okator, Hafsa Mohame

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(Grand Ballroom 45) ...............................88
Building Coalitions and Solidarity with Academics in Turkey
Yasemin Gülsum Acar, Özden Melis Uluğ, Canan Coşkan, Elif Sandal Önai

Interactive Discussion
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Tess M.S. Neal, Simon Howard

15-Minute Presentation
(City Center A). .....................................89
Mobilization and Collaboration for Gender Equality
Disordered Society: Women in ED Recovery Advise Policymakers on Change
Jessica F. Saunders, Sabrina Aguilar, Asia A. Eaton
SexGenLab: Translating Critical Knowledge for Critical Times Beyond the Academy
Deborah L. Tolman, Jennifer Chmielewski, Hunter Kincaid, Kim Nguyen, Kimberly Belmonte
Forging Collaborations for the Elimination of Gender Discrimination in Pittsburgh
anupama jain, Melinda Cicciócoppo
“We for She”: Mobilising Solidarity for Gender Equality
Emina Subasic, Nyla Branscombe, Michelle Ryan, Katherine Reynolds, Stephanie Hardacre

15-Minute Presentation
(Marquis Ballroom A) .............................90
Sexual Violence
The Normalization of Sexualized Aggression on College Campuses
Leanna J. Papp, Sara I. McClelland
Help-Seeking and Victim Blame Experiences Among Victims of Nonconsensual Porn
Yanet Ruvalcaba, Asia A. Eaton, Holly Jacobs
Sexual Assault: When Mandated Reporting and Advocacy Conflict
Emily A. Leskinen
Institutional Estrangement: Contours and Consequences of Gendered Mistreatment in College
Kevin D. Goodman, Lilia M. Cortina

12:45 PM – 1:50 PM
LUNCH ON YOUR OWN
Pre-ordered lunches can be picked up in Marquis Ballroom BC

2:00 PM – 3:15 PM
Symposium (City Center B) ..........................91
Activism in the Classroom
Chair: Jennifer Prewitt-Freilino
Talk 1: Theory and Practice of Girls’ Activism
Britney Brinkman
Talk 2: A New (Dis)Course: Do ALL Lives Matter or Just Yours?
Melissa Marcotte
Talk 3: Making Course Material Relevant Through Applied Activism
Jennifer Prewitt-Freilino
Symposium (Marquis Ballroom A) ....... 92
Beyond Singular Identities: Social Perception at the Intersection Race, Gender, and Sexual Orientation
Chair: Analia Albuja
Talk 1: The Intersection of Race and Sexual Orientation in Person Perception
John Paul Wilson
Talk 2: Detecting Discrimination: When is Intersectionality Visible?
Rebecca Mohr
Talk 3: White Americans Stigmatize Black-White Biracials Who Associate with Black Americans
Darren Agboh, Daryl Wout
Talk 4: Intersection of Stigma: Identity Safety Cues Among Women of Color
Analia Albuja, Jonathan Vides, Diana Sanchez

Symposium (Grand Ballroom 3) ....... 94
Bridging Economic Divides: Understanding How Social Class Shapes Interclass Perceptions
Chairs: Angela R. Robinson Lindsay Hinzman, Danielle Parra
Talk 1: Considering the Impact of Perceiver Status on Configural Face Processing
Lindsay Hinzman, Jessica Remedios, Keith Maddox
Talk 2: Essentialist Beliefs, Social Class, and Attitudes Toward Helping the Poor
Angela R. Robinson, Jacqueline M. Chen, Paul K. Piff
Talk 3: Preferences in Charitable Giving to the Poor
Danielle Parra, Angela R. Robinson, Paul K. Piff

Symposium (City Center A) ....... 95
Criminality and Victimization Experiences Shape the Self, Identity, and Mental Health
Chair: Nicole M. Sachs
Talk 1: Activating Implicit and Explicit Victim Identities: Implications for Mental Health
Nicole M. Sachs, Bonita M. Veysey, Luis M. Rivera
Talk 2: Intimate Partner Violence Related-Stigma and Experiences with the Court
Nicole M. Overstreet, Tami P. Sullivan, Lauren B. Cattaneo
Talk 3: Experiences with Parolees Influence Parole Officers’ Implicit Self-Criminal Associations
Marina K. Saad, Bonita M. Veysey, Luis M. Rivera

Interactive Discussion (Grand Ballroom 6) ....... 96
Reproductive Justice as an Interdisciplinary Approach to Intimate Partner Violence
Asia A. Eaton, Cindy Fraga Rizo, Charvonne Holliday, Heather McCauley

15-Minute Presentation (Grand Ballroom 1) ................. 96
At the Intersection of Gender and Race
Testing Privilege: Who Believes Whom When They Talk about Racism?
Keon West
Pick a Parent: Child Custody Allocation in Mixed-Race Families
Maria lankilevitch, Alison L. Chasteen
Motivations to Attend a Historically Black College for Women
Danielle D. Dickens, Valerie Jones Taylor, Amani Holder
Perception of Ambivalent Sexism in the Context of Race
Mackenzie S. Kirkman, Debra L. Oswald

15-Minute Presentation (Grand Ballroom 2) ................. 97
Attitudes Toward Scientific Findings
Reactions to Identity-(Dis-)Affirming Scientific Findings
Jessica Salvatore, Thomas Morton
Who Rules the World? Human Exceptionalism and Environment Concern
Ryan M. Pickering, Caitlin Kearney
Denial of Climate Change May be a Humanitarian Obstacle
Rachel R. Steele, Sakina Bengali, Joel Ginn, Daniel A. Chapman, Brian Lickel

15-Minute Presentation (Grand Ballroom 45) ................. 98
Racial/Ethnic Identity
Multicultural Identity: Precursors, Self-Definition, and Implications for Psychological Growth
Andrea Belgrade, Shima Sadaghiyani, Mari Kira, Fiona Lee
The Relationship between Minority Identity & Perceived Discrimination
Zahra Mirnajafi
Believing Stereotype Threat: The Role of Target and Perceiver Identity
Gabriel Camacho, Diane M. Quinn
The Endurance and Contestations of Colonial Constructions of Race
Geetha Reddy, Ilka H. Gleibs

3:30 PM – 4:30 PM
Symposium (Grand Ballroom 45) .................100
SPSSI Town Hall Meeting
All Welcome
Join us to honor recipients of SPSSI’s Distinguished Service Awards and get updates from SPSSI’s officers and Executive Director on SPSSI’S past year, including progress on SPSSI’s strategic plan. General open mic Q&A session to follow.
4:45 PM – 6:00 PM

**Symposium (Grand Ballroom 45) . . . . . 100**

*Contextual and Relational Factors in the Sociopolitical Development of Youth*
Chair: Nkemka Anyiwo

**Talk 1: School-Based Racial Discrimination and Black Youth’s Achievement Gap Beliefs**
Nkemka Anyiwo, Natasha Johnson, Aixa Marchand, Stephanie J. Rowley

**Talk 2: Achievement Gap Attributions and Racial Socialization in African American Parents**
Stephanie J. Rowley, Beth Kurtz-Costes

**Talk 3: Youth Political Action: The Influence of Peers & Parents**
Aixa Marchand, Nkemka Anyiwo

**Symposium (City Center A) . . . . . 101**

*Fractures in the Bridges to Justice: Punishment and Collateral Consequences*
Chair: Richard L. Wiener

**Talk 1: Anger, Disgust and Moral Outrage in Sexual Assault Verdicts**
Richard L. Wiener, Colin P. Holloway, Trace Vardsveen, Alisha Caldwell Jimenez

**Talk 2: The Role of Retribution and Punishment Type in Sentencing Decisions**
Trace C. Vardsveen, Richard L. Wiener

**Talk 3: Handcuffing Reentry: Employer Stigma against Applicants with Criminal Histories**
Colin P. Holloway, Richard L. Wiener

**Symposium (Grand Ballroom 2) . . . . . 102**

*The Racially Unexpected: Exploring Experiences of and Responses to Multiracial People’s Racial Identity*
Chair: Olivia L. Holmes

**Talk 1: Exploring the Lived Experience of Having a Biracial Identity in a Monoracial Society**
Felicia Swafford, Nolan Krueger

**Talk 2: Consequences for Identifying Against Hypodescent**
Olivia L. Holmes

**Talk 3: How Blacks’ Perception of a Biracial’s Ingroup Membership Affects Attributions**
Richard E. Smith, Il

**Interactive Discussion (City Center B) . . . 103**

*Difficulties in Doing Psychological Research in Challenging Contexts*
Özden Melis Uluğ, Yasemin Gülşüm Acar, Michelle Twall, Rashmi Nair, Ahmet Çoymak

6:00 PM – 7:00 PM

**Presidential Address (Grand Ballroom 45). . . . . . . . . 106**

Wendy R. Williams

*Considering Carnegie’s Legacy in the Time of Trump: A Science and Policy Agenda*

7:15 PM - 8:15 PM

**Early Career Scholars/ Grad Student/ Diversity Committee Social Event (Grand Ballroom Foyer)**
SUNDAY, JULY 1

7:30 AM – 8:30 AM

Breakfast and Poster Presentation (Marquis Ballroom BC) ................. 107

113. Compassion, Care, and Neoliberalism During Political and Economic Turmoil
Richard La Fleur, Kizito Okeke

114. Culturally Adapting an Observer Measure of the Working Alliance for Black Americans
Hillary Litwin, Tristan Chirico, Grace Smith, Sophia Williams, Lindsay Fernandez, Ana Hernandez-Vega, Stacy Crawford, Vivian Dzokoto, Doris Chang

115. Do Primary Care Physicians Stigmatize Chronic Pain Patients on Opioids?
Aaron Mattox, Amanda Holcomb, Nina Slota

116. Emotional Consequences of Experiences that Value or Devalue Social Identities
Angelina Majeno, Virginia Huynh, Cari Gillen-O’Neel

117. Face Up and Face Down: From Stigma to Empowerment
Kenneth Foster, Sr.

118. Focus on the Silences: De-Colonial Praxis within Public Health Evaluation
Justin T. Brown, Monique A. Guishard

119. Fraternities, College Athletes and Sexual Assault Interventions: A Systematic Review
Ana Lucia Rodríguez, Yanet Ruvalcaba, Asia A. Eaton, Dione P. Stephens, Pumma Na Madhivanan

120. Gender Ideologies and Indian Young Adults Gender Based Violence Beliefs
Alexa Barton, Ana Roiguez, Dione Stephens

121. Masculine Honor Beliefs and Selfish Leadership
Gohar Harutyunyan

122. Masculine Honor Beliefs and Selfish Leadership
Gohar Harutyunyan

123. Just Guns: Perspectives on Firearms, Politics, and Justice
Marcus Patterson, Michael Milburn

124. Latinx Adolescents’ Academic Engagement: The Role of Academic Mentors
Kayla Fike, Rosario Ceballos

125. Loneliness as a Mediator Between Racial Discrimination and Psychological Adjustment
Hannah I. Volpert-Esmond, Jorge S. Martins, Michael Buitmann, Jamie Arndt, Bruce D. Bartholow

126. Longitudinal Assessment of an Intervention to Reduce Implicit Racial Bias
Jennifer L. Goetz, Laura Hopkins, Janae McDonald, Amy Sekar, Nicole Stumpp

127. Managerial Relationships and Discretionary Decision-Making in Higher Education Opportunity Programs
Tiffany Brown

128. Microaggressions Mental Health: What Factors Moderate the Relationship?
Nishanthi Anthonipillai, Christopher Polidura

129. Mixed Media Methodology: Using Tech to Explore Social Problems
Brian A. Eiler, Michael R. Snell, Rosemary L. Al-Kire, Patrick C. Doyle, Michael R. Snell, W. Keith Campbell, Maurice Lamb, Michael J. Richardson, Paula L. Silva, Rachel W. Kallen

130. Narrating Social Justice: Interrogating Educational Inequities for Minoritized Youth
Tanzina Ahmed, David Caicedo, Renata Strashnaya

131. Negotiating Marriage and Marital Plans Among Chinese LGBTQ Young Adults
Jianmin Shao, Esther S. Chang, Chuansheng Chen, Ellen Greenberger

132. Short-Term Parental Expectations and Academic Achievement Among Immigrant and Non-Immigrant Youth
Trenel Francis, Diane Leslie Hughes, Hirokazu Yoshikawa

133. Reframing the Mind and Embracing the Cultures of Integrity and Equity
Kizito O. N. Okeke, Richard La Fleur

134. Role of Perceived Blameworthiness in Stereotype Content and Social Policy Support
Brittany Paige Milheac-Adkins, Laura Ruth Parker

135. Social Mobility Affects Social Projection Between and Across Social Classes
Maryam Bin Meshar, John Sciarappo, Marika Yip-Bannicq, Yaacov Trope

136. Social Network Diversity and Media Consumption Shape Enjoyment of Off-Color Racial Humor
Katlin Bentley, Tammy English

137. Social Networks and Older Gay Hispanic Men’s Aging Health Concerns
Dione Stephens

138. Socio-Analysis and Transformative Education to Overcome Internalized Social Oppression
Azrul Bacal Roij

139. Socioeconomic Status, Racial Identity and Achievement Motivation in Black Youth
Darlena York, Blake Ebright, Stephanie Rowley

140. Stopping Animal Abuse: A Partnership Between Public Policy and Psychology
Adam Duberstein, Evan MacAdams, Cassidy Slade, Nina Carry, Brooke Colman

141. The American Dream: “Have to be Asleep to Believe It”?
Aldrin Vinton, Bethany Howard, Jennifer Bentz, Jessica Cox, Wendy R. Williams

142. The Impact of Sleep and Opioid Usage in Chronic Pain Populations
Nina Slota, Jamie Williams, Stephanie Jenkins

143. The Importance of Marriage Equality for Chinese LGBTQ Young Adults
Jianmin Shao, Youqin Zhu, Hongyu Chen, Esther S Chang, Chuansheng Chen, Ellen Greenberger

144. The Role of Greed and Socioeconomic Status in the Well-Being
Darren R. Bernal, Shana G. Walden

145. Trauma and LOC Predictors of Help-Seeking in Alaska Native Communities
Jorene Olrun

146. Unintentional Shootings by Toddlers: Relationship to Gun Laws and Guns
Hana Watari, Eric S. Mankowski, Makenna Rivers
148. Why Don’t “Real Men” Learn Languages?
Kathryn E. Chaffee, Nigel Mantou Lou, Kimberly A. Noels, Joshua W. Katz

8:40 AM – 9:55 AM

Symposium (City Center A) .................117
Evidence-Based Strategies to Promote Positive Social Change
Chair: Katelin H. S. Neufeld
Talk 1: A Perspective Taking Intervention Following the 2016 U.S. Presidential Elections
Rezarta Bilali, Erin B. Godfrey, Esther Burson
Talk 2: The Promise of Forum Theatre for Reconciliation: Evidence from Liberia
Katelin H. S. Neufeld, Friederike Feutche, Rezarta Bilali, Agostino Mazzotta
Talk 3: A Novel Socratic Activity Creates Lasting Change in Anti-Muslim Hostility
Emile G. Bruneau, Nour Kteily, Emily Falk
Talk 4: Ingroup Hypocrisy and Preventing the Use of Torture-Derived Information
Caroline E. Drolet

Symposium (Marquis Ballroom A) ........118
Immigrant Representations in the Making
Chair: Kay Deaux
Talk 1: Immigrant Representations in the United States: Capturing the Heterogeneity
Özge Savaş, Ronni M. Greenwood, Benjamin T. Blankenship, Abigail J. Stewart, Kay Deaux
Talk 2: Immigrant = Refugee: Stereotype Content of Immigrant Groups in Ireland
Ronni M. Greenwood, Özge Savaş, Benjamin T. Blankenship, Abigail J. Stewart, Kay Deaux
Talk 3: Racial Stereotypes and Black Immigrants’ Attitudes toward African Americans
Shaun Wiley

Symposium (City Center B) .................119
Improving Women’s Outcomes in STEM: Interventions, Caveats, and Future Directions
Chair: Sarah D. Herrmann
Talk 1: A Role Model Intervention Improves Women’s STEM Performance and Persistence
Sarah D. Herrmann
Talk 2: Culturally-Relevant Growth Messages Unexpectedly Undermine Women’s Help-Seeking in STEM
Giselle Laiduc, Rebecca Covarrubias, Ibette Valle
Talk 3: Peers, Norms, and Belonging for Women in STEM
Tara C. Dennehy, Nilanjana Dasgupta, Toni Schmader, Hilary B. Bergsieker
Talk 4: We are In This Together: Presence of Stigmatized Allies Buffer Against Stereotype Identity Threats
Kim E. Chaney, Diana T. Sanchez, Jessica D. Remedios
10:10 AM – 11:25 AM

Symposium (Grand Ballroom 6) ....... .124
Building Bridges Between Minorities: Lessons from Global North and South
Chairs: Rashmi Nair, Jaboa Lake
Talk 1: The Effects of Majority-Minority Contact and Minority-Minority Contact on Minorities’ Ally Activism
Michelle Sinayobye Twali, Julia Tran
Talk 2: Intraminority Support for and Participation in Race-Based Collective Action Movements
Jaboa Lake, Kimberly Kahn
Talk 3: How Can Policymakers Build Meaningful Coalitions Between Disadvantaged Minorities?
Rashmi Nair

Symposium (Grand Ballroom 2) ....... .125
Engaging Diversity and Community in the Liberal Arts Classroom
Chairs: Carolyn Weisz and Kathryn Oleson
Talk 1: Using Experiential Learning and Equity Lenses to Teach Assessment Methods
Carolyn Weisz
Talk 2: Implementing Universally-Designed Practices in a Diverse First-Year Student Writing Course
Michelle Nario-Redmond
Talk 3: Introducing Intergroup Dialogue Techniques in a Social Stigma Psychology Course
Brooke Vick
Talk 4: Faculty and Student Perceptions of Discomfort in Higher Education Classrooms
Kathryn Oleson, Eileen Vinton, Sidney Buttrill, Robert Murphy, Alexa Harris, Tianfang Yang

Symposium (Grand Ballroom 1) ....... .126
Sex Offenders: Exploration of Public Perceptions and Policy Implications
Chair: Kristan N. Russell
Talk 1: While the Media is Instilling Fear of Sexual Offenders, Our Policies are Getting Stricter. Is this Really Making Us “Safer”?
Marissa Bykowski
Talk 2: Illusion of Safety: Exploring Public Perceptions of Sex Offender Registration
Kristan N. Russell, William Evans
Talk 3: Public Perceptions of Juvenile Sex Offenders: Implications for Policy
Victoria A. Knoche, Kristan N. Russell, Shawn C. Marsh

Interactive Discussion (City Center B) ....... .127
Bridging Across Identities: An intersectional Approach Towards Privilege Awareness
Sahana Mukherjee, Aian Villicana, Kevin Delucio

Interactive Discussion (City Center A) ....... .128
Homelessness: Expanding the Narrative and Protecting Rights
Deborah Gilbert White, Ann Aviles, Eric Tars

15-Minute Presentation (Marquis Ballroom A) ....... .128
Intergroup Relations
The Ironic Effect of Regulatory Non-Fit on Confrontations of Racism
Rayne Bozeman, Robyn Mallett
Investigating Men’s Reactions to the Reappropriation of Sexist Slurs
Morgana Lizzio-Wilson, Annamaria Klas

11:40 AM – 12:40 PM

Invited Keynote (Grand Ballroom 45) ....... .131
Social Representations of Self Within the Context of Type 2 Diabetes Experiences in Ghana
Ama de-Graft Aikins, Regional Institute for Population Studies, University of Ghana
**Bridges to Justice: Building Coalitions and Collaborations Within and Beyond Psychology**

SPSSI 2018 CONFERENCE
June 29–July 1, 2018 · Pittsburgh, PA

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**PRESENTATION ABSTRACTS**

8:15 AM – 9:15 AM

**Poster Presentations . . . . . . Marquis Ballroom BC**

1. **Bridging, Linking, and Bonding Social Capital Among Supportive Housing Consumers**  
Brad Forenza, Liam Reilly, Briana Rogers

Supportive housing provides free/reduced-rent and regular access to helping professionals for consumers experiencing, or at risk of experiencing, homelessness. While extant research has explored aspects of consumer social networks, less research has explored consumer social networks derived through the actual housing experience. Through focus groups and in-depth interviews with 34 consumers of a robust housing program, this study attempted to answer the question, “What are the lived, relational experiences of supportive housing consumers, as derived through supportive housing itself?” Directed content analysis and three domains of social capital (bonding, linking, and bridging) helped identify seven emergent themes (idyllic communities, mutual support, communities of circumstance, generalized distrust, independence, empowerment, and volunteerism). Implications include: (1) the need for policymakers to invest more resources into homelessness prevention for populations like foster care alumni and adults with serious mental illness, (2) the need for practitioners to respect supportive housing spaces and the roles that consumers play for each other, and (3) the need for future research to explore the long-term tangible and intangible outcomes of supportive housing.

2. **Blame and Shame: Beliefs that Perpetuate US Health Disparities**  
Cara Stephenson-Hunter

Despite increased access to care and interventions aimed to change health behavior, health disparities have remained largely unchanged, even for preventable illness and disease. Health behavior interventions heavily rely on perceptions of control over one’s fate and thus ignore populations with low perceptions of personal control. Poverty is associated with an external Locus of Control (LOC), while both poverty and external LOC are associated with fewer healthy behaviors. A quantitative study was conducted to explore the role of LOC as an adaptive response to poverty. Using cross-sectional, survey methodology 136 adult participants were recruited to anonymously complete the Multidimensional Locus of Control, the Health Promoting Lifestyles II, the Kessler Psychological Distress and a demographic questionnaire. Findings were that external LOC mediated the relationship between socio-economics and health lifestyles, while external with a high belief in chance was associated with less healthy lifestyle choices than external-powerful others. Internality did not offer protections from anxiety and depression for low socio-economic populations. Implications for social change are to further the understanding of the role of perceived control on health beliefs, behavior and psychological well-being for marginalized populations in order to promote the development of appropriately targeted, culturally sensitive health interventions.

3. **Interdisciplinary, Critical Perspectives on Structurally Embedded Racism and American Justice**  
Rachel L. Austin

This presentation examines empirical findings and theoretical frameworks within psychology and sociology, thought in law and philosophy, and public policy implications related to the continued discrimination and oppression of black men within
the American criminal justice system. The focus of this work is to provide a critical analysis that challenges assumptions by some scholars that recent null race effects in juror decision-making exemplify a shift in social consciousness and thus a “colorblind” justice system. Works included primarily examine research pertaining to juror perception and decision-making and how this is affected by race in verdict and sentencing outcomes. Other works examining issues of import help to socially locate the issue of racial bias in the American criminal justice as a uniquely black experience primarily affecting black men. This includes scholarly literature examining disparate policing, racial-profiling, community perceptions of police, police brutality, media portrayal of black men, modern forms of racism, and stereotypes and associations of criminality with blackness. Conclusions, implications, and future directions concern methodological issues, theoretical arguments, assessment of policy outcomes, and areas of future interest and needed clarification for scholars examining race effects in the criminal justice system and jury processes.

4. Navigating Healthy/Unhealthy Relationships for Individuals with Serious Mental Illness
Brad Forenza, Autumn Bermea

Individuals living with serious mental illness are at high risk of chronic homelessness, victimization, and intimate partner violence. In recent years, supportive housing programs have emerged as one way to prevent homelessness and victimization for this population, while also expanding social interactions and social networks. In concert with a local supportive housing program, this research conducted two focus groups with 18 individuals who have a serious mental illness diagnosis. The authors sought to answer the research question, “What are perceptions of healthy and unhealthy relationships among formerly homeless people with serious mental illness?” To this end, the eight-item focus group questionnaire was created around dimensions of power and control, as well as relationship equality. Findings from an inductive thematic analysis reveal three broad families of themes.

5. Partnership Building to Improve Sustainable Health in Developing Countries: The Role of Academia
Emily Schultz, Arelis Moore de Peralta

This project examines the value of multi-level partnerships to foster a Building a Healthier Community (BHC) process in a low-resource setting in the Dominican Republic. Based on the Global Health Framework model (Bozorgmehr, 2011), territorial and trans-territorial partnerships were developed and strengthened for this BHC project. Collaborations occurred between Clemson University, Iberoamerican University, diverse governmental and community organizations, and community leaders in the Dominican Republic. Partnerships between sectors within the community, outside Las Malvinas II’s city limits, and beyond country borders identified priorities to improve the overall health of the community. The BHC jointly established five public health priorities-sanitation, education, vaccine preventable diseases, chronic diseases, and unwanted pregnancies—as well as determining the appropriate community sectors-work, health, education, community organizations, and community at large—to promote teamwork within the initiative.

6. The “Gaysian” Experience in Education: Evidence from a Mixed Method Study
Chujie Qian

While Asians are always stereotyped as the model minority who should excel at academics, the current study is a mixed method research attempt at exploring people’s perceptions of Asian gay men and how they are similar or different from the general stereotypes of Asian or gay men. In a sample from Amazon Mechanical Turk (N=164), we found that quantitatively people’s perception of an individual’s educational outcome is significantly moderated by that individual’s racial and sexual identities. The effects of the Gaysian identity are significantly different from those of Asians or gay men in terms of perceived educational outcomes. Moreover, we also found that these perceptions are significantly correlated with perceivers’ religiosity and economic and cultural values. We also used open-ended questions to find attributions to people’s perceptions of Gaysians’ academic outcomes and found common themes that are similar to that of Asians (i.e., familial support, innate talent) and that of gay men (i.e., interpersonal relationships, lifestyle). The current study provides empirical support to the idea that multiple disadvantaged identities should not be treated as an additive relationship, but as a unique mechanism of intersectionality, but it also supports that this mechanism of intersectionality stems from stereotypes of each disadvantaged identity.
7. A Psychologist's Journey to Protect Transgender Service Members
Nicholas Grant

This presentation will cover the author's experience as the 2016-17 APA William A. Bailey Health and Behavior Congressional Fellow in the Office of Senator Kirsten Gillibrand (D-NY), the development of the Trump Administration's unpatriotic policy banning transgender Americans from open military service, and Congressional efforts to stop the ban. While there is currently a supermajority of support for LGBTQ+ nondiscrimination protections, many people falsely believe there are already federal laws that expressly protect LGBTQ+ people from discrimination. The Administration's efforts to ban transgender individuals from serving illustrates the fact that LGBTQ+ people face bias and discrimination every day, even from the President of the United States. This talk will focus specifically on contributions provided by the fellow to the Senator's efforts to stop the ban, including the use of social science in policy development and collaboration with major stakeholders. The process of translating science into policy and evidence-based policy efforts will be addressed. Additionally, the presentation will cover the process of providing the first ever known “Transgender 101” training in a Senate office to help staff grasp the social and intersectional issues facing the transgender community.

8. LGBT+ Public Policy Implications Across Government Transitions
Nicholas Grant

The 2016 United States presidential election has left many people concerned about the rights of lesbian, gay, bisexual and transgender (LGBT) individuals, including all others whose identities are included within the broader LGBT umbrella (+). LGBT+ individuals have seen many advances in civil rights during the Obama Administration, including the repeal of Don’t Ask, Don’t Tell, ending the legal defense of the Defense of Marriage Act (DOMA), and increased access to healthcare through the Affordable Care Act. Although the current President has stated that the issue of marriage equality has “been settled”, there are still warranted concerns regarding the future of LGBT+ rights. This presentation will offer three main components related to LGBT+ policy: 1) a review of advances under the Obama administration, 2) detailed coverage on developments of new policies and changes in existing policies, namely the Equality Act, under the new Administration, and 3) practical advice for psychologists and graduate students on becoming more involved in LGBT+ public policy. A compendium will be provided offering easily accessible online resources that provide education and tracking on LGBT+ specific policy. Additionally, resources on organizations dedicated to advancing LGBT+ policies will be included.

9. Racism, Mental Health, and Well-being in Institutional and Western Spaces
Ifrah Sheikh

The objective of this presentation is to convey the findings of the Race and Wellbeing Study conducted at the University of Edinburgh. This study explores the intersection between racial microaggressions, racial othering, and mental health in two cultural contexts. Six undergraduate participants were interviewed, three from the US and three from the UK. The participants were male, aged 18-22, and racial minorities. The interviews were conducted and analyzed using Interpretive Phenomenological Analysis (IPA) methodology. The participants were asked about 1) racial identity, 2) race-related incidents, and 3) the impact of these experiences on well-being and mental health. Three themes emerged from the UK group, including 1) Racialized Othering, 2) Microaggressions as a Normalized and Invisiblized Experience, and 3) Fluctuating Race Narratives. Four themes were extracted from the US group, including 1) Dehumanization, 2) Mental Stress and Fatigue, 3) Struggling to Find my Place, and 4) Gracious in an Unfair World. Study conclusions include the universal experience of Inescapable Racialized Existence and Cycling Racial ‘Pre-Trauma.’ This is one of the first studies on racial othering and mental health involving UK participants, and reveals cultural-specific findings, mental health consequences of racism, and the mechanisms used to sustain racial oppression in the West.

10. The Perception of Black Athletes
Devon Carter, Gordon Moskowitz

How does the subtype “black athlete” differ from the global stereotype of black men and what impact does the subtype have on judgment? Two experiments explore a specific form of implicit bias that manifests when evaluating a black athlete. Experiment one assesses the subtype of the black athlete. Aligning with a theory of aversive racism, Experiment two illustrates that the stereotype associated with the subtype does not lead to confirmation bias when participants are motivated to control stereotypes. In contrast, implicit bias does emerge when participants do not realize the evaluation can be attributed to their biases. The results suggest that stereotypes of black athletes as lacking a strong work ethic and being arrogant affect how
people evaluate those athletes. People see stereotypic qualities in black athletes but not in other (black or white) men, and, if aware it exists, attempt to control that biased response. The results also suggest that people do not desire to have such biases. We specifically selected people who were aware of the stereotypes being assessed, and thus should be capable of having those stereotypes triggered by the presence of a black athlete.

11. Refugees Practicing Medicine After Arriving in the United States
Roshni Chasmawala

This study examined the career pathways and experiences of physicians who enter the United States as refugees, particularly in Pennsylvania. The study looked at research from journal articles, personal accounts, and more related to the topic. The research shows the bridge between refugee physicians and practicing in the United States. A refugee is someone who is not in his or her own country of nationality and is either unable or unwilling to return to his or own country because a well-founded fear of being persecuted for reasons of race, religion, nationality, social group, or political opinion. The United States gets an influx of thousands of refugees each year. Pennsylvania is the sixth most populated state and is one of the top ten states where refugees resettle in the United States. Pennsylvania is filled with opportunities, organizations, and programs to help resettle refugees. Many cities in Pennsylvania offer assistance to refugees. It takes dedication to become a doctor. Not everyone can become a doctor. People become doctors for a variety of reasons, but as soon as they enter the U.S., it all goes away. This becomes very difficult for refugee physicians.

12. The Paradox of Women Serving in the Military
Colonel Paul Berg, Jessica Rousseau

In 2001 and 2003 respectively, combat operations began in Iraq and Afghanistan and over 150,000 United States female service members have deployed to combat zones overseas. In the past 15 years over 147 women were killed and 619 combat wounded during their deployments all before the ban on women in combat was lifted. Over a decade after the war began 75% of women serving were between 20 and 40 years old, representing 15% of active duty, 17.7% of the Reserves, and 15.5% of the National Guard. In January 2013, the Department of Defense Directive 2013-19 changed policy by lifting the ban on women in combat. This opened all positions of the military to women, thereby stressing the importance of studying the effects of combat stress, trauma, and perception of female soldiers in order to better support their individual needs. Regardless of facing discrimination and societal challenges, women continue proving that they are an integral part of the U.S. Army. With additional opportunities open to female soldiers, biases and marginalization will continue to increase as they attempt to find support and understanding within their military roles. Female veterans are a minority in the military, confronting multiple obstacles during and after combat, such as post-deployment career reintegration, families, and social lives. Women’s personal experiences have been, and continue to be, surpassed and overshadowed by the dominant male perspective. The current male perspective provides understanding for, and focus on, the needs of male soldiers, which unintentionally assumes female soldiers have equal stressors and require the same support and understanding. Despite women pushing for unequivocal equality in the roles they fill, they do have different requirements for emotional and mental services. This support could be easily managed with awareness and understanding of female soldiers and their needs. The predominantly male viewpoint would change if men in the Army possessed a better understanding of the importance of women serving with their male counterparts, the roles women must fulfill in the Army for success, and the psychological support required. This awareness would bring an overall sense of support to the Army community, in addition to improving the diversity and expanding the acceptance and full integration of female soldiers.

13. Akron Bhutanese Refugees: Substance Abuse and Resiliency
Nuha Alshabani

Alcohol abuse has been identified as a significant problem facing the Bhutanese refugee community of Akron Ohio. Additionally, lack of culturally relevant treatment has been identified as a barrier to healing. Bhutanese refugees experience a number of obstacles regarding accessing and completing Western treatment for substance abuse, specifically these programs do not include cultural and contextual factors related to recovery and specific to the Bhutanese refugee population. There is a need to consider these cultural and contextual factors when developing substance abuse treatment programs for this
population. This paper reports on findings from a qualitative study on alcohol abuse in the Akron Ohio Bhutanese refugee community. Semi-structured interviews were conducted with 100 participants and 15 care providers to elicit refugees’ and providers’ perspective of the cause, consequence, and potential treatment of alcohol abuse in the local community. This paper uses resiliency framework to interpret several interview themes related to reducing the abuse of alcohol.

14. Action and Reaction: The Impact of Consequences of Intervening in Situations of Interpersonal Violence
Elizabeth Moschella

A large body of research has studied what happens before bystanders decide to help in situations involving interpersonal violence. Less is known about what happens after bystanders help in these situations and if these outcomes impact the likelihood that bystanders will help again. The research that has been done has suggested that bystanders experience a range of outcomes that can be both positive and negative. The present study inquired about outcomes bystanders experienced in their most recent helping situation involving a harassing comment, dating violence, unwanted sexual advances, or controlling behavior. Bystanders also reported on characteristics of the situation and how likely they would be to help again if given the opportunity. Bystanders reported experiencing a series of positive and negative consequences after helping. Helping in instances of dating violence was associated with the most negative consequences, while helping in situations of unwanted sexual advances was associated with the most positive consequences. Further, bystanders reported being more likely to help again in situations involving a harassing comment and unwanted sexual advances. Overall, experiencing positive consequences was related to more desire to help again, while experiencing negative consequences was related to less desire to help again.

15. Codifying Gradients of Evil in Select YouTube Comment Postings
Eric D. Miller

A recent publication by the author showed that YouTube comments regarding tragic events made in differing social contexts can greatly impact expressed grief and related emotional reactions. This IRB-approved investigation, which involved coding and a content analysis of 2269 publicly available YouTube comment postings (where all personal information was removed prior to analyses), aimed to provide insight into how users evaluate and interpret videos containing explicit and graphic imagery with palpable relevance to themes of evil. Though many have proposed methods to study evil, famed social psychologist Leonard Berkowitz suggested that evil should necessarily have differing gradients. Using this framework, select comments from four widely viewed and graphic videos from the following events were utilized as they depicted evil in the following descending order: The Holocaust, 9/11, the 2015 WDBJ shootings, and the 2014 Ray Rice assault. Among other chief findings, it was hypothesized and largely found that videos associated with greater evil also showed a greater recognition of evil and compassion towards the depicted victims. This research furthers our understanding of how individuals make sense of traumatic events with varying degrees of evil in an online context.

16. Attitudes Toward Skin Color and Sun-Related Behaviors: A Cross-Cultural Study
Hsin-Yu Chen, Nina Jablonski, Garry Chick, Careen Yarnal

Sociocultural values toward skin color manifest in daily behaviors, such as sun-seeking in Euro-American culture and sun-protection in Chinese culture. However, little research has investigated how attitudes toward skin color affect sun-related behaviors when distinct Chinese and Euro-American cultures interact. Therefore, the relationship between sociocultural perspectives and daily sun-related behaviors was explored through three groups of genetically Chinese women: (1) Chinese women who grew up in mainland China and later moved to the US, (2) Chinese Americans who grew up in the US and were raised by Chinese parents, and (3) Chinese adoptees who grew up in the US and were raised by Euro-American parents. Presumably located on a spectrum from leaning toward Chinese culture to leaning toward Euro-American culture, these groups helped illuminate how attitudes toward skin color and sun-related behavior reflect cultural backgrounds. Through ethnographic approaches, including visual and scenario elicitation and in-depth interviews, results correspond to the continuum locations of the three groups, situated between Chinese and Euro-American cultures. Specifically, attitudes toward skin color and sun-related behaviors not only reflect sociocultural backgrounds but are also culturally dependent. Since sun exposure contributes to health outcomes, our findings demonstrate the importance of including sociocultural variables in health research.
17. Impact of Socioeconomic Status among Breast Cancer Patients: India
Rimi Sharma, Arunima Datta

Background: Socioeconomic status is generally defined by high income or high education level. The present study probed whether the socioeconomic status had any significant impact on psychological distress of breast cancer patients in India. Method: The sample for the present study consisted of 221 breast cancer patients from Netaji Subhas Chandra Bose Cancer Research Institute, Kolkata. Participants were selected using purposive sampling technique and the control group was taken from general population. The tool used for collecting the data was Depression Anxiety Stress Scale (DASS 21). The statistical techniques used for analyzing the data were one-way ANOVA. Results: The patient and the healthy control group were categorized into three groups based on their income level as follows: low, middle and high income. P-value indicates that cancer patients categorized on the basis of income level differed significantly in their level of total psychological distress. Control group categorized on the basis of income level showed no significant differences in their level of anxiety, depression, stress and total psychological distress. Conclusion: The findings revealed that the family income has a significant impact on the psychological distress of the cancer patients.

18. How Gender and Race Stereotypes Impact Advancement of Stem Scholars
Ryan Jacobson, Asia A. Eaton

The current study examined how intersecting stereotypes about gender and race influence perceptions of post-doc candidates in STEM fields in the U.S. Using a fully-crossed between-subjects experimental design, biology and physics professors from eight large, public, research universities in the U.S. were asked to read one of eight identical CVs depicting a hypothetical doctoral graduate applying for a post-doctoral position in their respective fields, and rate them for hireability, competence, and likability. The candidate's name on the CV was used to manipulate his/her race (Asian, African American, Hispanic, and White) and gender (male or female), with all other aspects of the CV held constant across conditions. Results indicated that faculty in physics departments exhibited a significant gender bias favoring the male candidates as more competent and more hirable than the equally-qualified female candidates. In the ratings of biology faculty, there was a significant main effect of candidate race in the biology department in ratings of hireability and competence with biology faculty members favoring White and Asian candidates over Hispanic and African American candidates. Our results indicated understanding the underrepresentation of women and minorities in STEM requires examining both racial and gender biases, and how they intersect and interlock.

19. Will the Boomers Stay Green as They Go Gray
Carley Ward

The Baby Boomer generation pioneered the modern environmental movement in the US in the 1960s. Fifty years later, in a world of record droughts and rising seas, the oldest Boomers are over age 70 and many are retired. We conducted a national survey (N = 950) to explore attitudes toward pollution, conservation, and climate change, how these attitudes differ by age, and how older adults’ attitudes have changed over time. Fifty-seven percent of Boomers report they are more concerned about the environment and 70% say they do more to protect the environment now than when they were in their 20s. Regression analyses show these attitudes are significant predictors of engaging in environmentally friendly behaviors such as recycling, using a reusable water bottle, investing in companies that support the environment, and contacting public officials about environmental issues. Further analyses will compare their current attitudes and behaviors with secondary data from over the previous decades. As one of the largest and now wealthiest generations, controlling 70% of all disposable income in the US, the Boomers continue to have the potential to make an impact on the environment through behaviors, purchases, and policies.

20. White Parents’ Racial Socialization: Colorblind or Color-Conscious?
Jenna Kelley Zucker & Meagan Patterson

This study examines racial socialization practices among White American parents (N = 154) of children ages 8 - 12, using both quantitative and qualitative measures, as well as the relations of racial attitudes, racial identity, and racial diversity of the schools that children attend to socialization practices. Results indicate that parents with lower racial bias and more advanced racial identity development are more likely to engage in color-conscious racial socialization and to present socialization messages that emphasize egalitarianism, the importance of learning about the history of other racial groups, and the existence of racial discrimination. However, responses on the qualitative socialization measure indicate that White parents are generally unlikely to discuss race or racism with their children in a direct, explicit fashion, even when the parents are responding to a situation in which racial bias is clear and salient.
21. Decision-Making Skills of Emerging Adults Aging Out of Foster Care
Annika Olson

Youth aging out of foster care face numerous challenges and it is unclear whether, compared to other teens, their experiences in the system have facilitated the development of effective decision-making skills. This research examined the decision-making skills of young adults that have aged out of foster care using a matched-comparison design in which foster alumni ages 18 to 30 were compared to their cohorts who were not involved in the child welfare system. The non-fostered participant were recruited from a college in the northeastern U.S. Participants described their general decision-making skills as well as elaborated on their personal experience turning 18 on both quantitative surveys and open-ended questions. Both groups described the process of becoming a legal adult, with foster alumni specifically discussing what it was like to age out of the system. Compared to non-foster care young adults, foster alumni score significantly lower on overall decision-making skills and on the specific domains of “Identifying Alternatives”, “Selecting Alternatives” and “Evaluating the Decision.” This study suggests further research is needed about the decision-making skills of emerging adults aging-out of foster care, as well as finding ways to improve their skills. We discuss the potential to improve the transitional services that prepare foster youth for independent life.

22. Exploring Colorism and Associated Behaviors Among African-American Female College Students
Hsin-Yu Chen, Garry Chick, Careen Yarnal, Nina Jablonski

Skin color is a physical trait that plays a powerful role in the lives of African Americans. While well-recognized as a social trigger for racism across races, skin color also has significant implications within African American populations. Because of the privileges and advantages historically bestowed upon African Americans with lighter skin, the preference for lighter skin has persisted across generations and has developed into modern colorism. Since sun exposure darkens skin color, favoring lighter skin may impact daily behaviors. Using a sequential exploratory mixed-method design, results reveal the complexity and subtlety of perceptions and attitudes toward skin color, and shed light on the possible relationship between colorism and sun-related behavior within the African American community. Understanding perceptions of skin color, including how attitudes toward skin color vacillate over time and how colorism relates to daily behaviors such as sun-seeking, sun-protecting, and sunscreen usage, this study advances knowledge in this culturally and racially diverse current body of research. Results provide a basis for future studies on colorism and sun exposure related health outcomes.

23. Barriers to Emergency Health Care for People with Chronic Illnesses
Elyse J. R. Cottrell

Understanding the barriers that people with chronic illnesses face when accessing health care is essential to improving services. Different social identity groups increase barriers as they can impact both the medical and social treatment a patient receives. Focusing on the experiences of people with chronic illnesses in Thunder Bay, Ontario in accessing emergency health care, this research builds upon previous studies examining barriers faced by marginalized people with the health care system. Given the history of systemic racism towards Indigenous people in Canada, and Thunder Bay in particular -- which has a history of anti-Indigenous racism (Hay, 2017) including within the police force and medical system (Talaga, 2017), I am particularly interested in Indigenous encounters with the health care system and how other identity categories are at work. Using a questionnaire and one-on-one interviews this research looks at the ways multiple intersecting identities construct barriers differently. This has the potential to identify gaps in services by revealing the numerous assumptions built into our “universal” health care and the ways in which they increase marginalization for people already disadvantaged by the system. Identifying barriers may assist health care providers and community groups in improving access to care for marginalized groups.

Jennifer Woolard

In 2013-2014 the District of Columbia undertook a multi-year process to revise student assignment and school choice policies. About 175 people who participated in 22 focus groups held across city wards discussed concerns with the current system of assignment and choice and ways the reform process could strengthen sense of community. Qualitative analysis of transcripts indicates that race, socioeconomic status, and perceived/actual school quality permeated the theme of parental autonomy versus responsibility to community. Participants described the struggle, or lack thereof, of resolving- (1) their own child’s best interests with the best interests of other children in the neighborhood and city, and (2) valuing diversity and equity but perceiving potential “costs” of doing so, (3) willingness to be involved versus capacity to do so. Some described potential school boundary changes as a betrayal of promises and investments in home ownership, they would leave the city rather than...
“sacrifice their children.” Some prioritized improving neighborhood schools and would remain with a poorer quality school, others simply reported they had no choice about changing schools. Others saw boundary revisions as increasing opportunity to access quality schools that were differentially distributed across wards. We discuss implications for social change in urban school districts.

25. Adolescent Development and Juveniles’ Waiver of their Right to Counsel
Jennifer Woolard, Erika Fountain, Alyssa Mikytuck, Annika Olson, Becca Bergquist

Estimates indicate that 15% to 95% of youth in juvenile court waive their constitutional right to an attorney. Further, minorities are less likely to be represented by counsel in some jurisdictions than Whites. The majority of states allow juveniles to waive that right but have minimal procedures for ensuring a waiver’s validity. The legal community is split regarding whether younger juveniles should be considered per se incapable of waiving their right to counsel. This study examines knowledge regarding the role of counsel, presumptions about counsel, and maturity of judgment when making decisions about waiving the right to counsel in 100 justice-experienced youth ages 11-17 and their parents. Youth understand basic facts about lawyers but are unclear about their boundaries of confidentiality, responsibility to the client, and relationship with other justice officials. About 1/3 of parents report they would override their child’s decision to waive the right to a lawyer (which is a constitutional right that only the child can waive). About 1/3 of young juveniles and 1/10 of older juveniles report that they would allow parents to override their own decision. We discuss the implications for local/state policies and laws regarding prohibitions, limitations, and/or safeguards of the right to counsel.

26. Facebook LGBTQ Pictivism: Effects of Rainbow Filters on Perceived Allyship
Lizbeth Kim, Jes L. Matsick

Facebook’s pro-LGBTQ rainbow profile filter has become a popular display of political engagement (i.e., “pictivism”) and allyship with the LGBTQ community. However, little is known about the effects of filters on third-party viewers’ attitudes. Bridging concepts in social psychology, communication, and popular activism, we examined viewers’ attitudes toward a lesbian or heterosexual woman’s Facebook profile displaying or not displaying the rainbow filter. The online sample included 198 heterosexual undergraduate students (114 women) in a 2(lesbian/heterosexual target) x 2(filter/no filter) design. Participants who viewed a woman’s profile displaying the filter perceived her as more politically engaged compared to a woman without the filter. However, participants who saw the filter reported greater feelings of threatened freedom (e.g., psychological reactance) than those who did not see the filter. There was also a main effect of target sexual orientation such that participants who saw a lesbian woman’s profile reported lower sexual prejudice and perceived her to be more politically engaged compared to those who saw a heterosexual woman. Findings suggest that displaying the filter can lead to positive effects on heterosexual viewers’ perceptions of activism, while also revealing a risk of threatening viewers’ sense of freedom. We discuss implications for building and signaling allyship.

27. Assessing Processes of Solidarity-Centered Feminist Identity Development in Rural Nicaragua
Alyssa Kumler, Lauren Redwine, Anjali Dutt

As the theme for this year’s conference suggests, there is growing need for psychologists to partner with community organizations to build bridges towards actualizing greater justice in societies. Consistent with this call, in collaboration with a feminist community organization in rural Nicaragua, this study examines how women were impacted by participating in the organization. Additionally, recent theorizing calls for increased sophistication and greater attention to social context when assessing how feminist identity develops within individuals in diverse settings. For this study, fourteen women involved in the feminist organization were interviewed to discuss how their involvement in the organization affected their perception of self, and their views on desired social change in their communities. Thematic analysis was used to analyses the interviews. Findings illustrate a process of solidarity-centered feminist identity development, impacting both the individual women’s sense of self, and the community more broadly. Specific themes included 1) commitment to asserting the worth of women, 2) belief in one’s own capacity to contribute to change, and (3) the idea of one’s self as a promotora - a person who can and does carry out knowledge and support to women. Findings have implications for psychologists and community organizations seeking to actualize social justice.
28. Evaluating Research on Reentry Programs
Amandalee Rabender, Bernadette O’Koon, Laila Moussi, Gabrielle Armer, Laura Sowers, Heather Felerski, Chris Grattan, Jason Dedek-Keller, Cheryl Meyer

In the 1980’s two political agendas were initiated, the war on drugs and the “get tough on crime” movement, leading to an increase in incarceration. Eighty to ninety percent of offenders will return to the community. Reentry programs ease transition from institution to community with the intention of building an alliance between the community and the ex-offender in order to increase prosocial behavior. This poster evaluates the quality of the research and the effectiveness of reentry programs. A search of EbscoHost, PsycINFO, and Google Scholar databases yielded over 9,000 articles pertaining to reentry programs offered in prison, jail and in the community. Despite the number of articles found, there was a lack of quality research due to selection bias, varying operational definitions of reentry, and faulty social policy evaluations based on ineffective research. Themes included disagreement on what should be included in reentry programs based on the definition of reentry employed, inappropriate use of recidivism as a means to conceptualize success or failure of reentry programs upon evaluation, and inconsistency of results across reentry programs. Suggestions for improving research include refining operational definitions of success and mandating reentry programs for prisoners so that outcomes reflect the actual impact on transition.

29. Agency in Women’s Choices increases Workplace Backlash
Kala J. Melchiori, Authors: Kathia Bonilla, Bennett Heitt, Tasha Nguyen, Leslie Ashburn-Nardo

Women who violate gender role expectations by being agentic (Rudman & Fairchild, 2004) or relinquishing motherhood (Ashburn-Nardo, 2017) risk workplace backlash. Choosing to be childfree may conflate agency (i.e., making one’s own choices) and motherhood norms (i.e., nurturance, caregiving). In this study, we disentangled these variables by manipulating the voluntary nature of personal decisions and the decision itself and investigated their impact on workplace flexibility considerations, a domain of potential stigmatization (Allen, 2001). We administered an online experiment to a student (n=292, M age=18.86, 78% women, 81% White) and MTurk sample (n=357, M age=34.84, 52% women, 74% White). Participants read about Jessica, a financial advisor, described as child-free or gluten-free by choice or medical reason. Participants completed a measure assessing how much workplace flexibility they would grant Jessica (e.g., “I would allow the employee to regularly work from home 1-2 days per week,” 4 items, $\alpha$ = .70). Participants in the medical condition were granted greater flexibility (M=4.75, SD=1.08) than participants in the choice condition (M=4.52, SD=1.13), F(1, 649)=7.04, p=.01. No other effects were present. Results suggest that women who exhibit agency in their choices face more workplace repercussions than employees with medical conditions that may require flexible work arrangements.

30. Perceptions of Sexual Minorities in STEM: Implications for Identity Incongruence
Lindsay Elizabeth Palmer, Jes L. Matsick

For decades, lesbian, gay, bisexual and queer (LGBQ) people report encountering prejudice in STEM (e.g., Bilimoria, & Stewart, 2009, Cech, & Waidzunas, 2011, D’Augelli,1989). Settles (2004) documented that stereotypes about the prototypical scientist-- a white, (heterosexual) man-- create identity incongruence among women in science such that women perceive their gender identity to be in conflict with their identification as scientists. Given beliefs about the prototypical scientists and the historically prejudicial climate of STEM fields, it is reasonable to expect that notions of who belongs in STEM would extend to exclude LGBQ people. The present study examines perceptions of LGBQ identity in humanities and STEM disciplines. The sample included 214 heterosexual participants (46% female) recruited from MTurk. We found that, despite the lesbian and gay target’s stated academic commitment and accomplishments, they were perceived as experiencing less fit/belonging, less closeness to their disciplines, and as underperforming in their fields compared to heterosexual targets. There was no interaction with gender of the target, suggesting that lesbian and gay people are perceived similarly in terms of their academic belonging, closeness, and performance. We will discuss implications for promoting academic inclusion and identifying underlying issues for LGBTQ people in academic fields (e.g., identity incongruence).

31. Protestant Ethic and Attitudes Toward Overcoming Prejudice: Moderation of Race
Gabriel A. Leon, Karissa D. Standridge

Objective: To investigate, within differing racial groups, the effect of beliefs concerning how one gets ahead in life (i.e. Protestant Work Ethic) on individual beliefs that Blacks must overcome prejudice on their own (BOP). Method: Respondents include a nationally representative sample of 6,997 individuals from the United States (U.S.) that participated in the General Social Survey (GSS). Respondents reported their race (Black, White, or Other), opinion on how one gets ahead in life (PWE), and belief that Blacks should overcome prejudice on their own, without special favors. A 3 (PWE) x 3
(Race) analysis of covariance (ANCOVA) was performed to assess the effects of PWE and respondent’s race on BOP while controlling for closeness to Blacks, educational attainment, and political affiliation. Results: Increases in PWE significantly predicted increases in BOP among Blacks and Others, but this effect was not present in Whites. Regardless of their level of PWE, Whites displayed equally high levels of BOP. Conversely, Blacks and other minorities with high PWE displayed a significant increase in BOP - with this effect being greatest in Blacks. Conclusion: PWE may be a more salient predictor of BOP in Blacks because it coincides with other psychosocial factors in ways different from Whites.

32. Stereotypes Examined Through the Lens of Intersectionality and Integrated Threat Theory
Sarah L. F. Burnham, Judith Platania

Intersectionality is a concept used to frame discrimination as a multidimensional construct. Intersectionality refers to the multiple sociocultural identities within an individual that contribute to unique experiences of power and privilege (Parent, DeBlare, & Moradi, 2013). In an attempt to resist reducing identity to one category, interpretations of intersectionality imply that a minority social group is defined by its relation to other social groups (Shields, 2008). Intersectionality was developed as an interpretive lens for understanding institutional racism, legal practices, and media representations of marginalized identities (Juan, Syed & Azmitia, 2016). Integrated threat theory states that when in-groups feel threatened, either realistically or symbolically, they create negative stereotypes about out-groups. This project aims to underline intersecting stereotypes in an experimental paradigm. Specifically, we will examine the intersection of racial and gender identities and the role of negative stereotypes in an integrated threat theory model of prejudice on juror decision making. Our goal is to investigate how stereotypes of different racial and gender identities influence juror decision making in a hypothetical assault and battery scenario. Using integrated threat theory and an intersectional lens, we will highlight how the intersection of minority identities may impact determining level of culpability.

33. Consistency of Sexual Orientation and Depressive Symptoms
Alyssa Lisle

Psychological research has found that sexual minorities as a whole report higher levels of depressive symptoms in comparison to heterosexual individuals, while also asserting that sexual orientation comprises three dimensions: identity, behavior, and attraction. However, due to a lack of standardization of sexual orientation evaluation, these dimensions are rarely studied in conjunction with one another and their effect on mental health and wellbeing, creating difficulties in comparing findings of such studies. This study explores the relationship between consistency of sexual orientation, which consists of the three dimensions mentioned above, and depressive symptoms. Scales evaluating sexual orientation, as well as the Center for Epidemiologic Studies Depression Scale (CESD), were used to evaluate this relationship in 216 participants that self-identified as female. Results found statistically lower mean CESD scores for those with consistent sexual orientations compared to those with inconsistent sexual orientations. As an exploratory study, this provides a foundation for future research to investigate the relationship between sexual orientation consistency and depression more in-depth to better understand the nuances of the effects of sexual orientation on mental health and wellbeing.

34. Credibility of Racial Minority Communicators and Persuasion on Gendered Topics
Anew Luttrell, Maureen A. Craig, Siyan Zhou, Galen V. Bodenhausen

Source credibility has played a key role in persuasion psychology, but relatively little work has tested how and when communicators’ race affects their perceived credibility. As minorities seek more leadership opportunities, it is important to better understand intergroup dynamics in persuasion. This experiment tests the unique role of racial stereotypes in persuasion, examining how a communicator’s race affects his credibility on gendered topics. Previous research highlights an overlap in the content of race and gender stereotypes such that African Americans are perceived as relatively masculine and Asians are perceived as relatively feminine, which can result in biased judgments of Black and Asian individuals’ fit for stereotypically masculine or feminine jobs (Hall, Galinsky, & Phillips, 2015). We apply these findings to persuasion, hypothesizing that Asian communicators will appear more credible than Black communicators when the persuasive proposal emphasizes benefits to women. Participants read a brief message purportedly written by a Black or Asian man, arguing for funding medical research on an issue that affects women, compared to a condition that does not mention gender. Participants indeed perceived the Asian communicator as more credible than the Black communicator, but only when the message directly emphasized women as the key beneficiaries.
35. Constructing a Critical Race Psychology: Critical Race Theory in Psychological Research
David L. Gordon, Jr.

Critical race psychology (CRP) is a psychological application of critical race theory (CRT), which originated as a legal and sociological theory regarding the role of race in shaping individual and group interactions with systems and structures (Tate, 1997). CRT scholars observe that an individual’s racial and ethnic identity influences the way that they experience the world and racial oppression is an integral aspect of participation in economic, political, and legal spheres (Bell, 1987). In addition, CRT acknowledges that the individual narratives of experiences with an oppressive system are an important part of the social construction of knowledge (Delgado, 1989). Despite the significant role of race and racial power in the development of psychological research, there have been few attempts to explicitly construct a CRP framework (Salter & Adams, 2013). In this presentation, the author will discuss the construction of a theoretical framework for use in the further study of empowerment among displaced youth of color. Articulating such a framework provides a foundation for the study of the role of race in multiple domains of social interaction and the development of subsequent social action.

36. A Feminist Intervention: Relational Labor in Empowerment Praxis
Erin Rose Ellison

Relationships are required to build sociopolitical power needed to make change. Building upon feminist social reproduction theory, the work of relationship-building, maintenance, and repair is considered relational labor. Relational labor includes disrupting inequitable social structures (e.g., racism, sexism, classism, ableism) within organizations. This paper examines the distribution of relational resources and burdens (i.e., relational labor) involved in addressing the reproduction of oppression within a labor union setting. Participants are 29 union organizers. Using social network analysis (SNA) and qualitative interview data, the degree to which the organizing setting can be considered empowering is examined. According to current social network conceptions, an empowering setting is one in which actors have relationships that facilitate the exchange of resources, and the distribution of network power (i.e., power over resources and/or ability to connect others to resources) among individuals in the setting is roughly equitable. In this feminist approach to SNA, distribution of burdens is similarly calculated, connecting understandings of empowering settings more closely with social justice (i.e., the equitable allocation of resources and burdens in society). This research has implications for the way empowerment is examined and measured, and provides an exemplar for a feminist, relational, and contextual methodology.

37. Predicting Collective Action Among Low-Income Students: Identification, Discrimination, and Emotions
Bethany Howard, Jessica Cox, Aldrin Vinton, Jennifer Bentz, Wendy R. Williams

Since President Trump’s election, large groups have collectively protested on behalf of those with less power (e.g., women, immigrants) and against various policy decisions (e.g., healthcare “reform,” tax “reform,” and anti-science positions), spurring renewed interest in the factors that lead to political mobilization. In particular, previous research finds that identification plays an important role in the recognition of discrimination and in facilitating collective action. Yet, unlike other identities (e.g., gender, ethnicity), low-income people often do not strongly self-identify with their group. In order to examine low-income students’ identification with their social class and the factors that predict their engagement in collective action, 95 low-income students participated in the current study. The results suggest that low-income students view their economic status as temporary, do not strongly identify with their current social class, and that identification is not a strong predictor for their engagement in collective action. Yet, the findings do support previous research that both emotional reactions (i.e., anger and sympathy) and personal experience with discrimination against one’s group are important to facilitating engagement in collective action. Thus, the current research indicates several important avenues for increasing the mobilization of low-income people.
9:30 AM – 10:45 AM

Symposium.................. City Center A

Advancing Social and Economic Justice through Community-Engaged Scholarship
Chair: Heather E. Bullock

Talk 1: Voices Heard: Raising Awareness of Economic Hardship and Community Assets
Heather E. Bullock, Erin E. Toolis

Community-university partnerships can play a vital role in poverty alleviation by bringing together students, nonprofit leaders, faculty, and key stakeholders to promote economic justice and access to resources. In this presentation, we describe an anti-poverty partnership between UCSC’s Blum Center and the Community Action Board (CAB) of Santa Cruz County. Our collaboration involved the collection and analysis of data from 11 listening circles with underrepresented, low-income groups in Santa Cruz County (e.g., undocumented youth, day workers). Questions explored experiences, needs, strengths, and assets in fighting poverty. Discussions were facilitated by trained CAB staff and notes were taken by a large bilingual, bicultural team of students. A thematic analysis revealed five key challenges associated with poverty in our County: precarious housing; difficulty accessing basic resources; detrimental consequences of discrimination and prejudice; unmet physical and mental health needs; and a shortage of living wage jobs. Core community strengths and assets included family and community support, access to legal aid, availability of social services, and personal, spiritual, and relational wealth. We discuss how findings from this project are being used to inform a county-wide poverty alleviation plan and leverage greater community and policymaker buy-in. Strategies and challenges in building community-university partnerships are discussed.

Talk 2: Opportunities and Challenges to Community-Engaged Research: The Student Voice Project
Taylor Darden, Natasha Link, Veronica Hamilton

Community-engaged research, a collaboration between academic institutions and communities, is necessary to bridge gaps between researchers, policymakers, and communities (Rappaport, 1977). An essential component of this process is dissemination, in which researchers share initial interpretations with communities and gain insight about how to proceed with interpretation and action (Durlak & DuPre, 2008). The Student Voice Project (SVP) worked to facilitate community-engaged research with community organizations in Baltimore. Following the Baltimore Uprising after the death of Freddie Gray and city government discussions about the roles of police in schools, SVP sought to amplify the voices of youth in broader discussion about the roles of police in schools and communities. In Baltimore, local government officials were debating legislation that would have allowed police to have guns in schools, however, the youth voice was largely missing from this discussion. The SVP facilitated focus groups with Baltimore city high school students and used various methods to disseminate findings, including developing policy briefs, meeting with youth organizations, and communicating with national and local organizations. We will discuss challenges and highlight strategies for community-engagement in the research process, underscoring how dissemination is key to interpretation of results and sustainability of research (Durlak & DuPre, 2008).

Talk 3: Assessing the Long-term Impact of a Transitional Job Training Program
Emily A. Hentschke, Shirley V. Truong, Heather E. Bullock

The APA Presidential Task Force on Psychology’s Contribution to End Homelessness (2009) called on psychologists to assess sustainable housing and employment retention. The current project, a collaborative assessment of a transitional job training program for people experiencing homelessness and precarious housing, responds to this call. This presentation focuses on findings from a community-university assessment of a nonprofit organic farming site that offers job training, short-term employment, and support services to people without stable housing. To learn about the well-being, strengths, and ongoing needs of program graduates, interviews were conducted with 20 program alumni. Continued use of skills gained through the training program and overall impact were also assessed. Although many respondents continued to experience financial hardship, the program’s holistic, supportive approach was identified as fostering self-efficacy, building a strong sense of community, and integral to pursuing personal and professional goals. Our findings also document the need for ongoing alumni engagement with the training program and assistance accessing supportive services. We discuss how our findings are being used to build program capacity and inform development of an alumni support program. Suggestions for building strong community-university assessment relationships are offered.
Symposium  . . . . . . . . . . . . . . . . . . . . City Center B

Cultural Inertia: A Framework of Societal Change
Chair: Miriam J. Alvarez

Talk 1: The Next America: Perceiving Cultural Change as Continuous or Abrupt
Rafael Aguilera, Miriam J. Alvarez, Christopher Federico, Michael Zárate

Recent reports from the United States Census Bureau indicate that racial and ethnic minorities will make up the majority of the United States population by the year 2050. Previous research has documented the extent that this minority-to-majority cultural shift phenomenon increases negative attitudes toward minorities, Latinos in particular, among White Americans. To date, limited research has investigated how the United States’ cultural history may influence White Americans attitudes toward minorities regarding this cultural phenomenon, nor the role that different emotional factors may play in forming these documented negative attitudes. The present research adopts the Cultural Inertia Model of change to investigate these emotional processes. The Cultural Inertia Model posits that cultural majority groups will either espouse their desire to avoid change when change is presented as forthcoming, or their desire for cultural change if it is perceived as eminent or already occurring. Using this framework, we hypothesized that negative attitudes that arise when cultural change is presented as forthcoming, vs. already occurring, will arise from two specific emotional processes. Specifically, anger will produce outgroup derogation motives and fear will produce ingroup protection motives as a function of perceived cultural change. Results and implications of this research will be discussed.

Talk 2: The 2016 Presidential Election and Latino Reactions to Change
Miriam J. Alvarez, Michael Zárate

Objective: The Cultural Inertia model argues that individuals (and groups) will continue in an existing state of rest, stability, or uniformity, unless that state is changed by an external force. The present study sought to expand the Cultural Inertia model by utilizing a topical question: the 2016 Presidential election. Methods: In this study we investigated the effect of introducing an “external force” as a mechanism for change. One hundred seventy-seven Latino participants were randomized into 2 conditions: sudden change versus stable change. We hypothesized that Latino voters, particularly those high in ethnic identity, would react more negatively towards Mr. Trump and express higher collective angst when told that he would bring about sudden change. Results: Our results provide partial support for the Cultural Inertia model by demonstrating that sudden and abrupt changes in US immigration policies produce increased angst among Latinos, particularly among those whose ethnic identification is important. Conclusion: The application of the Cultural Inertia model makes a viable contribution to the literature as it provides a novel framework to understand the mechanism of group interactions and individual differences with direct applicability to real-world scenarios/situations.

Talk 3: Understanding Cultural Change Through the Experiences of Latino Immigrants
Sandra Oviedo Ramirez, Miriam J. Alvarez, Michael Zárate

Objective. The proposed study seeks to examine the relationships between nostalgia, acculturation, and perceived barriers to healthcare among Latino immigrants. In particular, we seek to understand how nostalgia for country of origin can impede or promote healthy living in the US among Latino immigrants. Researcher suggests that nostalgia may be an important resource for psychological health and well-being which may impact individuals’ health outcomes. Researchers have identified differences between personal nostalgia and other forms, such as group-based and national nostalgia, however most studies have only focused on personal nostalgia. Group-based nostalgia, like national nostalgia, is an impersonal form of nostalgia that leads people to “harken back” to a day when “things were better.” Using the Cultural Inertia model, we hypothesize that national nostalgia may be indicative of individuals resisting to acculturative changes. More specifically, we hypothesize that participants who report more nostalgia for their country of origin will also report being less willing to assimilate to American mainstream culture. Consequently, these participants will also report more health care barriers. Findings from this study will provide a further examination of the Cultural inertia model through the eyes of Latino immigrants in the US- Mexico border.
Symposium..................Grand Ballroom 1

Decolonial Approaches to the Psychological Study of Social Issues
Chair: Glenn Adams

Talk 1: Patchwork Won’t Work: Academics’ Responses to International Discrimination and Persecution
Fouad Bou Zeineddine

Several academic associations and organizations today are rightly striving to find solutions to the issues of lack of diversity and of persecution of academics in their fields. However, their stances towards these issues often remain constrained to tactical organizational reaction, rather than principled positions from which flow strategically directed long-term organization and action. For example, restrictions on and obstacles to travel and work for citizens of certain nationalities have long existed, as has the persecution of scholars; but these have mostly come to the attention of academic communities with recent events, such as the Trump ban and the Turkish crisis. Restricting academic communities’ objections to ad hoc reactions to these narrow instances, and to self-interested proposals for specific practical/technical workarounds for academics, are not sustainable or equitable solutions, from the point of view of many who are directly affected by these problems. Permanent structures, organization, and explicit and examined standards forming a coherent strategic position towards discriminatory influences on and around academic associations are more likely to effectively express the intended solidarity, because such an approach enhances conviction, consistency, and inclusiveness. Some academic communities have already started on this path. It is past time we followed suit.

Talk 2: Decolonizing Psychology and the Palestinian Colonial Condition
Ibrahim Makkawi

Colonial power introduced Eurocentric mainstream psychology to the Arab world during the last century. Since then Arab and Palestinian universities have imported, reproduced, and taught colonial psychology, implicating academic psychology in reproducing and maintaining the colonial condition in historic Palestine under Zionist-settler colonialism. In this presentation I unpack the Palestinian colonial condition, describe prevailing colonial psychology in the Palestinian academy, and outline an alternative vision for a decolonizing psychology based in the interconnectedness between Palestinian and similar colonial contexts in the Global South. Extending decolonizing discourse in Psychology while the settler-colonial condition persists and manifests in the total control of the native land and the fragmentation of the Palestinian people is illuminating. The unique lesson from this Palestinian experience is that it is imperative and critical to combat the psychological ramifications of Zionist-settler colonialism in Palestine simultaneously as the Palestinian people are engaged in the anti-colonial struggle for self-determination. I conclude by asserting that decolonizing and non-reductionist psychology that is relevant to the Palestinian colonial context maintains equal epistemological distance from individualistic-psychological reductionism on one hand, and social-cultural reductionism on the other, towering over both as the only viable path to liberatory praxis.

Talk 3: Hegemonic Psychology as Intergroup Domination: Modernity/Coloniality of Knowledge and Being
Glenn Adams

Decolonial approaches emphasize that one cannot understand modernity without an appreciation for its inherent “dark side”, coloniality: ways of thinking, feeling, and being associated with European global domination. This implies that a proper understanding of modern-individualist selfways (i.e., the default standard of hegemonic psychological science) must consider the coloniality inherent in these forms. In the first part of the presentation, I consider how modern ways of being are the product of colonial violence that enabled their characteristic sense of abstraction from context. In the second part of the presentation, I consider how the growth orientation associated with these modern/colonial ways of being reproduces ongoing forms of epistemic (and other) violence. I illustrate the concept of epistemic violence with examples of research (a) comparing conceptions of love and care in West African and North American settings and (b) comparing perception of racism among White Americans and Black Americans in the United States. I conclude by discussing the importance of “theory from the South” for illuminating and disrupting the coloniality of knowledge in hegemonic psychological science.
Navigating Difficult Dilemmas in Teaching Social Justice
Chair: Kim A. Case

Talk 1: The Struggle Is Real: Brokering Peace in the Classroom
Salena Brody

“The burden of the brutalized is not to comfort the bystander...” (Jesse Williams, 2016 BET Award speech). Williams’ words reflect a common problem in teaching about social justice. When members of underrepresented/marginalized/disadvantaged groups speak candidly in a social justice-oriented class, it often stirs up feelings of guilt, shame, anger, or defensiveness in members of majority groups. This teaching-focused session will explore the dynamics involved in navigating difficult discussions in a diverse classroom. A volatile scenario between a Mexican-American student and a white student discussing the impact of Trump’s anti-Mexican comments will be presented. This particular incident escalated quickly with students turning their focus away from the discussion topic to the emotional, defensive outburst from the white student. In an effort to broker peace in the moment, the class energy was re-directed to soothing and calming the advantaged student. This talk will explore the consequences of students and faculty making dicey trade-offs in the classroom. The classroom goal of meaningful intergroup dialogue must be balanced alongside the burdens experienced by people of color in these exchanges. The role of the professor in mediating intergroup emotion in classroom discussions as well as the broader implications for ally-building and cross-group friendships will be discussed.

Talk 2: Student Use of “Freedom of Speech” to Justify Prejudiced Comments in the Classroom
Leah Warner

Colleges and universities in the U.S. find themselves at the center of a renewed focus on freedom of speech, specifically in terms of offensive comments in dialogue and invited speeches. This presentation will examine implications that this national conversation has on the college classroom and suggestions for course of action when situations arise. I approach this topic by describing an acute incident that occurred while teaching an interdisciplinary course on controversial social issues. In this incident, a student invoked “freedom of speech” to justify the use of a prejudiced comment about undocumented immigrants. Subsequent classroom dynamics demonstrated students’ misperceptions of what is meant by “freedom of speech” and the disproportionate burden of offensive speech that is placed on marginalized individuals in the classroom. Contextual factors and intersectionality frame recommendations for appropriate responses to this situation, which include acknowledging the humanity of the targets of prejudiced comments, distinguishing freedom of speech from respectful dialogue, and addressing the way that national “freedom of speech” discussions have normalized aggressive interaction styles.

Talk 3: When the Professor Experiences Stereotype Threat
Desdamona Rios

Psychologists have a long history of advocating for social justice (Lewin, 1952), and as teachers of psychology we have opportunities to train students to approach social issues through rigorous research methods and innovative lenses informed by interdisciplinary scholarship. However, assuming the psychology classroom is a color- and genderblind space overlooks institutionalized racism and sexism that continue to shape spaces of learning. Most research on stereotype threat has focused on identifying conditions that compromise student performance, but arguably the same principles of stereotype threat can be applied to the performance of a professor who embodies multiple stereotyped groups. In my case, my race/ethnicity (Chicana), gender (woman), and feminist identity likely color students’ interpretations of my pedagogical underpinnings. Student backlash to content explicitly about race, gender, or other social identity may trigger stereotype threat in women of color faculty that manifests in maintaining the status quo rather than challenging it. In this presentation I will describe common forms of student backlash in mainstream psychology course that are grounded in social justice pedagogy, how stereotype threat may compromise teaching performance, and ways to resist stereotype threat while challenging students to creatively apply psychological theories to social issues.
Talk 1: The Role of Retributive Justice and the Use of International Criminal Tribunal in Post-Conflict Reconciliation  
Bernhard Leidner, Mengyao Li, Nebojsa Petrovic, S. Nima Orazani, Salar I. Rad, Andjelka Markovic

Four experiments examined people’s responses to intergroup violence either committed or suffered by their own group. Experiment 1 demonstrated that Serbs who strongly glorified Serbia were more supportive of future violence against, and less willing to reconcile with, Bosniaks after reading about Serbian victimization by Bosniaks rather than Serbian transgressions against Bosniaks. Replicating these effects with Americans in context of American-Iranian tensions, Experiment 2 further showed that retributive justice demands explained high glorifiers’ asymmetrical reactions to ingroup victimization vs. perpetration. Again in the Serb and American context, respectively, Experiments 3 and 4 demonstrated that international criminal tribunals can reduce victim group members’ support for future violence and increase their willingness to reconcile with the perpetrator group by reducing their desire for retributive justice. At the same time, secondary analysis of longitudinal data from representative Serb samples show that from 2004 to 2011, the Serbian public (widely seen as the main perpetrator group) became increasingly disinterested in the justice efforts by the International Criminal Tribunal for the Former Yugoslavia (ICTY) as well as national/domestic trials. The role that retributive justice and the use of (international) criminal justice play in and after intergroup conflict are discussed from both victim and perpetrator perspective.

Talk 2: ‘Terrorist’ or ‘Mentally-Ill’: Motivated Biases Shape Attributions About Violent Actors  
Masi Noor, Nour Kteily, Birte Siem, Agostino Mazziotta

One dimension frequently debated when making attributions about the causes of actors’ violent behaviour is the question of whether it is rooted in mental illness versus terrorism. These distinctions matter: a violent actor labelled a terrorist is likely to be condemned and punished to a significantly greater extent than the same actor designated as being mentally ill, because the latter is assumed to have reduced control and understanding of the consequences of their actions. To test what determines the ascription of the terrorist vs. mentally ill motives, we followed the logic of the motivated reasoning perspective, which suggests that because perceivers are invested in their social contexts, they are likely to filter information in a biased manner and consistent with their valued positions. Here, we report studies that were conducted within the killing of British M.P. (and ‘Remain’ supporter) Jo Cox by Thomas Mair in the days immediately preceding the Brexit vote (Study 1), and the suicide bombing by a Syrian refugee in Ansbach, Germany in 2016, amidst a heated public debate about how to handle the refugee crisis (Study 2). Finally, Study 3 experimentally assessed the consequences of the terrorism vs. mental illness motives in the U.S.

Talk 3: Political Orientation and Reactions to System-Justifying Government Apologies  
Karina Schumann, Michael Ross

In recent decades, we have seen a surge in government apologies for historical and contemporary harms. Although these apologies typically include many elements commonly found in interpersonal apologies (e.g., expression of remorse; acknowledgement of harm), they also frequently include system-justifying elements (e.g., praise for the current system of government; dissociation of the offense from the current system of government) designed to bolster constituents’ motivated perception that the system under which they live is legitimate and fair. We predicted that these system-justifying elements would be more appealing to conservative (vs. liberal) constituents, as conservatives show stronger tendencies to hold system-justifying convictions as a means of serving their ideological motives (e.g., certainty; security). In one study (N = 175), we found that more conservative (vs. more liberal) participants evaluated a system-justifying apology more favorably than a non-system-justifying apology, were more forgiving of their government after a system-justifying apology, and judged system-justifying elements as more important to the apology. Interestingly, these associations occurred among participants who belonged to both the victimized group and non-victimized (perpetrating) group. This study suggests that governments might satisfy different groups of constituents depending on whether they choose to include or exclude system-justifying elements in their apologies.
Talk 4: Collective Self-Forgiveness and Continued Feelings of Responsibility: Can Perpetrator Groups Balance Both?
Michael Wenzel, Anna Barron, Michael Wohl, Lydia Woodyatt

A historical wrongdoing can cast a long shadow: even after decades or centuries there may be a need for repair and, thus, a lasting sense of guilt and responsibility among perpetrator groups. However, perpetrator groups may prefer to lift the stain off their collective identity and move on. Paralleling theorizing in interpersonal contexts (Woodyatt & Wenzel, 2013), we argue there are two pathways to 'collective self-forgiveness': a defensive playing down of the ingroup's guilt and a genuine 'working through'. In the context of a current debate in Australia about the constitutional recognition of Indigenous Australians and other measures of repair, we surveyed 369 non-indigenous Australians. The results showed that the process of working through was positively related to collective self-forgiveness (as was the defensive process), but it was also positively related to collective responsibility and support for symbolic and substantive repair. Moreover, participants’ identification with Indigenous Australians in interaction with their identification as Australians predicted a 'working through', consistent with the idea that genuine self-forgiveness requires an integration of a positive commitment to the victim group as well as to one's own group identity. The results suggests a pathway for perpetrators to balance collective identity needs with commitment to repair.

Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 3

Psychology and Institutional Change in Higher Education
Chair: Abigail Stewart

Talk 1: An inclusive academy: Achieving diversity and excellence
Abigail Stewart, Virginia Valian

Psychologists and other social scientists have demonstrated that diversity and inclusion promote excellent outcomes. Moreover, most academics value both diversity and inclusion in principle. Nevertheless, institutions of higher education have failed to achieve those values. We consider the psychological and social structural factors that prevent us from accomplishing our avowed goals. In this paper we outline some key psychological obstacles to institutional transformation of higher education, including schemas about who fits in and promotes excellence, stereotype threats of varying kinds, and homophily. Equally, we identify institutional practices and structures that enhance the difficulties, such as reliance on procedures that encourage “fast” rather than “slow” thinking, and use of flawed proxies for excellence in recruitment, decisions about promotion and advancement, and selection for leadership. Based on many different institutional change efforts, we identify some key levers for institutional change also afforded by taking psychology and social structure seriously. We conclude by discussing how to make institutional change efforts ‘stick.’

Talk 2: The Epistemic Exclusion of Faculty of Color and Women
Isis Settles, NiCole Buchanan, Sheila Brassel, Kristie Dotson

Disciplinary norms are established by those who hold power and prestige due to their success working within the dominant discourse. These individuals are often resistant to changing norms either because of narrow views of the field, self-interest, or personal biases. Epistemic exclusion occurs when certain types of scholarship are defined as falling outside of a discipline's dominant discourse. Such research is seen as violating disciplinary norms and both the research and those that study these topics are marginalized as a result. Dotson (2012, 2014) and others have argued that this type of disciplinary gatekeeping has a disproportionately negative impact on faculty of color and women because they are more likely to study non-traditional topics within a given field. This talk presents data from a survey of 1,341 faculty members to test theories regarding who experiences epistemic exclusion. Additionally, we present results regarding the workplace consequences of epistemic exclusion. Finally, we discuss how institutions might reduce epistemic exclusion through formal interventions and informal cultural shifts.

Talk 3: Creating “Safe Spaces” in Higher Education
Kelly Hoffman, Sophie Trawalter

Increasing public attention to issues around sexual assault, overt bigotry, and hate speech has given rise to a national conversation about the need for “safe spaces” in higher education. Even before that, many social science researchers, educators, and others paid careful attention to assessing and creating “safe spaces” for students, faculty, and staff. To date, much of the attention has been on psychological safety-feeling included, welcomed, liked, and respected. Psychological safety is important;
it promotes sense of belonging, which in turn promotes academic achievement and persistence. Here, we focus on physical safety. We consider whether and how physical safety is related to sense of belonging and academic engagement, and whether physical safety concerns contribute to gender-related gaps at elite institutions. We also discuss potential pathways institutions might take to address safety concerns, thereby improving women’s experiences in higher education.

Interactive Discussion . . . . . . . Grand Ballroom 6

SPSSI Publications: Meet the Editors
Dan Perlman, Carey Ryan, Christopher L. Aberson, Naomi Ellemers, Jolanda Jetten

This interactive session will be a discussion of SPSSI’s four scholarly publications: Journal of Social Issues, Analyses of Social Issues and Public Policy, Social Issues and Policy Review, and the SPSSI Contemporary Social Issues Book Series. The Editor(s) of each publication will briefly speak (3-5 minutes) about their publication commenting on such things as a description of what they publish, the submission and review process (including tips on authors maximizing their chances of success), and what submissions they find most exciting and/or would most like to see. The floor will then be open initially for a flexible and responsive discussion as a whole. Perhaps starting with questions about the editors’ remarks about submitting to each publication, etc., the general discussion could then range further afield to topics such as: other publication roles such as reviewers (getting involved, responsibilities, etc.), the life of the editors (joys and challenges), whether SPSSI’s publications—what’s good that should be preserved? What new opportunities are there in terms of substantive directions, ways of capitalizing on the affordances of the digital age, trends in readers’ habits, etc. Time permitting the session could end with breaking into subgroups for discussions with specific editors.

15-Minute Presentation . . . . . . Marquis Ballroom A

Law and Justice

The Role of Short-Term Incarceration in Father-Child Relationships
James D. Morgante, Jorge M. Carvalho Pereira, Richard Stansfield

The effect of short-term incarceration on father-child relationships has received little empirical attention. Moreover, studies of father-child contact have not adequately addressed fathers’ knowledge of their child’s behaviors and needs while incarcerated. The present investigation sought to establish the effect of incarceration on fathers’ parental awareness. Twenty fathers, who had been incarcerated in a New Jersey jail for at least 45 days, were asked to respond to a questionnaire about their relationship with their eldest child prior to and during incarceration. The questionnaire included items aimed to measure nurturance and involvement with their child. Questionnaires were administered during 20-minute sessions in a jail gymnasium. Paired-sample t-tests were used to contrast fathers’ current relationship quality with their relationship quality prior to incarceration. Results suggest that gaps in involvement, nurturance, and hopes for their child widen as a result of incarceration. These findings have implications for policies designed to strengthen families through jail-based programming initiatives. While prior investigations often emphasize the importance of parent-child visitation, our study highlights specific components of the father-child relationship that may need to be both repaired and nurtured during incarceration. Opportunities for visitation coupled with nurturance-driven family action plans for incarcerated fathers may strengthen father-child relationships.

Arbitration Clauses: Comprehension and Implications for informed Consent
Ryan Kinman Thompson

Binding arbitration is a form of alternative dispute resolution that seeks to simplify the traditional format of litigation by substituting an independent arbitrator in place of a judge or jury. For the most part the decisions of the arbitrator are final with no avenue for appeal. Proponents of binding arbitration argue it is a fast and efficient, while opponents opine it privatizes legal relief in a way that unfairly burdens plaintiffs. Arbitration is subject to little judicial oversight following the United States Supreme Court decisions in AT&T Mobility LLC v. Concepcion 131 S. Ct. 1740 (2011) and American Express v. Italian Colors Restaurant, 133 S. Ct. 2304 (2013). To date there has been relatively little in the way of empirical research directed at the comprehension of arbitration clauses that appear in contracts that consumers sign on a daily basis. The goal of the present research was to examine comprehension of arbitration clauses by having participants read one of twelve randomly assigned
arbitration clauses and then answer a series of multiple-choice questions identical across conditions. Results showed that the clear majority of the participants performed very poorly on basic comprehension questions. Future avenues of research and policy implications will be discussed.

**Implications of Neoliberal Expansion for Constructions of Self and Society**

Nadia Jessop, Sara Estrada-Villalta, Ludwin Molina, Luis Gomez Ordez

Neoliberalism—despite its initial conceptualization as an economic model—has stealthily encroached on social groups and social institutions, presented as a strategy for organizing and incentivizing all spheres of life, even those that are distinctly social and non-economic in nature. This expansion of neoliberalism is associated with particular constructions of self and society, marked by hyper-individualism; forms of personal and social growth that hinge on entrepreneurial savvy; and shifting burdens of care/ responsibility from public institutions to private individuals. The goal of this symposium is to explore the implications of neoliberalism for topics like national identity, environmentalism, and civic and social responsibility—which at first glance might appear antithetical to discussions of neoliberalism. However, neoliberalism is not irrelevant to these constructs. Instead it does damage by infiltrating them and diminishing their social value or otherwise limiting their progressive potential. The first presentation discusses how neoliberalism shapes narratives about group identity at a national level, the second presentation extends this discussion to representations of national identity that center on environmentalism, and the third presentation examines how neoliberalism influences conceptualizations of civic and social responsibility at public educational institutions such as universities. We discuss tensions created by expansion of neoliberal ideology into these social realms.

**The Psychological Effects of Discrimination**

**Discrimination and Social Support Effect Psychological Well-Being in Latinx Immigrants**

Maryam Hussain

Over 40% of US-born Latinx and 23% Latinx-immigrants experience discrimination (NPR, 2017). Perceived discrimination can have negative effects on psychological well-being, however, social environment can buffer these negative effects. When individuals perceive they have strong social support, they are more efficacious in coping with environmental stressors (Stafford et al., 2009; Whitley et al., 2006). We examined how perceived discrimination is related to psychological well-being (depression, stress, anxiety) and if social support moderates this relationship in US- and Mexican-born Latinx immigrants (N = 708). While there were no differences in perceived discrimination between US- or Mexican-born participants, Mexican-born immigrants reported stronger social support and US-born Latinx immigrants were more likely to have depression. Furthermore, for US-born Latinx immigrants, higher levels of perceived discrimination and lower levels of social support were predictive of depression, stress, and anxiety. However, social support did not diminish the effects of discrimination on psychological well-being. For Mexican-born immigrants, higher levels of perceived discrimination predicted higher levels of stress, and higher levels of social support predicted lower instances of depression and anxiety. However, social support did not buffer against the negative effects of discrimination. We will discuss the implications of immigrants’ experiences of discrimination related to mental health.
Longitudinal Analysis of Discrimination, Adaptation and Self-Esteem Among Immigrant Adolescents
Aiana Espinosa

Researchers have identified racial discrimination as a salient marker of social inequality. Immigrants and their children are disproportionately targeted. Reductions in self-confidence or self-esteem are among the most identified negative sequelae of discrimination among immigrant adolescents. The effect of these reductions in self-esteem on their adaptation (e.g., academic attainment, etc.) in adulthood is not widely explored. Using a longitudinal sample of second-generation immigrants (N = 3,318), I analyzed the effects of perceived discrimination at an early age, and through adolescence, on the development of self-esteem and adaptation in early adulthood. Specifically, latent class analysis categorized the sample into two adaptation groups: “at risk” and “well-adapted”. Perceived discrimination during adolescence and in early adulthood was associated with significant reductions in self-esteem over time, and with increases in the probability of belonging to the “at risk” group compared to the “well-adapted” group. Mediation analyses indicated that a reduction in self-esteem was the pathway that explained a large component of the relationship between perceived discrimination and poor adaptation. Given recently documented increases in racial discrimination experienced by immigrants and other ethnic minorities, these results highlight the importance of preventive intervention approaches to encourage the development and strengthening of self-esteem among immigrant children.

Reaping More Than What They Sow: A Critical Race Perspective on Environmental Microaggressions Toward Latinx Farm Workers
Maira A. Areguin, Que-Lam Huynh, Sara R. Berzenski

There are approximately 3 million farm workers in the 28-billion-dollar U.S. agricultural industry, most of whom are Latinx (NCFH, 2016). Latinx farm workers possess two marginalized social identities, class and ethnicity, which render them targets of prejudice and discrimination. Drawing from a critical race perspective (Bell, 1980; Crenshaw, 1991; Salter & Adams, 2013), we propose that prejudice and discrimination are not only experienced interpersonally, but they also are subtly embedded within the social and physical environment for Latinx farm workers (i.e., environmental microaggressions; Sue et al., 2007). Further, we hypothesized that farm worker-specific environmental microaggressions would be associated with health and well-being. Data from 90 Central California Latinx farm workers partly support our hypotheses and reveal interesting patterns of association with well-being: depression and anxiety symptoms, and physical health. Our findings underscore the need to examine classism and racism as intersecting systemic forces that affect the lives of Latinx farm workers, some of the most vulnerable people within U.S. society.

Supporting Syrian Refugee Children by Teaching about Privileges in a Turkish School
Canan Coşkan

After the war in Syria, many Syrians sought refuge in neighboring countries such as Turkey. In this forced journey, Syrian children have gone through severe traumatizing events in Syria as well as in Turkey. Therefore, the existing prejudice and discrimination in the society may have much more dramatic effects on their psychosocial lives. The Turkish government followed different “integration” policies: While the first strategy was to provide separate schools for Syrian children, a latter strategy relocated them in regular elementary schools where they are taught along with local children. This unprepared merging set the scene for increasing discrimination already among school personnel and local children alike.

In the current work, together with my final year students, I observed and identified daily discrimination Syrian children face at an elementary school in a low SES neighborhood of Istanbul. Based on these observations, we developed and applied an intervention which includes awareness-raising about privileges (e.g. Powell, Branscombe, & Schmitt, 2005) in an environment of positive contact where children were guided for playing and drawing. I will discuss the specific patterns of discrimination as well as the immediate reactions of local and refugee children during the intervention based on our observations.
10:55 AM – 12:10 PM

Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 2

Critical Consciousness as a Bridge to Justice: Measurement and Intervention
Chair: Esther Burson

**Talk 1: Operationalizing Critical Consciousness: a Latent Class Analysis**
Esther Burson, Erin B. Godfrey, Tess M. Yanisch

An increasing body of research explores how critical consciousness (CC) predicts positive youth development, but the operationalization of critical consciousness remains inchoate. Developmental psychology traditionally conceptualizes critical consciousness as three components (critical reflection, political efficacy, and critical action), but how these factors combine for different youth, and how levels of these subcomponents relate to developmental outcomes, remain unclear. We use latent class analysis to examine different patterns of the components of critical consciousness in a sample of 448 racial/ethnic minority youth. Four classes of critical consciousness emerge, differentiated by levels of critical reflection, beliefs about the fairness of the U.S. social and political systems, and external and internal political efficacy. Ethnicity was related to class membership, but gender and SES were not. Controlling for race/ethnicity, we find differences in cross-sectional measures of depression, academic engagement, academic competence, and grades of youth across these classes and identify external political efficacy as a key predictor of positive youth development. Our findings provide theoretical clarity for the composition of CC, as well as practical insight into what combinations of CC components are most beneficial for positive youth development.

**Talk 2: Validation of the Critical Consciousness Scale in Justice System-Involved Youth**
Sukhmani Singh, Shabnam Javdani, Corianna E. Sichel

Critical consciousness represents a state of awareness in which one understands that the present and lived reality is stratified such that social power is accorded differently based on group positions in the social hierarchy. The Critical Consciousness Scale is a recently developed and validated measure for use with adolescents. However, research on the psychometric properties of this scale in youth representing disenfranchised populations has been limited. We examined the psychometric properties of the Critical Consciousness Scale (CCS) in a cross-sectional sample of 281 adolescent youth (43% girls) involved in the juvenile justice system to investigate a) the factor structure of the CCS in comparison to its factor structure with existing adolescent samples; and b) the extent to which the CCS demonstrates measurement equivalence across boys and girls. Consistent with previous research, perceived inequality and egalitarianism emerged as two distinct, latent constructs, although one item loaded onto perceived inequality and not egalitarianism as expected. Similar to previous research, perceived inequality and egalitarianism shared a non-significant relationship; however this association only emerged for girls in this sample. The two constructs shared a positive, significant, and moderate association for boys suggesting measurement variance and a need for attention to gender in future research.

**Talk 3: Intervening for Critical Consciousness: Promoting Youth Prosociality and Resilience**
Corianna E. Sichel, Shabnam Javdani, Stephanie Ueberall, Roberta Liggett

The proposed paper describes the development and pilot of E-Responder, a community-based intervention designed to increase youths’ critical consciousness. E-Responder targets youths’ critical use of social media to promote social engagement and prevent interpersonal violence. Mixed-methods results from the quasi-experimental pilot are presented. Implemented in a large urban area in the North Eastern United States, E-Responder was delivered through community organizations working with youth at-risk for gang involvement. E-Responder has two components: a 24-lesson Youth Leadership Program, and a Toolkit, which is composed of a staff training and handbook. Four community organizations received E-Responder, and quantitative data were collected from 26 E-Responder-trained staff and 70 youth participants. Qualitative data was collected via 12 focus groups (six with staff, six with youth participants). Three non-E-Responder staff and 11 youth provided data from a fifth community-based organization, serving as a comparison. Consistent with Leech & Onwuegbuzie’s (2009) conceptualization of a partially mixed, simultaneous, equal status design, for the purpose of complementarity (Greene, Caracelli, & Graham, 1989), the proposed paper presents results investigating the effectiveness of E-Responder to promote (1) critical consciousness; (2) youths’ propensity for prosocial online behavior; and (3) youth self-efficacy. Implications for future intervention, research, and policy are discussed.
Symposium ........................ Grand Ballroom 3

New Directions in Prejudice Research
Chair: Abigail M. Folberg

Talk 1: The Architecture of Space-focused Stereotypes by Race and Class
Caitlyn Yantis, Courtney Bonam

Beyond racial stereotypes about people, perceivers hold racial stereotypes about physical spaces: Black areas are stereotyped as poor and rundown, and White areas as wealthy and well maintained (Bonam, Yantis, & Taylor, 2017). Additionally, Whites apply similarly undesirable stereotypes to both lower-class and middle-class Black space targets (Bonam et al., 2017). Currently, we test whether these stereotyping patterns derive from an indistinct middle-class Black space subtype among Whites. Without a specific subtype from which to draw during impression formation, Whites may attribute less desirable characteristics to Black spaces in general, regardless of class. We randomly assigned participants to list characteristics associated with spaces varying by race (Black, White) and/or class (lower-class, middle-class). As predicted, Whites had an indistinct middle-class Black space subtype: it included contradictory characteristics—clean, safe, overpopulated, rundown—and overlapped in content, valence, and perceived class with their lower-class White space subtype. Additionally, the middle-class Black space subtype did not overlap with middle-class or White middle-class space descriptors. Thus, Whites exclude middle-class Black space from their stereotypic image of middle-class space, rendering Black spaces of any class subject to undesirable stereotyping. These findings enhance our understanding of racial stereotyping processes by considering physical spaces as targets of bias.

Talk 2: Is Poverty Color Blind? Implications of Imagery on the IAT
Abhishek Bhati

Several scholars and practitioners have criticized International Nongovernmental Organizations (INGOs) for using negative images of the beneficiaries (e.g., pictures of malnourished bodies) in ways that are pornographic and negative. This research addresses whether such representations lead to stereotypical and racial biases against People of Color. Based on the analysis of 320 images of the 32 largest INGOs in the United States, I use happy versus sad images to measure explicit and implicit biases among donors using a Skin-Tone Implicit Association Test (IAT). I collected data from 700 participants using Amazon Mechanical Turk (MTurk) and found that positive/happy/good images reduced explicit and implicit biases. I also found that IAT scores were negatively associated with willingness to give in the future to people living in developing countries. These findings have important practical implications in the field of nonprofit and policy studies as often fundraising executives focus on negative/sad images to solicit greater donations, despite the fact that these images foster racial biases against people of color and poor people living in developing countries.

Talk 3: Tolerance of Racism as a Predictor of Voting Decisions
Abigail M. Folberg, Jennifer S. Hunt, Carey S. Ryan

In the 2016 U.S. election, many voters who were not primarily motivated by racial concerns accepted Donald Trump's racist statements to obtain other desired outcomes. We propose a new individual difference, tolerance of racism (TOR), to help explain this phenomenon. TOR is a passive form of bias in which people who may see themselves as unprejudiced condone racist statements or acts in others. In two studies (total N=530), we demonstrate that TOR is distinct from, although correlated with, symbolic racism, social dominance orientation, and defeatist beliefs about racism. Participants who were high in TOR expressed greater support and were more likely to have voted for Trump, even after controlling for factors such as political orientation, economic conservatism, and symbolic racism. They also expressed lower concern about race-relevant social issues and more negative feelings about minority groups. TOR has implications for understanding the perpetuation of bias in many social contexts.
Symposium.............. Marquis Ballroom BC

Ostracism Outside the Box: How Perceived Exclusion Impacts Attitudes
Chair: Meghan George

Talk 1: Is Sexual Objectification a Form of Ostracism?
Maayan Dvir, Janice R. Kelly, Kipling D. Williams

Sexual objectification occurs when one is treated as if they are merely a body that exists for the use and pleasure of others (Bartky, 1990). Research on sexual objectification is focused on the unwanted-attention that is given to targets’ appearance and sexual functions. We propose that despite this unwanted, yet focused attention, sexually objectified individuals may feel ostracized because their core-self is being ignored and excluded (Williams, 2009). We examined whether women who are being sexually objectified report feeling ostracized. In Study 1, women imagined having an interaction with a man in a video, who glanced downward as if he was looking at their body, maintained eye gaze as if he was looking at their face, or looked elsewhere as if he was ignoring her. In Study 2, female participants met a male confederate, who chose to look at their body or their face while they spoke to him. Across studies, women in the body condition felt more ostracized than women in the face condition. This suggests that whereas some outcomes of sexual objectification may be a result of the attention one receives to her body, other perhaps more distressing and debilitating consequences occur because she feels ignored and excluded.

Talk 2: Ostracism and Attitudes: The Role of Exclusion on Implicit Bias
Meghan George, Hamza Baksh, Jennifer R. Steele

Ostracism threatens our social needs and responses to these threats can vary depending on context. Ostracized individuals may become aggressive or antisocial in an attempt to assert their power and self-esteem. Alternatively, a target of ostracism may attempt to re-affiliate with others by exhibiting positive or ingratiating behaviors (Williams, 2001; Williams & Govan, 2005). In the present study, we were interested in how these reactions are exhibited implicitly. That is, does rejection lead to greater implicit bias toward a racial outgroup as a form of aggression? Or does exclusion decrease bias because participants think positively of any group they may want to affiliate with? To test this, we randomly assigned participants (N = 117) to an inclusion or exclusion condition during Cyberball (Williams et al., 2012). Following the game, participants completed a Black-White Implicit Association Test (IAT) (Greenwald et al., 1998). Participants in both conditions demonstrated implicit pro-White (relative to Black) bias, however excluded participants demonstrated significantly less implicit pro-White bias than included participants. These findings suggest that exclusion can influence racial biases, at least temporarily, when such biases are measured immediately following the exclusion experience. Possible mechanisms underlying this effect will be discussed.

Talk 3: Perceived Exclusion by Single-Group Activists Elicits Negative Reactions
Michael Bernstein

Single-group protestors (SGPs) advocate for social change on behalf of a particular group but are often met with disdain. We examined how perceived exclusion relates to this disdain, arguing that those not targeted for advocacy may view themselves as “left out.” Across 7 studies (N>1300), we tested our hypothesis. Participants read information regarding a SGP (Black Lives Matter, S1; feminist group, S2) and reported on their evaluations, feelings, and support for the SGP as well as feelings of exclusion by the SGP. We found strong negative correlations such that participants feeling more excluded had less positive evaluations, feelings, and support. These effects remained even after accounting for prejudice (racism, S3; sexism, S4). We manipulated the perceived inclusivity of SGPs and impacted evaluations accordingly; presenting the same BLM mission statements as from the group “All Lives Matter” led White Ps to feel more included and evaluate the group more positively (S5). We replicated this using minimal groups (S6, S7), presenting SGPs as high or low in exclusivity. We found exclusive groups were evaluated more negatively. All our effects were mediated by perceived exclusion.
Symposium.................... City Center A

Racial and Ethnic Discrimination in the Juvenile Justice System
Chair: Richard L. Wiener

Talk 1: Understanding Racial Disparities in the Effectiveness of Juvenile Diversion
Alisha Caldwell Jimenez, Richard L. Wiener

The Risk-Need-Responsivity (RNR) model suggests offender treatment should correspond to the risk level of the offender, whereas over-treating leads to negative outcomes. Previous research has shown juveniles who successfully complete juvenile diversion have lower recidivism rates compared to juveniles who participate in probation, but youth who fail diversion tend to have higher recidivism rates. At the same time, some criminal justice commentators opine that juvenile diversion leads to “net-widening,” or capturing low-risk offenders who would have otherwise escaped formal processing in the juvenile courts. There is a need for research that examines the content of diversion plans that may influence failure rates. This study analyzed data from an existing pool of cases to determine whether racial discrepancies existed between diversion plans for Black, Latino, and White juvenile offenders in the two largest counties in a mid-Western state. Two sets of regression analyses assess the relationship between 1) likelihood of successfully completing diversion and 2) diversion plan severity ratings. Results show minority youth graduate at lower rates than their White counterparts despite the finding that severity of the diversion plan requirements was the same across racial groups. The paper ends with a discussion of possible reasons for these findings.

Talk 2: Risk Assessment in the Juvenile Justice System: Measuring Disparate Impact
Julie Wertheimer, Richard L. Wiener

Legal commentators have become increasingly concerned with racial and gender disparities on instruments that predict risk in the juvenile justice system. This paper reports on findings testing the validity of the Youth Level of Service/Case Management Inventory (YLS/CMI) that probation officers use to predict risk. The YLS/CMI is a 42-item standardized instrument administered in a semi-structured interview with youth, resulting in individual scores and corresponding risk levels for eight criminogenic domains. Using data from 6,158 youth assessed with the YLS/CMI in Nebraska, we found the YLS/CMI predicted failure in probation at a moderate and significant level (r = .29), which demonstrated predictive validity for the tool exceeding the aggregated effect size across the United States (r = .22). Though prior research has shown differences in recidivism effect sizes for the LS instruments across males, females, non-minorities, and especially minorities, the current analyses showed no evidence for disparate impact for the YLS/CMI due to sex or race/ethnicity of the youth. Five of the eight criminogenic domains contribute most heavily to the instrument’s predictive validity. Our results endorse the continued use of the YLS/CMI in this state but also point out the need to test disparate impact of risk tools in each jurisdiction in which they are used.

Talk 3: Risk, Race and Emotion in Judgments of Youth on Probation
Taylor Petty, Richard L. Wiener

This research reports two experiments that tested the effects of race, emotion and the presence of formal risk assessment information on judgments about youth serving probation sentences. According to Cognitive Appraisal Theory, fear increases systematic information processing, while anger increases heuristic processing. In study one, fearful participants, as compared to angry or neutral ones, were more likely view youth as dangerous. Additionally, in the absence of risk information, fearful participants as compared to those in a neutral state were more likely to recommend a control oriented approach (i.e., extra strict rules emphasizing community protection) for a youth. Finally, fearful participants with no risk information were more likely to recommend a control oriented approach for a Black as compared to a White youth. The second study tested if the presence of formal risk assessments (low v. moderate v. high) would offset the effects of experienced emotion and race on case judgments. As expected, participants relied on risk information to make their decisions, such that they recommended harsher judgments for high-risk offenders, as compared to those in the moderate and low risk conditions. Most importantly, emotions did not influence judgments of offender dangerousness or supervision when formal risk information was available.
Talk 4: It's Not What You Say, It's How You Say It
Jasmine Martinez, Jon Amstae, Richard L. Wiener

Prior research has shown that jurors in Florida v. George Zimmerman (2012) likely viewed a key witness who spoke Ebonic English as less intelligent and less credible than individuals who spoke Mainstream American English (MAE) (Winter & Scott-Bacon, 2016). The present study examined another area of the legal decision making where speaking Ethnic American English (EAE) might lead to biased outcomes. Specifically, we varied race and language to study their effects on participant’s perceptions of risk and credibility of youth in the juvenile justice system. An online survey platform randomly assigned community participants to read an interview transcript, between an officer and offender (Black, Latino, or White) that was either in MAE or EAE. The program also included a judgment manipulation that led participants to process information either rationally or experientially (Epstein, 2003). After reading the transcript the participants rated the offender on various scales, including measures of warmth and competence via the Stereotype Content Model (Fiske et al., 2001). The study tested the complex interactions of language style (MAE vs EAE), youth’s ethnicity, and decision maker cognitive style on judgments of credibility to conclude that sometimes what you say may not be as important as how you say it.

Interactive Discussion . . . . . . . . . City Center B
Social Class in the Classroom
Darren R. Bernal, Heather E. Bullock, Ryan Pickering

This interactive session focuses on the pedagogy of social class and social inequity. Past and present members of the APA Committee on Socioeconomic Status will share knowledge on the success and pitfalls of teaching about social class, poverty, and social inequity. We will share our experiences grounded in social justice, social psychology, and counseling psychology to facilitate the dialogue. The session will include resources such as updates to the Report from the APA Task Force on Resources for the Inclusion of Social Class in Psychology Curricula, the APA Stop Skipping Class campaign, new publications, and experiential activities. The information presented will be appropriate for training in undergraduate, graduate, and community settings. Participants can come prepared with questions and teaching techniques, as we will open up discussion about the challenges of teaching social class and generate practices they can implement when they return to community and academic settings.

Interactive Discussion . . . . . . . Grand Ballroom 45
Street Harassment: A Conversation for the Community
Chelsea Chase, Sarah Schulz

We, as a society, are riding a wave of social awareness and collective realization of just how prevalent instances of sexual assault and harassment are. In a time of high profile court cases and #metoo campaigns, we are forced to look directly at the problem of how to make communities, including urban streets, hospitable and safe for everyone, most especially women. Multiple sources (from research studies to social impact projects) have shown that women across the world are often targeted on city streets, and based on data from Point Park University’s 2016 campus climate survey, the city of Pittsburgh is no different. With several college campuses right within the city, this is especially threatening to young college women integrated in these urban communities. This harassment can alienate vulnerable members of the community, yet policing this with force can also marginalize members of other culture groups and class statuses. The question then becomes: how, as a community, can we bridge this gap? How do we make students feel safe without crushing the culture of a community? Is there a way to achieve a balance between public policy, law enforcement, community engagement and grassroots shifting of cultural norms? This interactive discussion will highlight the nuances of the topic of urban street harassment and current interventions.
Interactive Discussion . . . . . . Marquis Ballroom A

The Next Generations: Graduate Issues in Social Justice Training
Patrick R. Grzanka, Joe Miles, Keri A. Frantell, Jill D. Paquin

The vast majority of intellectual energy in the study of teaching psychology focuses on undergraduate education. Multicultural and critical psychologists, in particular, have produced a substantial body of scholarship (e.g., Case, 2017) that explores best practices and strategies for promoting critical consciousness, intellectual empathy, and multicultural orientation among undergraduate populations, particularly among middle-class, heterosexual, cisgender White students at predominantly White institutions (PWIs). This attention to undergraduate education may reflect the reality that most academic psychologists teach undergraduates at PWIs but may inadvertently suggest that graduate education in social justice and multicultural issues is either not as challenging or not as important as undergraduate education. This symposium foregrounds the challenges and opportunities that arise when teaching diverse psychology graduate students about social justice. Three brief papers will each offer a provocation to springboard into an interactive discussion about multicultural graduate education. The authors all offer a different perspective but share a commitment to taking seriously the pedagogical, interpersonal, and structural concerns that arise when teaching and training future social justice-focused psychological scientists, practitioners, and advocates.

Interactive Discussion . . . . . . Grand Ballroom 6

Transforming Systems of Inequities: A Systems Science Approach to Equity
Pennie G. Foster-Fishman, Erin R. Watson, Corbin J. Standley, Rome D. Meeks

Despite an increasing interest in equity across disciplines, disparate health outcomes continue to increase for communities of color and other marginalized populations (Carey & Crammond, 2015). While numerous frameworks and tools have emerged to address these inequities, most do not effectively tackle the complexity within this social problem. Building on the ABLe Change Framework for systems change (Foster-Fishman & Watson, 2011), this discussion aims to address this gap by proposing a systems science approach to equity. The authors will describe why a systems science approach to equity is needed and discuss how to apply a systems approach to all stages within equity-focused research and intervention efforts. Lessons learned from the authors’ collaborative efforts in diverse communities across the United States will be used to illustrate the value of a systems approach to equity. Participants will be engaged throughout the session, provided with opportunities to apply the proposed systems framework to their equity work, and discuss their own challenges and successes in this arena.

15-Minute Presentation . . . . . . Grand Ballroom 1

Improving Academic Outcomes

Ethnic-Racial Centrality Moderates the Intellectual Disengagement and College Performance Relation
Tina V. Reifsteck, Luis M. Rivera

For African American and Latino individuals, professional and personal successes increase with academic achievement. However, pervasive stereotypes portraying their groups as unintelligent can detrimentally affect their college performance under certain conditions. To buffer such effects, African American and Latino students may employ intellectual disengagement strategies such as discrediting the credibility of academic performance-based feedback because it might be biased against their ethnic-racial groups. However, because students who strongly identify with their ethnic-racial group are most sensitive to ethnic-racial biases, they are likely to benefit academically to the extent that they adopt disengagement strategies. We tested this hypothesis with a sample of African American and Latino college students (N=88) who completed psychological disengagement and ethnic-racial centrality measures and provided permission to access their official transcripts. Results showed that high disengagement was associated with higher GPAs, but only among African American and Latino students who considered their ethnic-racial group central to their identity. Simultaneously, strongly identified students who did not adopt disengagement strategies had the lowest GPAs. These findings suggest that among strongly identified African American and Latino students, disengagement strategies can effectively counter the academic effects of ethnic-racial biases, which in turn can help reduce inequalities in academic achievement.
Improving Outcomes of Underrepresented Students Through YMCA Community Engagement Programming
Anthony Schulzetenberg

In the United States, higher education is replete with inequalities, leaving many diverse students struggling to find meaning in their curriculum and belonging among their more affluent mainstream peers. Community activists and staff members at the YMCA addressed this issue by providing meaningful employment and identity for underrepresented (UR) university students (e.g., students of color, low-income, and first-generation students), having them mentor and tutor diverse youth from local communities. By working with local youth, university students can share their talents and knowledge in meaningful ways while creating supportive relationships with peers who are also working as mentors. The current study evaluated this YMCA program’s effects on academic outcomes for undergraduate students. We created a matched comparison group using propensity score matching from over 50,000 potential matches. This technique allowed us to reduce selection bias and differences in background characteristics between groups, thus strengthening causal arguments. We found that UR YMCA students had significantly higher graduation rates and GPAs compared to similar students that did not participate in the program. These findings indicate that for UR students in higher education, community engagement can provide important and valuable support and positively affect their college performance.

Improving the Cultural Transition to College for First-Generation College Students
Rebecca Covarrubias, Ibette Valle, Giselle Laiduc

Although college enrollment of first-generation (FG) college students is increasing, the transition to the college still poses unique challenges. Specifically, FG students who value interdependent familial connections may mismatch the university norms of independence, subsequently undermining wellbeing and performance (Covarrubias & Fryberg, 2015; Stephens et al., 2012). Few studies address this mismatch for students. We conducted a 2-hour interactive conversation with 19 first-year, FG students about the psychological consequences of transitioning to college. Our curriculum drew from multiple disciplinary perspectives to engage students in reflective story sharing and discussion. Students completed open-ended surveys assessing their 1) transition experiences, 2) gains from the conversation, and 3) reflections for faculty, staff, and families about how to support them. Content coding revealed that students shared transition themes of family interdependence and cultural mismatch (e.g., bringing honor to the family, balancing family and school roles), campus belonging (e.g., lacking a sense of community), and personal growth (e.g., being resilient). Students also shared gaining community, a sense of belonging, and a knowledge-base of campus resources by participating in the conversation. We offer suggestions for how institutions (e.g., faculty, staff) can support FG students through the cultural transition to college, including potential mismatches they experience.

1:45 PM – 3:00 PM

Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 3

Examining Intersectional Stereotypes: Considering Age, Gender, Race, and Sexual Orientation
Chairs: Nicole M. Overstreet, Lisa Rosenthal

Talk 1: Age and Parent Status Intersect: Negative Stereotypes of Young Parents
Lisa Rosenthal, DaSean Young

Growing research demonstrates how incorporating intersectionality deepens our understanding of stereotyping. We aimed to contribute to this research by exploring how intersections of race, gender, age, and parent status influence stereotypes of a hypothetical target. Adults in the U.S. were recruited through MTurk to participate in an online experiment via Qualtrics. Participants were randomly assigned to view 1 of 16 possible brief descriptions of a target, which were identical except for four varying characteristics: race (Black vs. white), gender (woman vs. man), age (19 vs. 30), and parent status (parent vs. no information about parent status). Then, participants indicated their perceptions of the target’s characteristics and behaviors. Data from 894 participants were analyzed first using factor analyses to create composite scores for perception items, and then using multivariate analyses of variance to test individual and interactive influences of race, gender, age, and parent status on perceptions. A consistent pattern was that 19-year-old parents were perceived more negatively than both 30-year-old parents.
and 19-year-olds not identified as parents, including for risky health behaviors, financial status, and parenting quality. These results are consistent with negative societal stereotypes about young parents, and suggest parent status and age should be considered when understanding stereotypes.

**Talk 2: “Sharkeshia No”: Examining Perceptions of Race, Gender, and Aggression**
Kristin Nicole Dukes

The current research investigates perceptions of female aggression as a function of race and type of the aggressive behavior (physical vs. verbal aggression). Specifically, given Black women's intersecting social group identities as both “Black” and “female” and the conflicting racial and gender stereotypes associated with these identities (e.g., Blacks viewed as aggressive vs. women viewed as passive), we examine perceptions of female aggression for Black women relative to White women. Participants were presented with photographs of Black and White women accompanied with vignettes describing gender typical or atypical aggressive acts purportedly committed by these women. Participants were then asked to assess the aggressiveness of the targets as well as their behavior. Results revealed that White women were perceived as more aggressive regardless of behavior type, suggesting a possible a shifting standard (Beinat & Manis, 1994) in perceptions of aggression. Implications for societal representations and perceptions of Black women as aggressive will be discussed.

**Talk 3: Effect of Objectification and Intersectional Stereotype Endorsement on Justification of Violence Toward Black Women**
Thekia Jackson, Nicole M. Overstreet

Sexual objectification may be compounded by racialized and gendered stereotypes. For instance, Black women's objectification experiences may be influenced by the Jezebel stereotype (i.e., characterizations of Black women as promiscuous) and Sapphire stereotype (i.e., characterizations of Black women as aggressive and emasculating). These intersectional stereotypes have been linked to violence justification toward Black women. Despite evidence that sexual objectification and intersectional stereotypes are associated with greater victimization attitudes, research is scarce on how these processes interact and their potential consequences. To address this gap in the literature, the current study examines the relationship between Black women's objectification experiences, Black men's objectifying behavior, endorsement of intersectional stereotypes, and violence justification toward Black women. Participants were 432 heterosexual Black Americans (210 men, 220 women) who completed an online survey via Qualtrics. We found that Black men's stereotype endorsement and objectifying behavior were associated with greater violence justification. We also found an interaction effect between stereotype endorsement and objectification experiences among Black women. Stereotype endorsement was unrelated to violence justification among Black women with less objectification experiences and positively associated with violence justification among Black women with more objectification experiences. Findings have implications for understanding how objectification and stereotypes uniquely influence Black women.

**Talk 4: Urban, Ethnically Diverse Adolescents’ Perceptions of Social Class at the Intersection of Race, Gender and Sexual Orientation**
Negin Ghavami, Rashmita S. Mistry

While discussions of U.S. economic inequality and its impact on youth has taken center stage (e.g., Norton & Ariely, 2011), little is known about how this context shapes youth's psychological processes, for example, their perceptions of peers' social class. Given that economic inequality varies by race/ethnicity, gender and sexual orientation, it is critical to examine if adolescents’ perceptions of social class reflect those differences. Drawing on an intersectional framework, we investigated early adolescents’ perception of peers’ social class based on social class position and family income. Urban 6th-8th grade students (N=1,258) viewed Facebook-like profiles that varied in gender (boy, girl), race/ethnicity (Asian, Black, Latino, White) and sexual orientation (heterosexual, gay, lesbian) and guessed the social class position (e.g., “poor,” “working class,” “middle class”) and family income of them. As predicted, most profiles were perceived as middle class and above average family income. Differences emerged, however, as a function of peers’ sociodemographics. Whites and girls were rated as higher social class, Blacks and Latinos as lower and East Asians in-between. The intersection of race/ethnicity, gender and sexual orientation differentially shaped perceptions of social class depending on the dimension. Results demonstrate the value of an intersectional approach and offer directions for research.
Influencing Policy at the Local and State Levels Using Research
Chairs: Sarah Mancoll, Richard L. Wiener

Talk 1: Amending Florida Law, Bringing Justice for Victims of Nonconsensual Porn
Asia A. Eaton, Holly Jacobs, Yanet Ruvalcaba

Nonconsensual pornography (NCP) is defined as “the distribution of sexually graphic images of individuals without their consent.” Before 2013, only three states criminalized NCP. Current laws vary such that those that are in place are often too narrow and states rarely prosecute offenders. In a recent nation-wide study conducted using Facebook, the research team was able to demonstrate that NCP is in fact a dangerous public health concern. Using the results of this and other studies, the research team has been meeting with legislators in the Florida state capital, Tallahassee, to suggest evidence-based amendments to the Florida sexual cyberharassment law. The team’s goal is to amend the state law to: strike the requirements for personally-identifying information of the victim and perpetrator intent to harm, and expand the criminalizable methods of perpetration beyond Internet websites.

Talk 2: Confederate Memorabilia Conundrum: Uniting Communities with a Legacy of Injustice
Ines Jurcevic, Sophie Trawalter, Benjamin Converse, Eileen Chou

The debate on Confederate monuments has led to divisive and unconstructive conversations in local and state governments. Researchers can help communities have more productive conversations through the concept of framing. Research has shown that framing goals in terms of progress (“how far we’ve come”) can have a demotivating effect on persistence, whereas framing goals in terms of commitment toward equity (“how far we still have to go”) can increase persistence. Using archival data and item assessment, this mixed-methods study focuses on how the representation of Confederate monuments in different contexts (progress toward equity versus commitment toward equity) can affect efforts to redress inequalities rooted in a racist past. The project has numerous potential implications for race relations, and the findings could inform how we reduce intergroup conflict.

Talk 3: LGBTQ Residents in a Quasi-Rural City: Gap Analysis of Resources
Michèle Schlehofer, Diane Illig, Janice Murphy, Lida Allen

This talk will present findings from a gap analysis (funded by a SPSSI Local- and State-Level Policy Work Grant) which explored the experiences of people who self-identify as lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ) in a quasi-rural city. LGBTQ people living, working, or attending school in the City (N = 133) completed an anonymous online survey. Of the respondents, 96.8% identified as lesbian, gay, bisexual, or questioning their sexual orientation, and 54.3% identified as transgender or gender non-conforming. Participants were between 18 and 62 years old; most identified as White (43.6%) or African American/Black (33.8%). Participants completed several measures of discrimination, such as Swann et al.’s (2016) Sexual Orientation Microaggression Inventory; the Heterosexist Harassment, Rejection, and Discrimination Scale (Szymanski, 2006); and Testa et al.’s (2015) Gender Minority Stress and Resilience Measure. Participants also reported their experiences with City services, their awareness and utilization of existing resources and programs for LGBTQ people, and their perceptions of needed community resources. The survey was supplemented with research into best-practices for the City to meet the needs of LGBTQ people. Findings of participants’ experiences will be presented, alongside empirically-backed suggestions for what cities in rural areas can do to better-support LGBTQ residents.

Societal - and Individual - Level Predictors of Intergroup Relations in Diverse Societies
Chair: Mathias Kauff

Talk 1: Whites’ Perceptions of Minorities’ Status in a Racially-Diverse Future
Michelle M. Lee, Maureen A. Craig

Hispanic population growth is often hailed as driving the often-reported “majority-minority” trend towards greater racial diversity in which Whites may no longer be over 50% of the U.S. population by midcentury. Does information about the
growing Hispanic population influence Whites’ perceptions of the placement of other racial groups within society? In two experiments (N = 449), White participants read about Hispanic population growth (or control information: Study 1 = the rise of American homes with a cell phone as the primary phone line; Study 2 = current estimates of the U.S. population by ethnicity) and then reported on their predictions for different racial groups’ future societal status and attitudes/values. Results revealed that making Hispanic population growth salient led Whites to report that Black Americans’ (S1) and Hispanics’ (S1 & S2) future societal status and attitudes/values would diverge from those of White Americans. Conversely, Hispanic population growth led Whites to report that both Asian Americans and Whites would lose societal status in the future (S2). This work provides a glimpse into how the growth of one racial minority group may shape Whites’ expectations of the future racial hierarchy and has clear implications for intergroup dynamics and potential assumptions of status-based alliances.

Talk 2: Institutional Equality Norms and Engagement in Intergroup Contact
Oliver Christ, Miles Hewstone, Katharina Schmid, Sarina J. Schäfer, Mathias Kauff

A plethora of studies has shown that intergroup contact reduces prejudice. Comparably less is known about predictors of intergroup contact. Building on the proposed importance of institutional support for intergroup contact we argue that equality norms transported by institutions predict majority members’ engagement in intergroup contact. Put differently, we expect that individuals are more likely to engage in (positive) intergroup contact if institutions in their social context convey egalitarian norms. Using multilevel modelling we tested this assumption in two studies. In Study 1 (N = 650 White British from Birmingham, UK), ethnic minority members’ perception of equal treatment by institutions on a neighborhood-level predicted the frequency of positive intergroup contact with minorities among White British. This relationship was mediated by Whites British’ egalitarian beliefs. For Study 2 (N = 30,000 non-immigrants from 20 European countries), we combined data from the 2014 European Social Survey with objective migration policies on a national level. We found that anti-discrimination policies were positively related to non-immigrants’ amount of positive contact with immigrants. Results of both studies were robust when controlling for contact opportunities and prosperity indicators. Based on our findings we discuss the role of social norms for intergroup relations.

Talk 3: Increasing Motivation to Engage in Inclusive Behaviors
Mitchell Campbell, Markus Brauer

Despite an increasing number of programs intended to create more positive attitudes toward different social groups, even individuals low in prejudice engage in few inclusive behaviors. Inclusive behaviors signal to others that they are welcome and respected, and thus increase others’ sense of belonging. The current research examines whether expectancy-value theory, as articulated by Eccles and Wigfield (2000), can be utilized to increase motivation to engage in such behaviors. The theory posits that individuals will engage in a given behavior if they (1) believe they can succeed (expectancy) and (2) think the behavior is worth their time and energy (value). In a series of laboratory and field experiments (total N > 1200), we applied this theoretical framework to the intergroup domain. We manipulated expectancy and value beliefs regarding inclusiveness with either an essay-writing task, a pro-diversity syllabus page, or a short expectancy-value video. The current results suggest that these manipulations lead to more positive attitudes toward outgroups and a greater number of self-reported inclusive behaviors several months later. Our findings underline the important role that motivational factors play for the promotion of positive intergroup attitudes and behaviors.

Talk 4: Beliefs in the Value of Diversity, Non-Instrumental Interactions, and Outgroup-Attitudes
Mathias Kauff, Katharina Schmid, Oliver Christ

Advocates of diversity often refer to the usefulness of diversity. Prior research has shown that such valuing of diversity improves outgroup attitudes. Valuing diversity only because it is instrumental (e.g., holding pro-diversity beliefs), however, has also been criticized from an ethical standpoint for opening up the possibility that outgroups that are perceived as detrimental for functioning of diverse group are devalued. Following up this critique, we hypothesized that positive effects of pro-diversity beliefs on outgroup attitudes are dependent on the instrumentality of diverse groups. To test our hypothesis, we conducted five experiments. Across different domains of diversity (i.e., ethnic, age, and informational diversity), we showed that the instrumentality of diversity moderates the effect of pro-diversity beliefs on outgroup attitudes. Results indicate that non-instrumentality either weakens the prejudice-reducing effect of pro-diversity beliefs (Studies 2 & 3) or leads participants holding pro-diversity to show an increase in prejudice towards outgroup members (Studies 1, 4, & 5). Our research shows that valuing diversity for instrumental reasons does not necessarily reflect positive on outgroup attitudes. On the contrary, effects of instrumental beliefs in the value of diversity are dependent on the actual instrumentality of diverse groups. Implications for diversity management are discussed.
Interactive Discussion . . . . . . . Grand Ballroom 1

Black Minds Matter: Research and Multi-Sector Collaboration for Black Student Success
Shelby Cooley

Over the last two decades, historically African-American communities in Seattle, WA have faced displacement due to gentrification in the city’s urban core. African-American families continue to move south to surrounding suburban cities that have been predominantly white (Beason, 2016). Additionally, the Seattle metropolitan region is also home to a growing East-African community yet, Somali, Ethiopian and many other students of African-descent are invisible in state education data due to inconsistent sub-racial categories across school enrollment forms. Dismantling barriers to educational attainment while understanding variance within the Black community is crucial in the Seattle metropolitan area -home to over 125,000 K-12th graders who are majority low-income students-of-color. Yet, local initiatives and programs supporting youth of African descent remain geographically siloed. Thus, started in 2016, the Black Student Success effort combines: mixed-methods research on racial identity, bias and school climate among Black adolescents (N = 73; 15- to 19-years-old); secondary data analyses on multiple cohorts of Black high schoolers (N = 89,956) on their journey to college; and 3) a year-long community collaborative process supporting multi-sector convening of Black stakeholders. Learn about this effort, research and policy impacts that have enhanced cross-sector partnerships supporting Black youth in the greater Seattle metropolitan region.

Interactive Discussion . . . . . . . . . . . City Center B

Building Coalitions Around Policy Issues: How Do We Do It?
Linda Silka, Nick Grant, Sarah Mancoll, Andrea Miller, Tejas Srinivas, Joanna Weill, Mindy Willing, Michele Wittig

Building coalitions in the policy arena is increasingly important if we want research to make a difference. Collaborations and coalitions within and beyond psychology are starting to emerge at the local, state, national, and international levels on many different topics; and this interactive, facilitated discussion will invite people to share what they are finding is effective in building coalitions, as well as what they are struggling with in developing productive collaborations. The session will be facilitated by SPSSI Policy Director Sarah Mancoll, SPSSI Council Member Linda Silka (SPSSI Policy Committee Chair), Policy Committee Members Nick Grant, Andrea Miller, Joanna Weill, and Mindy Willing, SPSSI Members Tejas Srinivas and Michele Wittig. The panel will share examples of their experiences with local, state, national, and international initiatives that include working with diverse partners and which support policy development on wide-ranging topics including education, environmental justice, housing, racism, sustainability, and violence against women. The discussion will also focus on communication issues, including effectively communicating and translating research to policymakers in order to build strong coalitions. The interactive session will end with suggestions for building effective coalitions around policy issues.

Interactive Discussion . . . . . . . Grand Ballroom 45

Teaching for Social Justice: Networking and Sharing Resources
Jamie L. Franco-Zamudio, Salena Brody

In addition to theoretical discussions, interactive and experiential-learning assignments aid students in becoming more aware of their own unique standpoint while simultaneously developing perspective-taking skills. The inclusion of social justice-based activities and assignments enables students to actively engage with the theoretical concepts and gain practical experience working toward interrupting the cycle of oppression (Russo, 2004). Over the past few years, the SPSSI Teaching and Mentoring Committee have been collecting and publishing teaching materials and resources focused on social issues. The SPSSI Teaching webpages contain many innovative courses, assignments, and activities designed to enhance student understanding of social and policy issues. The main goal of this interactive discussion is to provide attendees with a space to share resources, assignments, and pedagogical tools. A second goal is to develop a network of social justice educators interested in continuing the dialogue and sharing resources. Interested attendees are encouraged to bring sample syllabi and assignments to the session.
Health Inequities in Basic Needs

Does Psychological Need Satisfaction Matter for the Self-Esteem of Malawian Girls?
Marieke van Egmond

According to the most recent World Bank statistics nearly half of children and one third of adults live in households that subsist on less than $3.10 a day per person. Yet, populations that are exposed to such dynamics are rarely included in psychological research. For this reason, we examine the explanatory role that basic psychological need satisfaction plays in the well-being (self-esteem) of adolescent girls who live in deprived rural settings in one of the poorest countries in the world: Malawi. In a sample of 1359 girls and 307 parents, we find that basic psychological need satisfaction explains self-esteem in a context in which physical needs go unmet on a daily basis. Gender inequity norms that are held by the girls’ caregiver and the extent to which the girl feels safe moderate this relationship, such that the need satisfaction is more important under gender inequity and unsafe conditions. Lastly, the basic needs of relatedness and competence were found to explain the effect of an educational intervention. Theoretical as well as policy implications will be discussed.

Collaborate! Behavioral Health Equity through Federal Government and Communities
Victoria Chau

This presentation describes the power of collaboration-internal and external to federal government-leveraged to promote behavioral health among underserved culturally, racially, and ethnically diverse populations. In general, racial and ethnic minorities have less access and poorer quality of health care when compared to non-Hispanic/Latino Whites, despite a need for health services. Due to the numerous levels of diversity between and within racial and ethnic minorities (ethnicity, language, culture, nativity status, generational status, etc.), the factors that affect behavioral health, access, and quality to care vary. Applying a social determinants of health framework, this presentation illustrates the process of collaboration from a federal perspective to address structural, social, and individual factors that influence behavioral health. Two included working examples, 1) a collaborative local mental health initiative for Asian American youth and parents, and 2) a national network of community-based organizations who provide behavioral health services to culturally, racially, and ethnically diverse populations, demonstrate the multilevel barriers to identifying, preventing, and treating mental illness and substance use in these minority communities. Challenges and benefits to collaboration between federal and community partners are highlighted, and recommendations for improving behavioral health and care for these underserved populations-to reach equity—are provided.

Vulnerabilities to Food Insecurity Faced by Low-Income Men
Ashley Munger, Stephanie Grutzmacher

Women and children disproportionately experience food insecurity and are often the focus of food insecurity research, policy, and interventions. However, the experiences of food insecurity for low-income men also merit examination, as they tend to be disconnected from educational and employment opportunities and disproportionately experience serious health problems, homelessness, and encounters with the criminal justice system. Additionally, low-income men who are childless, noncustodial fathers, or have been previously incarcerated have limited access to safety net programs. Accordingly, the purpose of this qualitative study is to describe experiences of low-income men concerning vulnerabilities to food insecurity (factors that interfere with obtaining food).

Data were collected through in-depth, semi-structured interviews (N=33) with SNAP-eligible clients from Social Services offices in five demographically diverse Maryland counties. Data were analyzed using thematic analysis. Analyses revealed interconnected factors that exacerbated food insecurity risk. These include problems with employment, impacts of previous incarceration, homelessness, health conditions, experiences of trauma, as well as limited access to resources such as health care, transportation, affordable housing, and social safety net programs. Men’s relationships with others appeared to play an important role in their experience of food insecurity. Based on findings, recommendations are made for policies and interventions.
"Nothing to Eat": How Community Colleges Shape Students' Food Security
Tanzina Ahmed, Rositsa T. Ilieva

Recently, there has been a growing interest in the epidemic of hunger among American college students (Hughes et al., 2011). Students in community college often experience food insecurity and their campuses play a role in combating hunger (Horn et al., 2006). We studied one Bronx institution which opened a food pantry to combat hunger in its predominantly low-income, minority student body yet found few students utilizing this resource. To explain this paradox, we utilized a narrative/survey questionnaire and analyzed how students (n=268) interpreted and used food on campus. Students reported high levels of food insecurity and difficulties with procuring food on campus. Additionally, students often distrusted their college and believed that it placed profits above students' health. This is in accord with campus food audits that reveal a lack of healthy and affordable food options - a lack that contradicts institutional maneuvers to fight hunger. The lack of campus food affordances may cause students to distrust the college, causing students to be less willing to learn about or use college resources. Ultimately, students must trust the college institution before they use its resources - and students will only do so once the institution responds to their everyday needs.

15-Minute Presentation . . . . . . . Grand Ballroom 6

Inspiring Solidarity and Collective Action

Imagine...Close and Distant Positive Futures and their Effects on Hope and Social Action
Michael Wenzel, Joy Love

We investigate whether imagining a positive future, in which a societal ill has been eradicated, can instil hope and increase support for social action against the societal ill. We predicted that imagining a temporally near positive future would increase hope in particular through the perceived possibility that the societal ill can be eliminated, whereas imagining a temporally distant positive future would increase hope in particular through perceived desirability. In two studies, participants (N=301 and 489) were asked to imagine a positive future related to climate change and social inequality, respectively, two years versus several decades from now (vs. no imagination). Imagining a positive future led to support for social action via increasing hope. In Study 1, imagination increased perceived possibility, which was positively related to hope in particular when a near future was imagined, whereas desirability tended to be positively related to hope when a distant rather than near future was imagined. In Study 2, imagination increased perceived desirability, which was positively related to hope when a distant future was imagined, whereas possibility was positively related to hope with a near rather than distant future. The research provides evidence for the power of imagination for hope and social action.

United in Political Solidarity: How Diversity Ideology and Identity Inspire Solidarity
Justine Calcagno

This research tested a model describing when members of minority group will work with members of majority groups for social change-intergroup solidarity. Taking a diversity science perspective, it was expected that endorsement of multicultural ideology by majority groups (i.e., appreciating group differences), compared to colorblindness (i.e., ignoring group differences in favor of the individual), would increase expressions of intergroup solidarity among minority group members. It was hypothesized that strength of group identification among minority group members would moderate the relation between multiculturalism and solidarity. Latino (Experiment 1; n = 95) and LGBTQ (Experiment 2; n = 115) participants read a press release priming the belief that a relevant majority group endorsed either multiculturalism or colorblindness, and then reported intergroup solidarity. The multicultural condition, compared to colorblindness, increased solidarity in both experiments. Group identification increased solidarity in Study 1, and moderated the relation between multiculturalism and solidarity in Study 2. Results suggest that endorsement of multicultural values by allies may be critical to intergroup solidarity. Implications for activism in the current political climate are discussed.
Predicting Volunteerism: Testing a Model of Compassion and Motivation
Megan E. Mansfield, Allen M. Omoto

Research has demonstrated benefits of volunteering, yet rates of volunteerism in the United States have declined for the past several years (Barber et al., 2013; Srebo, 2016). Motivations to volunteer are neither singular nor static and are not the only factor that influence people’s decisions to volunteer (Omoto et al., 2010, 2012; Snyder, 1983). This study investigated the influence of compassion for others (an individual difference measure) and different motivations (i.e., relatively self vs. other-focused) in predicting volunteer behaviors. Specifically, 190 retirement community residents in Southern California completed a survey that assessed compassion for others and different volunteer motivations and behaviors. Results of structural equation modeling analyses supported a model in which people higher in compassion for others reported greater other-focused motivation for volunteering than self-focused motivation. In turn, other-but not self-focused motivation was related to more volunteer behaviors. These results suggest that people with a disposition to have compassion for others engage in a greater amount of volunteer activity and that this relationship is stronger in the presence of other-focused motivations.

When is Social Stigma a Bridge or Barrier to Intergroup Solidarity?
Thomas C. Ball, Nyla R. Branscombe

When do members of historically marginalized groups feel morally obligated to aid other mistreated groups? Prior research suggests individuals experience a threat to just world beliefs when they perceive unjust suffering, which prompts a search for meaning (Warner & Branscombe, 2011). People may respond via benefit finding (i.e., identifying positive consequences of a negative event), which restores observers’ just world beliefs. This meaning-making process leads observers to expect greater moral conduct among groups with histories of marginalization, but does this hold true for members of the target group? If so, does this moral imperative translate to solidarity with other disenfranchised groups? We conduct a series of experiments to test this idea. We expose members of historically marginalized groups (e.g., Jewish Americans in Study 1, Gay Men in Study 2) to reminders of social stigma, manipulate participants’ subsequent meaning-making strategy (benefit finding vs control), and measure self-reported moral obligations toward other marginalized groups. Our findings suggest that historically marginalized group members’ willingness to endorse intergroup moral obligations depends on the meanings that targets derive from stigmatizing experiences. We discuss implications for coalition building and collective action.

3:15 PM – 4:30 PM

Special Panel. . . . . . . . . . . . . . . . . . City Center B

I am Psyched! Women of Color Psychologists Share Their Successes and Lessons Learned
Shelby Cooley, Jessica DeCuir-Gunby, Danielle Dickens

This interactive panel of women of color psychologists compliments and extends the I Am Psyched! exhibit at SPSSI 2018 by engaging girls and women of color from Pittsburgh and Allegheny County in a discussion of their careers in psychology. The panelists come from various professional sectors and subdisciplines of psychology, and will shed light on the opportunities available in the field of psychology, and their diverse experiences and insights as women of color in this field. Dr. Shelby Cooley is a researcher trained in examining school climate, the emergence of racial identity and bias, and contexts that enable youth to challenge negative group norms. She works as a Research Scientist at the Community Center for Education Results (CCER), a nonprofit organization in Seattle dedicated to improving local education. Dr. Jessica DeCuir-Gunby is a Professor of Educational Psychology and Director of Graduate Programs in the College of Education at NC State University. Her research focuses on race and racial identity, research methods, and emotions and education, specifically exploring how race and racism impact African Americans in educational settings and across the life course. Dr. Danielle Dickens studies how race and racial identity intersect with gender, including how women of color navigate academia. She is an Assistant Professor of Psychology at Spelman College, and co-founder of Beneath the Facade, a psycho-educational resource for Black women coping with stereotypical expectations in the workplace. Together, the panelists look forward to sharing their personal and professional paths, responding to questions, and learning from the community.
2018 SPSSI Teaching Award Winners
Chairs: Jamie L. Franco-Zamudio, Salena Brody

Talk 1: Identify, Challenge and Dismantle: A Few Sociocultural Strategies for Teaching About Racism
Phia S. Salter

Talk 2: From Buzzword to Critical Pedagogy: Teaching Intersectionality and Promoting Social Justice in Psychology
Patrick R. Grzanka

Talk 3: What We Can Do from Where We Are: Teaching to Incite Creative Maladjustment
Lauren Cattaneo

Symposium... . . . . . . . . . . . . . . . . Grand Ballroom 1
The Navigation Of LGBTIQ* Identified People Within the Mainstream Society
Chair: Andrea Belgrade

Talk 1: Sexual Minority Health Disparities, Identity Regard, and Anxiety
Benjamin T. Blankenship, Erin Provagna, Abigail Stewart

Extant research examining the factors that influence sexual minority health has largely focused on the phenomena of minority stress, or the stress that happens as a result of stigma in society (Frost, Lehavan, & Meyer, 2015; Meyer, 2003). While this research has shown stigma to be related to health disparities in sexual minorities, there has been less research examining stigma (perceived or internalized) and its influence on how sexual minorities interact with the health care system, further contributing to health disparities. Using a sample of sexual minorities and straight individuals (n = 100) we found support for the hypothesized link between sexual minority identity and lower general health, using anxiety about going to the doctor as a mediator. Additionally, we found that sexual identity public regard, or the perception of others’ views of their sexual identity group, was a significant moderator of this indirect effect. Specifically, we found that sexual minority identity still predicted anxiety about going to the doctor, which predicted lower general health, but only for those who thought others viewed their sexual identity group negatively. Other related analyses, implications, and future directions will be discussed.

Talk 2: Do you Know What I Think? - Perceptions in Debated Issues
Léïla Eisner, Tabea Hässler, Dario Spini

What other people think about debated social issues like marriage for all is highly relevant for our attitudes and behavior, but how accurate do these perceptions mirror the actual opinions of others? Literature has shown that for highly debated social issues there is often a mismatch between the perception of the opinions of others and their actual opinions. While some people wrongly believe that their own opinions highly differ from these of others (false uniqueness), others overestimate how widely their own opinion is shared among the general public (false consensus). Using a representative sample from Switzerland, Study 1 (N = 1105) found that respondents perceived the opinions of most Swiss people towards same-sex couples (marriage and parenting) to be more negative than actual opinions were. This effect was strongest among liberal participants. In Study 2 (N = 442) we used a sample from a general university (N = 238) and a sport university (N = 204) in Germany. We assessed students’ perceptions and personal opinions towards marriage for all and homosexuals’ athletes. We found that students had relatively positive opinions and perceived most Germans to share these. The impact of context, gender, age, and political orientation will be discussed.

Talk 3: How Does Contact Promote Social Change in (Dis-)Advantaged Groups?
Tabea Hässler, Johannes Ullrich, Daniel Vallenegro, Michelle Bernardino, Ruth Ditlmann, Roberto González, Nurit Shnabel, Colette van Laar, Emilio Paolo Visintin, Linda Tropp, Dominic Abrams, Anna Lisa Aydin, Jorina Von Zimmermann, Hana Oberpfalzerova, Adrienne Pereira, Hema Selvanathan, Michal Bilewicz, Pelin Gul, Olga Kuzawinska, Nora Lantos, Sabine Otten, Mario Sainz, Jonathan Cook, Lisa Droogendyk, Luiza Mugnol Ugarte,
This talk presents the results of a preregistered survey study on the relationship between intergroup contact and support for social change. Based on the recent literature, the authors assumed positive relationships for advantaged groups and negative relationships for disadvantaged groups. Guided by the needs-based model (Nadler & Shnabel, 2015), the authors further predicted that the extent to which the contact satisfies the need for acceptance in advantaged groups and need for empowerment in disadvantaged groups would be positively related to support for social change in both advantaged and disadvantaged groups. Using data from 35 advantaged groups (ethnic majorities or cis-heterosexuals) and 25 disadvantaged groups (ethnic minorities or sexual and gender minorities) from 23 countries (N = 10,977), the authors found support for both hypotheses. However, among disadvantaged groups, the effects were weaker than among advantaged groups and less consistent across different measures of support for social change. Disadvantaged-group members with greater/higher quality intergroup contact were less willing to raise ingroup awareness about inequalities, but were more willing to work in solidarity with advantaged-group members to improve the situation of their group.

**Talk 4: Impacts of Multiple Marginality for LGBT+ South Asian Americans’ Mental Health**

Priya Shanmugasundaram, Andrea Belgrade, Fiona Lee

While previous research has discussed the impact of holding marginalized identities on mental health, less has examined the intersection of multiple marginalized identities. Looking at both internalized stigma and discrimination with regards to South Asian and LGBT+ identity, we examined the comparative effect of each on wellbeing outcomes, also considering possible mediators such as South Asian-American bicultural identity integration and social connectedness towards mainstream and ethnic groups. Using a self-report survey study of LGBT+ South Asian Americans (N= 189), we found social connectedness to mainstream society partially mediated (Hayes, 2004) the relationship between racial discrimination and well-being and the relationship between internalized homophobia / transphobia and wellbeing. In contrast, there was no mediating effect with internalized racism. Using a path model, we found that internalized stigma, discrimination, and social connectedness to mainstream society all affected mental health outcomes, but social connectedness to the ethnic community and bicultural identity integration did not. This study contributes to our understanding of how people with multiple marginalized identities navigate the spaces of those with predominantly privileged identities and their differential effect on mental health.

**Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 2**

**The Science of Resistance Movements**

Chairs: Kimberly Kahn, Harmony Reppond, Angela Bahns

**Talk 1: Engagement, Alienation, Radicalisation, De-Radicalisation, and Other Outcomes of Collective Action**

Winnifred Louis, Emma Thomas, Craig McGarty, Catherine Amiot, Fathali Moghaddam

This talk introduces the DIME model of collective action outcomes (disidentification, innovation, moralisation, and energisation). It describes a program of research which in more than 15 studies has manipulated or measured the success and failure of past conventional and radical political actions, and examined the impact upon subsequent intentions, political alienation or engagement, and well-being. Across contexts, the data highlighted both variable and consistent trajectories of radicalisation and de-radicalisation, in contexts such as anti-immigration (right-wing) protests, pro-immigration (left-wing) protests, marriage equality, pro-choice actions, and environmental action. For example, in the anti-immigration context, failure of past action was associated with greater disidentification, but also with greater anger, energisation, conventional action intentions, and moral conviction, and failure of past conventional action in particular heightened intentions to break the law in future protest. In a marriage equality context, the failure of collective action was associated with more negative emotions and lower positive emotions, but not lower action intentions; redoubled commitment to action (energisation) was observed. The studies are discussed in relation to meta-analytic findings, and individual difference moderators (e.g., self-esteem, dispositional optimism and BAS-Drive), as well as limitations related to sample, lack of behavioural measures, and so on.
Talk 2: Why the Advantaged Resist Oppression Using Social Dominance Theory
Andrew L. Stewart

Why do the advantaged protest against intergroup inequality and discrimination against the disadvantaged? While most research on collective action focuses on why the disadvantaged protest, primarily based in social identity theory, the present research uses social dominance theory's concept of hierarchy-attenuation to understand protest willingness among dominant group members. In the first study (N = 265), White Americans' willingness to protest against racial inequality was explained well by being low on social dominance orientation (SDO) and rejecting racism, along with increased anger and efficacy. Study 2 (N = 484) suggests that the social dominance theory model of collective action (low SDO and rejecting sexism) explains men's willingness to protest against gender inequality, whereas the dual pathway model—a social identity-based model focused on ingroup identification, anger and efficacy—explains women's willingness to protest against gender inequality. A third study (N = 1,480) examined international support for the 2010-2011 Arab uprisings among people from 12 nations, and found that a model that integrates both social dominance theory and social identity theory explained international bystanders' protest willingness better than each theory on their own. Discussion focuses on how to recruit the advantaged to resist oppression and the value of theoretical pluralism.

Talk 3: The Science of Resistance Movements: Taking It to the Streets
Glenda Russell

The use of research to inform social change has a long and honorable history. This paper focuses on a series of studies that arose out of sociopolitical events and processes and, in turn, informed subsequent sociopolitical efforts. In retrospect, these studies collectively have some degree of thematic coherence; however, they were not initially conceptualized or planned as parts of a piece. Rather, the different research questions arose organically out of common-sensical observations in the midst of formal and informal political campaigns. Each of several research projects will be discussed in terms of how the associated question was initially conceived, the methods used to address the questions, and the concrete uses to which research results were put. All the questions emerged from the movement for LGBTQ rights in the U.S. The specific questions include (non-exhaustively): the nature and impact of stigma associated with anti-LGBTQ political campaigns; issues around resilience for LGBTQ people impacted by such campaigns; and the motives, costs, and rewards of allies involved as out-group activists in these campaigns. The “products of these research endeavors include: education for LGBTQ persons and organizations, broader community education; submissions to legislative and judicial bodies; videos; an oratorio; and training programs for psychotherapists.

Talk 4: Viva La Ethnic Studies!
Phia S. Salter

In the same year that a federal judge ruled Arizona's ban on ethnic studies (HB 2281) as unconstitutional and likely “motivated by racial animus”, Nevada proposed legislation (SB 107) that would make ethnic studies a high school graduation requirement. These neighboring states provide an interesting test case of the potential impact of marginalizing versus institutionalizing critical ethnic and cultural studies at a state level. In this presentation, I will discuss the empirical research utilized in testimony supporting the call for an ethnic studies requirement in Nevada. I will also discuss broad evidence that suggests that engagement with diversity-relevant materials can have a positive impact on student engagement and intergroup relations. These divergent legislative cases highlight the potential of socially relevant research to garner support for a renewed ethnic studies movement. Given ongoing debates about institutionalizing ethnic studies in California and Texas, next steps for both theory and policy are also discussed.
**Interactive Discussion** . . . . . . . . . . Grand Ballroom 6

**Trigger Warnings: Good, Bad, or Neutral? Discussion and Brainstorming Session**  
Cynthia A. Meyersburg

The use of trigger warnings in college classes is a topic of contentious debate in both academic and public spheres. Generating productive discussion and promoting research, especially collaborative research, could help inform pedagogy, policy, and understanding. Trigger warnings are content disclosures provided prior to viewing, reading, discussing, or otherwise encountering potentially distressing material. Although providing content disclosures to mitigate harm is not new, framing these as trigger warnings is relatively new, emerging from feminist bloggers warning readers about graphic trauma descriptions so readers can choose whether or not to read. The term trigger warning references that when encountering stimuli reminiscent of some aspect of their trauma, individuals experiencing posttraumatic stress disorder may feel as if they are reliving trauma. Participate in a collaborative discussion and brainstorming session in which we will work together to better understand the trigger warning debate from multiple perspectives and to generate research questions and ideas. Some issues we will consider include: What are the concerns of students, faculty, and administrators? Why is this a contentious issue? What do we need to do to investigate the impact of trigger warnings on students and faculty? Are trigger warnings beneficial? Deleterious? Neutral? Or is the reality more nuanced?

**15-Minute Presentation** . . . . . . . . . . City Center A

**Collective Action and Social Change**

**Towards Collective Action: The Interaction of Self-Construal and Group Status**  
Sahana Mukherjee

I examine how self-construal impacts support for collective action in the U.S. Study 1 participants—Caucasian American females—were primed with their Caucasian (historically advantaged) OR female (historically disadvantaged) identity. Next, they completed a self-construal prime (independent OR interdependent self); and an intended collective action measure. Results indicated an interaction such that interdependent self-construal predicted greater action for those primed with their dominant identity. However, independent self-construal predicted greater action for those primed with their subordinate identity. Study 2 participants—undergraduate students—completed the self-construal prime as in Study 1; and read how their school was historically advantaged OR disadvantaged. Next, they completed measures on group efficacy, intended collective action, and a collective action behavioral item. Results conceptually replicated and extended Study 1: Interdependent self-construal predicted greater efficacy in the advantaged condition while independent self-construal predicted greater efficacy in the disadvantaged condition. Moderated mediation analysis indicated that efficacy predicted intended action, which in turn predicted the behavioral collective action outcome. Discussion focuses on how self-construal interacts with power and status.

**Government Opponents’ Emotions on the Decree Laws and the Forced Unemployment in Academia in Turkey**  
Canan Coşkan, Olga Selin Hünler

In Turkey, after the ongoing State of Emergency declared by the government on July 2016, many people from various professional areas in public and private institutions were removed or suspended from their jobs via the decree laws, including a total of 4931 academics (by December 2017). Reactions from oppositional groups and organizations generally expressed a perceived injustice and underlined the importance of academic freedom and independence. The current study explores how do people from oppositional groups feel about the state of emergency in general and the forced unemployment in academia by decree laws and how do their emotions relate to their understanding of academic freedom and ethics in academia. The
results will be discussed in the framework of decreasing academic freedom and the possibilities of unjustifying the system in oppressive regimes.

Getting, Acting, and Staying ‘Woke’: Anti-Racist Collective Identity Formation
Danielle Kohfeldt, Mariah Kornbluh

From the Women’s March, to Charlottesville, to the most recent attempts to repeal the Affordable Care Act, the U.S. presidential election of 2016 has triggered a resurgence of civic and social change activities. Participation in anti-racist and white nationalist groups has increased since the 1990s (Southern Poverty Law Center, 2016). Thus, the examination of anti-racist activism has become paramount. Prior research on activism has focused primarily on key behaviors (e.g. protest, coalition building, meeting attendance), and less upon the cognitive, social, and relational processes underlying how one comes to develop an anti-racist collective identity. Additionally, frameworks such as critical consciousness tends to view consciousness as linear and relatively stable. Utilizing semi-structured interviews of 15 anti-racist activists in Northwestern U.S., we present a model of anti-racist collective identity formation that highlights the formative cognitive, social, and cultural experiences that initially guide identity formation; how anti-racists conceptualize their identity; how their identity shapes political action; and the ways anti-racists maintain their identity. We seek to expand the conversation on civic participation and collective action by examining the ways in which one identifies with a movement and how that identity shapes individual and collective action.

Social Connection for Social Change
Daniel A. Nadolny

Across three studies, I show that feeling closely connected with an individual or group can cause us to change our views on socially-relevant issues. This change happens when we consider how we are similar to the other (other referent), but not when we consider how the other is similar to us (self referent). In experiment 1, participants recruited from multicultural events were asked about their connection to the campus/city, how multicultural it was, and were randomly assigned to a self or other referent condition. Participants who felt connected to the campus/city, perceived it as multicultural, and were in the other referent condition had significantly more positive attitudes towards diversity. In experiment 2, participants were grade-school children who had taken part in a “Citizen Science” project. Participants randomly assigned to the other referent condition had a significant correlation between their reported enjoyment of the science project, and the enjoyment they believed their friends experienced. In experiment 3, participants received information establishing their campus as environmentally-friendly. Participants randomly assigned to the other referent condition reported stronger environmental identity, attitudes and intentions, the more they felt connected to the campus.

15-Minute Presentation . . . . . . Marquis Ballroom A
Predicting Improved Intergroup Relations
Moderating Guilt, Mediating Change: Understanding Attitudes Towards Addressing Black Disadvantage
Aerielle M. Allen, Felicia Pratto

Guilt over racial advantage can motivate Whites to engage in actions aimed towards reducing racial inequality (e.g., Iyer, Leach, & Crosby, 2003; Leach, Iyer, & Pedersen, 2006). We examined how White guilt may do so. We postulated that two specific orientations about racism, namely blaming Blacks for their disadvantage, and avoiding information about the oppression of Blacks, would mediate the relationship between White guilt and willingness to address racial inequality. Data from 932 non-Hispanic White undergraduates from the University of Connecticut replicated prior findings that those who felt more White guilt were more likely to engage in actions to address Black disadvantage (b = 0.38, SE = 0.02, p <.001). Further, Whites who hold little White guilt were more likely to avoid information about racial oppression and to blame Blacks; each measure partly mediated the relationship between White guilt and intended activism, for Black blame (b = -0.26, SE = 0.02, p <.001), for racial oppression information avoidance (b = -0.49, SE = 0.03, p <.001). Low-guilt participants both want to ignore racial inequality and blame Blacks for it.
Composition of Space, Self-Categorization, Space-Prototypicality, and Space-Identification as a Framework for Intergroup Relations
Demis E. Glasford

All intergroup relations occur within-space. In the present work I introduce a Social identity Paradigm for Contextualized Experience (SPACE), which provides a framework for understanding how the characteristics of space inform social identity processes, which in turn organize collective and intergroup behaviors. The present work explores how composition of space shapes collective and intergroup behaviors, as explained by contextualized experience. Composition of space entails level of group representation in space vis-a-vis the total number of people, such that composition can suggest low relative representation (i.e., minority status), relatively equal representation (i.e., equal status) or high relative representation (i.e., majority status). Contextualized experience refers to how one thinks of oneself within context (self-categorization), a perception that space is representative of the beliefs or values of one's group (space-prototypicality), and one's identification with space (space-identification). Across 14 studies and diverse group-contexts (e.g., race/ethnicity; gender), the present work demonstrates that group members differentially identify with spaces (e.g., public parks vs. hospitals) and also that composition of space has direct effects on several intergroup relations outcomes, including expectations of negative-group based treatment, prejudice, prejudice-reduction, procedural justice, and collective action tendencies, which are explained by one of the three facets of contextualized experience.

Intergroup Anxiety, Diverse Political Conversations, and Open Marketplace of Ideas
Justin D. Hackett, Amber M. Gaffney

The polarized divide in current U.S. politics continues to separate citizens and impede political decision-making. Ameliorating this polarization may require addressing intergroup anxiety. The current work examines the buffering effect of endorsing the open marketplace of ideas and openness to engaging in political conversations with people who hold opposing political views on partisans' intergroup anxiety. In Study 1 (N = 319), openness to diverse political discussions negatively predicted post-election intergroup anxiety among Obama supporters in the 2012 U.S. election. Among Romney supporters, endorsement of the open marketplace and openness to diverse political discussions negatively predicted intergroup anxiety. Study 2 (N = 349 Democrats and Republicans), employed an experimental design and produced results consistent with Study 1. For Democrats and Republicans, openness to participating in political discussions characterized by multiple political perspectives was associated with reduced intergroup anxiety. Regardless of the threat of their candidate losing the 2016 election, Republicans (compared to Democrats) expressed reduced intergroup anxiety when endorsing the open marketplace of ideas and being open to engaging in diverse political discussions. Results are discussed in terms of contact theory within the context of the American political system.

Perceived Outgroup Entitativity as a Moderator of Intergroup Contact Effects
Sybille Neji, Miles Hewstone, Jared B. Kenworthy, Oliver Christ

We introduce perceived entitativity (Campbell, 1958) as an important moderator of intergroup contact effects and present results of two studies that provide supporting evidence for this assumption. In Study 1, a random sample of the adult Northern Irish population (N = 884; 543 Protestant and 341 Catholic), we predicted that higher perceived entitativity of the outgroup was associated with a stronger relation between intergroup contact and outgroup attitudes and outgroup trust. Our findings were promising and provide first evidence for the moderating function of perceived entitativity, i.e. higher perceived outgroup entitativity leads to a stronger generalization of contact effects compared to lower perceived outgroup entitativity. Results of Study 2, a cross-sectional online-survey (N = 238 German participants), revealed the moderating role of perceived outgroup entitativity and showed that the generalization of contact effects was more effective for higher perceived entitative outgroups (i.e., Turks living in Germany). Furthermore, this moderating effect was observable even after controlling for the well-established moderators typicality of the outgroup member and group membership salience. We will discuss implications for intergroup contact theory and outline avenues for future research.
Are There Still Trolls Under the Bridge of Political Discussions?
Chair: Jazmin Brown-Iannuzzi

Talk 1: Acceptable Reasons for Unacceptable Speech
Chris Crandall

Free speech is an important American political value. By contrast, overtly racist speech is unacceptable to many audiences. There is a substantial group of Americans who want to express prejudice freely, but social norms inhibit what they say. How do people manage to create an open market for racist speech? We consider two effective methods-promoting the values of “free speech,” and by redefining prejudiced speech as “authentic.” Several studies show how “free speech” and “authenticity” arguments push back at normative restriction of prejudicial speech, creating a safe space for otherwise objectionable discourse.

Talk 2: The Illusion of Tolerance and Intolerance in the American Electorate
Jazmin Brown-Iannuzzi, Will Gervais, Maxine Najle, Sarah Schiavone

Tolerance and intolerance in America is often indexed by direct measures, such as self-reported “willingness to vote” polls. However, pressure to be or appear appropriately tolerant (e.g., racially egalitarian) and intolerant (e.g., anti-sexists) may lead to overly optimistic inferences about tolerance and intolerance in America. The current research investigated the degree to which direct and indirect measures of political candidate preferences converge and diverge across a variety of stigmatized target groups (e.g., women, African Americans, Muslims) and controversial actions (e.g., claiming bankruptcy, sexual assault, infidelity). Overall, participants (N = 6000, nationally representative) reported less willingness to vote for stigmatized target groups and more willingness to vote for people who behaved controversially when measured indirectly, relative to directly. Additionally, the divergence between direct and indirect measures was especially evident for social groups for which overt stigmatization is normatively inappropriate. This research provides a vital benchmark that quantifies the gulf between direct and indirect measures of tolerance and intolerance in America.

Talk 3: Economic Anxieties Undermine Support for Female Political Candidates
Ryan Lei

Are female politicians disadvantaged by adverse economic conditions in ways their male counterparts are not? To examine this issue, we had participants read a news article about the current economic situation. The article emphasized either economic stability or volatility. Afterward, they evaluated an advertisement for either a female or a male candidate for the U.S. Senate. Exposure to news depicting economic instability caused devaluation of the female but not the male candidate. A second study provided a direct replication of this finding with a larger sample. An omnibus analysis (N=535) showed that this devaluation pattern occurred primarily among male participants. Study 2 also examined whether gender stereotypes play a role in this process. Indeed, men’s confidence in the female candidate’s ability to handle stereotypically masculine issues decreased under economic instability and this tendency mediated their devaluation of the female candidate.

Talk 4: Confederate Memorabilia Conundrum: Conversation Frames and Support for Institutional Priorities
Ines Jurcevic, Sophie Trawalter, Benjamin Converse, Eileen Chou

There are over 700 confederate monuments in the United States. To many, these memorialize slavery and glorify the men who fought to preserve it. To others, these monuments memorialize history, tradition, and culture; representing “heritage, not hate.” Local and state governments are currently grappling with what to do with these monuments. Some localities have decided to remove, others to keep these monuments. In the present work, we ask whether this decision affects White Americans’ commitment to racial equity; and whether the framing of these decisions matter. We find that White Americans believe that communities that have removed confederate monuments (vs. not) will prioritize future policies promoting racial equity (Study 1). However, we also find that not simply removal, but the frame applied to the removal influences perceived extent to which communities should prioritize racial equity. Whites prioritized policies promoting racial equity to a greater extent when removal was framed in the context of commitment to equity rather than progress towards equity (Studies 2-3). The present work suggests that, if a goal of removing confederate monuments is to work toward greater equity, their removal will need to be framed as a sign of commitment to-not progress toward-racial equity.
Symposium..................Grand Ballroom 3

Causes, Consequences, and Interventions for Disparities in Legal Punishment
Chair: Yael Granot

Talk 1: Influencing Victim Blaming with Narrative Framing
Laura Niemi, Liane Young

Opposing attitudes about victims are reflected in controversies that span from the popular press to academic discourse. Some worry about rampant victim-blaming; others decry an escalating “culture of victimhood.” What contributes to these divergent views - people's moral values, or the way the events are presented in language? In this talk, Niemi will demonstrate how narrative framing of moral scenarios, in addition to participants’ values, affects moral judgments. In studies conducted online, participants read vignettes involving cases of robbery and sexual assault, and judged victims and perpetrators. Participants higher in a cluster of moral commitments aimed at keeping people in tight-knit relationships - “binding values”: loyalty, obedience, purity - (1) judged victims in the vignettes as more responsible and blameworthy; (2) evaluated victims’ as making more of a difference to the outcome; and (3) focused more on victims during judgment. Yet, narrative framing also factored into participants’ judgments: Shifting focus off of victims and onto perpetrators (by increasing their representation as the sentential subject) reduced victim blame and victim responsibility judgments. Results indicate that people’s moral values drive divergent attitudes about victims, an effect that may be countered by narrative framing.

Talk 2: Ironic Effects of Implicit Bias Framing on Perceptions of Discrimination
Ivuoma Onyeador, Kyshia Henderson, Jenessa Shapiro, Natalie Daumeyer, Jennifer Richeson

Awareness of implicit bias has increased dramatically over the last decade. Indeed, news articles often cite implicit bias as central to discriminatory incidents and, as one high-profile example, former Secretary of State Hillary Clinton highlighted implicit bias during the second debate of the 2016 presidential campaign. This has generally been met with enthusiasm by both activists and researchers. However, the present research argues that framing discrimination in terms of implicit bias may have some unintended harmful consequences. That is, we argue that biases framed as implicit may reduce perceptions of the intent involved in instances of discrimination, which should, in turn, reduce perceptions of perpetrator blame, the severity of the discrimination, and the necessity for perpetrator punishment. Three experiments found support for these hypotheses. Framing racial and gender bias in terms of implicit bias, rather than explicit bias or providing no information about bias, reduced Whites’ and men's perceptions of perpetrator intentionality, and perceived intentionality mediated the relationship between implicit bias framing and perpetrator blame, incident severity, and support for punishment. The present findings suggest that, in contrast to the goal of raising awareness about implicit bias, framing discrimination in terms of implicit bias can undermine judgments of discrimination.

Talk 3: An Attention-Based Intervention to Reduce Out-Group Bias in Legal Punishment
Yael Granot, Emily Balcetis

Minorities receive systematically harsher legal punishments than White Americans for the same crimes, largely based on the decisions of White jurors and judges. Attempts to address this disparity have taken the form of pattern jury instructions, which caution jurors to not let race, gender, or other group identities influence their judgments. As punitive disparities persist, such instructions are not achieving their intended effect. We asked whether instructions that affect how people take in legal information, specifically through visual attention, can reduce out-group bias in punishment. I present data from three studies testing an intervention promoting holistic visual attention to video evidence of an inter-racial altercation. White participants trained to attend equally to all aspects of the scene punished the Black actor significantly less than participants who watched naturally. This effect was qualified by an interaction with group identification; the attention intervention particularly reduced the punishment of strongly in-group identified White participants. I demonstrate, using eyetracking, that the intervention indeed encouraged more even-handed attention, as well as discuss why this intervention worked differently for Black participants. I discuss implications for the use of video in the courtroom and for reducing bias in interpretations of so-called 'objective' evidence.
Talk 4: Expressing What? Expressive Punishment, Harm, and the Failure to Prosecute
Jessica Bregant, Alex Shaw, Eugene Caruso

What do people infer about an action based on the fact that it is punished or not punished? Although norms other than punishment may communicate moral messages, punishment seems to be unique in its relationship to morality, and especially to judgments of harm. Prior research demonstrates that potential punishers rely heavily on the degree of harm caused by wrongdoing when determining the appropriate level of punishment. In this research, we show that the opposite is also true—information about punishment can influence the extent to which an act of wrongdoing is judged to have been harmful. Across eight studies and more than 1500 participants, we find that punishment can be an effective cue for moral judgment, influencing such judgments in a way that is similar to social norm information. Importantly, however, punishment seems to most effectively signal a specific moral concern—harmfulness. The inverse is also true; actions that are not punished are seen as less harmful. Our findings have powerful implications for the public prosecution—and notable non-punishment—of corporate and financial crime.

Symposium . . . . . . . . . . . . . . . . . . . . City Center B

Community Violence Exposure and Sexual Harassment Among Racial/Ethnic Minority Adolescents
Chair: Traci M. Kennedy

Talk 1: Community Violence Exposure and Sexual Harassment Effects on Latino/a Adolescents
Andrea Mora, Kayla Fike, Jessica Montoro

Urban Latino/a adolescents report high levels of community violence exposure (Hanson et al., 2006). Yet, there is a dearth of research on the combined experiences of community violence exposure (CVE) and sexual harassment among Latino/a adolescents. Studies have found that experiencing high levels of both CVE and sexual harassment is related to negative health and well-being outcomes (Buchianeri et al., 2013). Prior research on sexual harassment has focused on the school and workplace contexts rather than neighborhoods (Cortina et al., 2002; Goldstein et al., 2007). However, these experiences co-occur for urban Latino/a adolescents and should be explored further. This study tested gender differences in lifetime CVE and sexual harassment in neighborhoods, as well as their effects on adolescents’ psychological well-being. A sample of 417 Latino/a urban adolescents from the Midwest were surveyed. Results showed that females reported more sexual harassment in neighborhoods than males. Additionally, sexual harassment and lifetime CVE were both uniquely associated with more depressive and PTSD symptoms, but these relations were not moderated by gender. Findings demonstrate the importance of considering sexual harassment in neighborhoods when studying CVE. We propose that sexual harassment be included in community violence policy initiatives to better address urban adolescents’ well-being.

Talk 2: “Background Noise:” Becoming Emotionally Numb to Community Violence
Francheska Alers-Rojas, Rosario Ceballo, Isaiah Sypher

Community violence is a pressing public health concern and for many impoverished, urban youth, exposure to community violence is an on-going, chronic occurrence. Numerous studies document an array of negative psychological effects resulting from youth’s exposure to violence (Cooley-Strickland et al., 2009; Fowler et al., 2009). Studies relying on quantitative, linear models showed that as youth experience more violent events, their psychological functioning worsens accordingly. However, an alternative model posits that, at a certain point of repeated exposure to violence, youth become desensitized or emotionally numb (Kennedy & Ceballo, 2016). Such a coping strategy suggests that adolescents come to accept urban violence as “normative” – perhaps even acceptable. In the current qualitative study, we investigate adolescents’ emotional numbing to violence and the relation between emotional numbing and parent-adolescent communication about violence. Our study relies on in-depth, semi-structured interviews with 57 African American and Latino adolescents, attending 2 high schools in Chicago and Detroit. Since we examine theory-derived concepts, we used a deductive approach to code the interviews with percentage agreement as our index of inter-rater reliability. Our paper will discuss the ways in which adolescents’ emotional numbing to violence appears to coincide with the absence of parent-child communication about violence events.
Talk 3: Adolescents’ Attitudes Toward Violence: A Potential Target for Violence Prevention
Traci M. Kennedy, Rosanne Jocson, James A. Cranford

Community violence exposure (CVE) places youth at risk for developing aggressive/externalizing behavior. Responding to community violence with favorable attitudes may help explain this cycle of violence. Gang affiliations may facilitate this mediating pathway by rewarding the use of violence. Given traditional gender roles that encourage male aggression, males may also be more likely to develop positive attitudes about violence. This study examined whether positive attitudes toward violence mediates the link between CVE and externalizing behaviors among adolescents, and whether this pathway is moderated by gang affiliation or gender. This sample comprised 509 low-income Latino and African-American adolescents living in urban neighborhoods. Participants completed survey measures of past-year CVE, attitudes toward violence, externalizing behaviors, and affiliation with gang members. Controlling for demographic covariates, moderated mediation analyses using SPSS PROCESS (Hayes, 2013) indicated that CVE was associated with favorable attitudes toward violence, which in turn predicted more externalizing behaviors. Mediation did not vary by gang involvement or gender. CVE may make violence seem normative and acceptable, regardless of gang affiliation and gender. Prevention policies should target youths’ malleable attitudes toward violence that have developed to normalize their experiences - a low-cost, feasible solution for preventing violence.

Symposium . . . . . . . . . . . . . . . . . . . . City Center A

Intergroup Solidarity in Social Movements
Chair: Özden Melis Uluğ, Yasemin Gülsüm Acar, Hema Preya Selvanathan

Talk 1: Solidarity as the Kindness Between Peoples: Togetherness Experiences at Gezi
Yasemin Gülsüm Acar, Özden Melis Uluğ

Prejudice reduction research has generally focused on reducing negative regard as a means to improve relations between various groups. Though positive regard between groups may be created, these forms of contact and common identification do not alter policy orientations of advantaged groups toward disadvantaged ones. Rather than intergroup contact, it is suggested that a collective action model of prejudice reduction would create ties between disadvantaged groups to work toward beneficial policy change. We show that the Gezi Park protests in Istanbul, and the solidarity protests that took place across Turkey functioned as an intergroup phenomenon requiring the cooperation of a number of disadvantaged groups (e.g., feminists, Kurds) working together to improve the status of all present. In interviews with 34 activists from the Gezi Park protests, participants were asked to reflect on their individual and group-based experiences during their time in the Gezi Park protests. Data indicate that a common ground was achieved such that some participants were able to overcome past prejudices. Results also imply, in line with Dixon et al. (2012), that if disadvantaged groups work together, they might change the position of their groups and improve each group’s disadvantaged position via collective action.

Talk 2: Can Disadvantaged Groups Bring About Social Change?
Özden Melis Uluğ, Yasemin Gülsüm Acar

Over the last few years, large-scale social movements and the consequences of these movements from the perspectives of protesters have been gaining increased attention across the globe. Psychological research has tended to focus on individual or group level change; however, understanding the consequences of these social movements involves realizing that social movements bring about change in different ways: at the individual level, the group level, and the systemic or policy level. The current research attempts to examine not only the individual and group level change but also system level change from the perspective of participants of the Gezi Park protests in Istanbul, Turkey. The consequences of the protests in the subsequent 3 years will be discussed through a series of expert interviews. Overall, results indicate that a number of gains occurred on all 3 levels, but there were overall losses over time. With the impact of other political factors, many of those gains were lost as well.
Talk 3: Identifying the Role of White Allies in Racial Justice Efforts
Hema Preya Selvanathan, Özden Melis Uluğ

The rise of the Black Lives Matter movement has sparked numerous discussions about the role of White allies in racial justice efforts. However, extant research has primarily focused on the factors that motivate ally involvement in social change efforts, largely without considering how allies should participate in such efforts. Thus, the present research aims to uncover different viewpoints on the role of White allies from the perspectives of both White and Black people who are active in racial justice efforts. To do so, we used Q-methodology, an approach to uncover socially shared perspectives, and explored the opinions of 32 White Americans and 23 Black Americans. Participants were asked to sort 61 different roles of White allies according to their level of importance. Analyses revealed four distinct perspectives about the role of White allies: 1) supporting Black people first, then engaging with White people, 2) being equal partners with Black people, 3) listening and responding to the needs of Black people, 4) learning about racial issues and mobilizing White people. The contents of these perspectives, their similarities and differences, as well as their implications for social change will be discussed.

Interactive Discussion ........ Grand Ballroom 45

Bridges to Peace and Justice: Psychology at the United Nations
David Livert, Esther Burson, Harold Cook, Joseph DeMeyer, Roxanne Moadel-Attie, Corann Okorodudu, Rachel Ravich, Peter Walker

How can SPSSI members get involved in the United Nations? SPSSI has been involved with the UN since the organization’s founding at the end of World War II. Receiving UN accreditation in 1987, SPSSI’s UN NGO team has sought to promote a greater understanding among of how psychological evidence and research can positively impact public policy and social programs among UN missions and staff. The SPSSI team has been involved in creation of Psychology Day at the UN as well as the Psychology Coalition of Accredited NGOs at the UN. Current and recent projects include the UN’s 2030 Sustainable Development Goals (SDGs), migration, mental health, intersectionality and global efforts to cope with climate change. This session will provide an overview of SPSSI activities including the development of side events and the issuing of written policy/advocacy statements at UN meetings, in collaboration with the diverse UN NGO community and UN agencies. After an overview of the SPSSI UN team, we will discuss the 2030 SDGs and ways in which SPSSI members from graduate students to early career to advanced career professionals can get involved in efforts to advance global efforts to reduce inequality, reduce poverty, and improve well-being around the world.

Interactive Discussion ........ Grand Ballroom 6

Building Electronic Bridges to Hard-to-Reach Populations
Abbey K. Mann, Stacey L. Williams, Stephenie R. Chaudoir, John Pachankis, Sarah A. Job, Emma G. Freick, Byron D. Brooks, Jameson K. Hirsch

Despite advances in online research methods, there are still significant challenges in sampling certain populations. These challenges include the concealed nature of stigmatized identities, lack of access to the internet, or living in rural or remote geographic locations. In this interactive discussion, we will focus on research with hard-to-reach populations, and successes and challenges encountered while using online methods to recruit participants and gather data. Each of the presenters will briefly talk about different experiences recruiting sexual and gender minority participants in rural areas using online methods. We welcome researchers who have worked with other hard-to-reach population, those who are interested in doing so, and those who have used other methods of sampling and data collection using new technology to share their experiences. We will also break into small groups to discuss how recruitment and data collection are made more complex when targeting multiple intersecting marginalized identity statuses that, combined, make them particularly vulnerable to being understudied. Finally, we will collaboratively construct a list of strategies and resources to share with session attendees at the conclusion of the session.
**Interactive Discussion . . . . . . . . Grand Ballroom 2**

**Co-Curricular Social Justice Via Intersectional and Inclusive Education**
Catherine J. Massey, Cindy LaCom, Emily Keener

The hostile government climate and its attack on “liberal” institutions of higher education warrant a systematic organization of social justice practice to educate young men and women to be compassionate citizens and leaders. Utilizing research and pedagogy related to intersectionality and inclusion, the presenters will discuss intersectionality theory within a social justice context and enlist participant discussion in the challenges/barriers of social justice pedagogy and programming in our classrooms and on our campuses. Workshop presenters will aid in providing ways to integrate co-curricular intersectionality and inclusivity systemically on our campuses. The presenters are well-seasoned in social justice issues and wish to dialogue and share experiences with others to facilitate social justice action and engender student involvement on their campuses and beyond.

**15-Minute Presentation . . . . . . . . Marquis Ballroom A**

**Underrepresented Groups and Schooling**

**“From Nothing to Everything”: When Poverty Predicts Academic Success**
Desdamona Rios, Brittany Hiett, Elizabeth Rainey

For the Latinx population, attaining a high school diploma remains challenging; in Houston, only 28% of U.S. born Latinx people have earned at least a high school diploma and 23% of Latinx immigrants have a high school education (Kinder Institute, 2014). Educational interventions in the U.S. assume basic needs are met for all students, charter schools addressing educational disparities often focus on the most academically talented students, and schools serving “at risk” students disproportionately favor zero tolerance policies. This presentation includes data from a participatory action research project with a charter school in Houston which serves 700 ‘at risk’ Latinx students in grades six through twelve. Most are economically disadvantaged, have transferred from other schools because of disciplinary issues, or were referred by the juvenile court system. Most have histories of low academic achievement, and psychological and behavioral challenges due to poverty, drugs/alcohol, gang involvement and/or family disruption. The charter school offers wraparound services including child care for enrolled teen parents, after-school programs, a residential substance use treatment center, and outpatient counseling. Analyses of demographic data suggest a positive correlation between poverty and academic success, supporting the argument for culturally relevant models of education that address students’ social context.

**How Faculty Mindsets Affect Women’s Math Performance**
Elise M. Ozier, Rashed Alrasheed, Mary Murphy

To achieve and sustain global competitiveness, the United States must substantially increase the number of women in STEM. Women make up half of the national workforce, yet they account for less than 25% of STEM workers in the US. While researchers have begun examining barriers to increasing female participation in STEM, their efforts have mostly focused on the influence of overt prejudice and stereotyping. However, subtler situational cues also strongly influence women’s experiences in STEM. The present study examines whether faculty mindsets (fixed vs. growth)-communicated via course materials-influence women’s perceptions of whether faculty endorse gender stereotypes, impact their anticipated belonging and identity contingencies, and undermine their math performance. Both men and women anticipated that the professor who endorsed a growth mindset was less likely to endorse gender stereotypes, impact their anticipated belonging and identity contingencies, and undermine their math performance. Both men and women anticipated that the professor who endorsed a growth mindset was less likely to endorse gender stereotypes, impact their anticipated belonging and identity contingencies, and undermine their math performance. Both men and women anticipated that the professor who endorsed a growth mindset was less likely to endorse gender stereotypes, impact their anticipated belonging and identity contingencies, and undermine their math performance. Both men and women anticipated that the professor who endorsed a growth mindset was less likely to endorse gender stereotypes, impact their anticipated belonging and identity contingencies, and undermine their math performance. Women who anticipated that the professor was less likely to endorse gender stereotypes anticipated experiencing a greater sense of belonging and fewer contingencies after reading a growth (vs. fixed) mindset syllabus. Women who anticipated that the professor was less likely to endorse gender stereotypes anticipated experiencing a greater sense of belonging and performed significantly better on a math test after reading the growth (vs. fixed) mindset syllabus. These findings have implications for interventions to address achievement gaps and underrepresentation among women in STEM.

**How Community Lights the Pathway for Native Americans in STEM**
Mica Estrada, Kathy DeerIn Water, Lilibeth Azucena Flores

Native American, Alaska Natives, Pacific Islanders and Native Hawaiians are highly underrepresented in STEM career pathways (NAS, 2016). To promote persistence in STEM fields, the American Indian Science and Engineering Society
(AISES) created and executed a national online mentorship program. This paper reports on the longitudinal study of 98 students and postdoctoral participants. The study launched in 2014, with a new cohort added each year. To examine how students integrated into their professional STEM communities, we used the Tripartite Integration Model of Social Influence (Estrada et al., 2011). Results show students have a lot of stability -- maintaining a strong sense of science efficacy, identity and endorsement of community values -- all characteristics of students who stay integrated and persist into their STEM fields. Further students maintain intentions to persist. To better understand what mentorship features are associated with higher levels of integration, we ran a series of analyses and found that shared cultural values was positively correlated to overall quality of mentorship rating ($r = .82, p = < .01$) and shared cultural values was positively related to intention to pursue a career in STEM ($r = .31, p = < .05$). Implications will be discussed.

Family Achievement Guilt vs. Homesickness, Leaving Family Behind or Grief?
Isidro Landa, Rebecca Covarrubias

Family Achievement Guilt and homesickness are similar experiences involving separation from family in the context of college adjustment. Family achievement guilt is the feeling of distress due to students’ perceptions of “leaving family behind” to pursue individual achievements in college (Covarrubias & Fryberg, 2015). Similarly, homesickness is thought of as a grieving experience due to separation from close others back home (Stroebe, Schut, & Nauta, 2016). Both guilt (Covarrubias, Romero, & Trivelli, 2014) and homesickness (Stroebe, Schut, & Nauta, 2015) have been associated with depressive symptoms. In addition to replicating previous findings, the present study explored the association between guilt and homesickness among undergraduate students ($N = 271$) who completed online surveys. Overall, analyses revealed that guilt and homesickness are related ($r = 0.28$), but not capturing the same separation phenomenon as there were aspects of guilt (i.e., guilt due to “becoming different”) nominally related to homesickness. Moreover, guilt continued to predict depressive symptoms despite accounting for homesickness; the same pattern emerged for homesickness to a lesser magnitude. Differences in the associations with other key constructs provide further insight into how each experience might be identified and addressed by educators and counselors.

6:00 PM – 7:00 PM

Kurt Lewin Award Keynote Address . . . . . . . . . .
Grand Ballroom 45

The Shaping of Science by Ideology: How Feminism Inspired, Led, and Constrained Scientific Understanding of Sex and Gender
Alice H. Eagly

When the Second Wave of feminism emerged in the 20th Century, feminist psychologists vigorously attacked earlier scholarship on gender for assuming that women’s intrinsic nature accounts for their deficits of power and status. Research consistent with feminist themes instead found causes in the social context of women’s lives. In particular, social psychologists championed this perspective by providing evidence of the influence of gender stereotypes and social norms on the behavior of women and men. This approach deemphasized other causes, notably the gender identities and personal goals that guide individual choices. In addition, many feminist psychologists rejected biological causation as reductionist, thus discouraging research on interactive processes by which nature and nurture work together in producing sex differences and similarities. The challenge for feminist psychology is to reach beyond ideological constraints to discover how social, self, and biological causes interact to produce the phenomena of gender.
7:15 PM – 8:15 PM

Poster Presentation . . . . . . . Marquis Ballroom BC

38. Women Supporting Women: The Role of Benevolent Attitudes Toward Men
Mary Kruk, Jes L. Matsick

Emerging from feminist theory, the “male identified woman” describes a phenomenon in which some women prioritize the interests of men to the detriment of their own status and the status of other women (Barry, 1979). Feminist theorists Barry, Rich, and hooks posit women's attitudes toward men contribute to men's societal advancement over women. We tested the role of women's attitudes toward men in women's support of a female job candidate. White women (N = 183) were recruited via Amazon's Mechanical Turk. Participants completed the Ambivalence Toward Men Inventory (Glick & Fiske, 1999) and then assessed one of two job candidates with identical profiles: a white man or white woman. Participants rated their job candidate on measures of competence, warmth, and hirability. We found a main effect of gender of target on competence, warmth, and hirability, as well as a significant interaction of gender of target and benevolence, such that a preference for the female candidate only emerged among women with low and average levels of benevolent attitudes. This research provides evidence that ways in which women think about men can meaningfully affect how they perceive women. Implications for building support for women among women will be discussed.

39. Ideal Nonprofit and For-Profit Leaders: Applying the Stereotype Content Model to Implicit Leadership Theories
Justin Travis, Sarah Schaible, Sean Noble, Luke Priest

Social and consumer psychological research commonly use the stereotype content model to describe how perceptions of competence and warmth influence person and brand judgments. In industrial/organizational psychology, implicit leadership theories (ILTs) are assumed to underlie judgments and evaluations of leaders. In a series of studies, we merge these research streams to explore differences in the judgments of poor performing leaders in for-profit and nonprofit organizations. First, we conduct descriptive research asking participants to rate leadership characteristics for nonprofit and for-profit leaders. Next, we manipulate firm type (for-profit or nonprofit) in an experimental vignette and ask participants to evaluate the leader. Participants subsequently “build the ideal leader” using a novel measure based on the SCM. Results from student and mTurk samples suggest that individuals possess different ILTs for nonprofit and for-profit leaders, and that these differences are congruent with previous research employing the stereotype content model, where ideal nonprofit leaders are significantly higher in warmth and for-profit higher in competence. Ultimately, we suggest that expectations and evaluations of leadership differ substantially according to the type of organization and discuss the implications of such a phenomenon.

40. Performative "Wokeness": Exploring Blacks' Reactions to Allies Who Confront Racism
Chelsea Crittle, Keith B. Maddox

Research on persuasion and confrontation has examined aspects of the messenger, message, and audience in the effectiveness of confronting racial bias. Stigmatized confronters (e.g. Blacks) often receive negative backlash from non-stigmatized audiences (e.g. Whites). The current experiments sought to replicate and extend prior work to explore stigmatized audiences’ perceptions of non-stigmatized confronters (i.e., allies). While confrontations from allies are ostensibly prosocial, the efforts may be perceived as a performative act, done to minimize guilt. In two experiments, Black and White participants evaluated a Black or White messenger who delivered an extreme, mild, or no message acknowledging racial bias. Based on previous research, we hypothesized that Black messengers would receive more backlash than White messengers from White perceivers. However, this pattern might reverse for Black perceivers, with White messengers receiving greater backlash than Blacks. Experiment 1 did not support our hypothesis of an evaluative backlash. Experiment 2 addressed limitations and unresolved issues in Experiment 1 and explored potential mediators. Findings showed a backlash against White messengers who confronted using mild claims. Furthermore, perceptions of the messengers’ group-based guilt fully mediated this three-way interaction. Overall, these findings identify some conditions under which White allies can effectively limit backlash when confronting racial bias.
41. An Outsider-Within: Identities of Low-Income Background White Men at Work
Anna M. Kallschmidt, Asia A. Eaton, Wendy R. Williams

Despite recognizing that socioeconomic standing can influence workplace behavior, research in industrial-organizational psychology has yet to explore social class as an identity at work. Due to the dearth of research on class in the workplace, we used qualitative methods to investigate these identities. In a sample of 20 White men who self-identified as having transitioned from a lower income, we used interview methods to investigate the nature of social class perceptions and behaviors at work. Data collection has been completed, but data analysis has not been completed in full. Our sample revealed two distinct groups: one group who began their social class journey in poverty/working class, and a second group who started in lower middle/middle class. Preliminary thematic analysis reveals three sets of codes: I’m Not One of Them, Awareness of Skills, and Never Thought About It. Participants from poverty/working class backgrounds were less likely to identify with their co-workers and feel a sense of belonging. Our work extends the theory of being an “outsider within” to include class. This term captures the unique standpoint of individuals who live on the edge of two identities, which previous research has used to explain the intersectionality of race and gender.

42. Testing an Intervention to Reduce Gun Ownership
John Z. Montgomerie, Norman Miller, William C. Pederson

In the US, many interventions have been proposed to reduce the ownership of firearms with the greatest emphasis on increased regulation of firearms and violence intervention programs. The current study is the first to determine if it is possible to change attitudes to firearms and reduce firearm ownership in the home by educating individuals about the health risks involved. One of us carried out a survey of his friends and acquaintances. The gun-related attitudes of individuals were examined before and after providing them with information about the risks and benefits of owning firearm. One hundred and thirty seven people took part in the survey. Firearms were present in 29 of 137 households. Most persons understood the risks of owning firearms but 42 of 135 (31%) did not know about the risk of suicide. During the survey, 5 of 27 respondents (19%) removed the firearm(s) from their home. Individuals that received information about the risks became less supportive of gun ownership (p= .043). These results indicate that by education about the risks of owning firearms it is possible to change the attitude of friends who became less supportive of gun ownership and also to decrease ownership. T ests examining the explanatory roles of social compliance, confirmation bias, and depth of information processing failed to account for any obtained effects.

43. Leveraging Tension for Constructive Change
Allegra Chen-Carrel, Rebecca Bass, Danielle Coon

In the current study, we explore how and when perceptions of tension can be leveraged to promote constructive processes and outcomes in the context of facilitated multicultural groups. Tension can be overwhelming and debilitating, causing people to shut down and shy away from conflict, but it can also plant seeds of doubt about the status quo, motivate people to address inequalities, and can be channeled as a constructive force for social justice. Through exploratory, semi-structured interviews with facilitators of group processes, and grounded theory analysis, the present study extends previous research on the role of “optimal tension” in producing the conditions for constructive multicultural conflict processes (Coleman, Coon, Kim, Chung, Bass, Regan, and Anderson, 2017). Drawing upon interviews with practitioners, we explore understandings of the role and function of tension, modeling how it has the potential to give voice to often unspoken sources of oppression, leading to accountability, awareness, and catharsis, or how tension can alternatively increase defensiveness leading to further polarization. From facilitators’ perspectives, this study identifies the qualities and capacities of the environment, facilitators, and participants that lead to more constructive directions.

44. An Intersectional Approach to Attributions of Working and Middle-Class Women in the Context of Gendered Mistreatment
Jessica Kiebler, Abigail J. Stewart

This study employed an experimental design with 397 participants recruited through Amazon’s Mechanical Turk. Each participant read one vignette about a woman who was described as either working-class or middle-class, as either racially Black or White, and as having experienced sexual assault, sexual harassment, or incivility in the workplace. After reading the vignette, participants responded to perceptions about victim responsibility for what happened to her (attributions of blame), perceived sexualization, femininity, responsibility of the woman in her daily life, and stress the situation caused her. In the analysis of participant perceptions of victim blame attribution, there was a significant interaction between race and class.
In this interaction, Black women were more likely to be blamed if they were middle-class, and White women were more likely to be blamed if they were working-class. Results measuring participant perceptions of sexualization, femininity, and responsibility all revealed significant main effects of class, with working-class women more likely to be seen as more sexual, less feminine, and less responsible in their daily lives. Perceptions about stress as a result of the scenario showed no significant main effects, but did reveal a three-way interaction of race, class, and incident.

45. Treatment and Punishment for Drug-Abusing Mentally Disordered Offenders
Gray Goziem Ejikeme, Theresa Uchechi Ejikeme, Julie O.E. Orshi

The appropriateness of treatment and/or punishment for mentally ill offenders is contestable (Melamed, 2010). A literature search was therefore carried out to analyse the problems and prospects of treatment and/or punishment for drug-abusing, mentally disordered offenders in the Nigerian context. The major findings of the literature search revealed that the rate of substance/drug abuse which, according to Ejikeme and Ejikeme (2015), is a high co-morbidity problem is high rate in Nigeria; cases of drug-abusing mentally disordered criminals exist in the country; psychiatric hospitals which are the major facilities for treating these cases are few in the country; and forensic, clinical, and counselling psychologists that assist in the assessment, diagnoses, treatment, correction, and punishment of these cases are scarce in the country. The paper concludes that holistic prevention and management of the cases in Nigeria need to include correctional and rehabilitation psychotherapy in line with the view of Ejikeme, Ejikeme, Badru, and Akwash (2014) that their criminal and medical conditions have underlying cultural, socio-economic and psychosocial factors. The paper recommends that for responses to drug abusers, drug traffickers and mentally disordered offenders to be more effective, appropriate, and productive in Nigeria, they should include rehabilitation and correctional counselling and psychotherapy.

46. Parallels in Experiences and Inquiries Among Supporters of PTSD
Emily L. Ferrell, Rachel Hardy, Sarah E. Russin

This study explored the experiences and inquiries of individuals who self-identified as providing support to a friend, family member, or significant other with post-traumatic stress disorder (PTSD). Researchers analyzed and coded a total of 400 posts from an online support forum, MyPTSD.com. 345 posts were coded for content alone with reference to 13 categories (Finances, Life Interference, Venting/Emotional Expression, Maltreatment, Sexual Behavior, Distress, Prevented Expression, Physical Health, Communication, No Personal Space, Isolation, Compassion Fatigue). 292 posts also included a question and were coded for question motivation (Cognitive, Emotional, Social) and content (Symptoms, Prognoses, Medication/Treatment, Coping, Seeking Reassurance). Categories for coding were established a priori, based on previous caregiving and supporter literature. Researchers analyzed differences between experiences and questions on the basis of the nature of the supporting relationship (spouse/significant other, friend, family), survivors’ trauma (combat, sexual assault, other violence/neglect), and supporter gender. PTSD supporter research and resources have predominantly focused on veterans’ wives. This preliminary investigation revealed that, regardless of the nature of the supporting relationship, survivors’ trauma, and supporter gender, individuals reported similar experiences and questions.

47. The Experiences of Being a Supporter of PTSD: A Content Analysis
Emily L. Ferrell, Rachel Hardy, Sarah E. Russin

This study explored the experiences and queries of individuals who self-identified as providing support to a friend, family member, or significant other with post-traumatic stress disorder (PTSD). Researchers analyzed and coded a total of 400 posts from an online support forum, MyPTSD.com. 345 posts were coded for content with reference to 13 categories (Finances, Life Interference, Venting/Emotional Expression, Maltreatment, Sexual Behavior, Distress, Prevented Expression, Physical Health, Communication, No Personal Space, Isolation, Compassion Fatigue). 292 posts included a question and were coded for question motivation (Cognitive, Emotional, Social) and content (Symptoms, Prognoses, Medication/Treatment, Coping, Seeking Reassurance). Categories for coding were established a priori, based on previous caregiving and supporter literature. Results suggested that the primary experiences of supporters of trauma survivors relate to interpersonal relations, emotional turmoil, and tangible concerns. The questions asked on the forum indicated that there is a considerable need for supporters to receive more information from health professionals about PTSD. This study provides a preliminary examination of the experiences and needs of supporters of trauma survivors.
49. Role of TIC in Sexual Health for High-Risk Sex Workers
Renee Roy

Sexual health interventions that address the role of trauma in risk of sexually transmitted infections (STIs) are under-studied, though research has demonstrated a link between traumatic experiences and risky sexual behavior. This study explored the potential benefits of trauma-informed care (TIC) services and integrated mental health services in sexual health care. Within a context of criminalization and discrimination against sex workers, and high rates of trauma and STIs, sex workers would likely benefit from the proposed interventions. Participants included nurses and nurse practitioners from the United States and Canada who primarily perform STI services. Using grounded theory to code data from semi-structured interviews, three core themes emerged: a continuum of practice from problematic to ideal, TIC opinions, and perceptions of sex work in sexual health. Participants expressed support for TIC and interdisciplinary care in sexual health, and the need for mental health services for patients, including sex workers. Though they cited structural barriers such as time, finances, and stigma, participants see these changes as important for their patients. Further research could explore the efficacy of integrative care in sexual health. The results suggest a general need for increased collaboration in sexual health between medical and psychological service providers.

50. Female Lawyers Perceived Similarly Competent but Warmer than Male Counterparts
Courtney A. Kurinec, Tierra Carter, Charles A. Weaver III

Despite growing numbers of women pursuing legal careers, gender-based discrimination against female legal professionals continues. According to the Stereotype Content Model (SCM, Fiske, Cuddy, Glick, & Xu, 2002) and related Behaviors from Intergroup Affect and Stereotypes (BIAS, Cuddy, Fiske, & Glick, 2007) model, women in non-traditional roles, such as businesswomen, tend to be viewed as highly competent but low in warmth, eliciting passive aid (e.g. cooperation) due to their high competency and active harm (e.g. attacks) for their perceived coldness. We explored if the public perceived female lawyers in a similar manner, and if these perceptions differed from their male counterparts. Online participants (N = 160) rated eight groups on stereotype content. In line with expectations, both female and male lawyers fell into a cluster characterized by higher competence than warmth, but warmth ratings were middling rather than low. Although female and male lawyers did not differ on ratings of competence, female lawyers were seen as significantly warmer than male lawyers. Future research will compare the predicted behavioral intentions toward female and male lawyers as based on BIAS model, as well as examine if these differing views influence courtroom outcomes.

51. Men Exaggerate the Consequences of Asexuality in the Hypothetical Self
Kenneth S. Michniewicz, Elizabeth Vlattas, Sarah Geisler

Previous research connects masculinity to heterosexuality (e.g., Theodore & Basow, 2000), and social pressures encourage men to engage in, and women to refrain from, sexual activity (e.g., Gentry, 1998). In the current study, we compared people’s perceptions of hypothetical others who identify as asexual to imagined expectations of the self identifying as asexual. Results suggest that men and women who imagine themselves as asexual expect to experience similar degrees of social repercussions in the domains of interpersonal relationships, life satisfaction, and mental health, however, people generally expect others to experience more adversity in these domains when they are asexual men as opposed to asexual women. We discuss the
implications of this research for understanding the stigma that asexual individuals experience as well as promoting social change that reduces the normative pressures of sexuality for people as a function of their gender.

52. The Balance of Power: Kink as Recreational Stress-Relief
Sam D. Hughes

To date, ten families of theories have been advanced in the academic literature to explain why people experience kink-oriented desires. These theories have originated from disparate academic fields, including psychoanalysis, genetics, trauma studies, feminist studies, critical race theory, post-colonial studies, behavioral conditioning, evolutionary psychology, parenting studies, and Marxist theory. All of these theories have serious drawbacks as accounts of the origins of kink-oriented desires, especially because most are derived from case studies of convicted criminals and people in therapy. To assess the validity of these theories for the general kinky population, a study of 260 kinky adults from an international sample was conducted, in which participants were asked to open-endedly report their own perceptions of the origins of their kink interests. The data demonstrated mixed support for previous theories, including explicit disavowal from many participants. To make up for the limitations of previous theories, a new theory will be articulated integrating Fritz Heider’s Balance Theory (Cartwright & Harary, 1956) and the conceptualization of kink as “serious leisure” (Newmahr, 2010), which better aligns with the data. The primary contention of the theory is that kink-related desires are the result of sexualizing and recreationalizing the opposite of what causes a person stress.

53. Male Perpetrators’ Sexual Orientation Affects Perceptions of Harassment Towards Women
Regina Cuddeback, Leah Warner

Past research has examined perceptions of sexual harassment when perpetrator sexual orientation is manipulated, but only with same-sex sexual harassment. Anecdotal evidence suggests that when a gay man sexually harass a woman, people excuse it by referring to his sexual orientation. This study analyzes how male perpetrators’ sexual orientation affects perceptions of sexual harassment towards women. Three hundred and sixteen participants read a scenario where a straight or gay man physically harasses a woman, or has a benign conversation with her. Participants rated the severity of the situation and the perceived perpetrator sexual attraction towards the victim. In support of hypotheses, scenarios where the perpetrator was labeled as gay were considered less severe (M=3.59, SD= 1.41) than when labeled as straight (M=4.1, SD=1.06), F(1, 146) = 4.11, p < .05. Participants also perceived that a gay perpetrator was more sexually attracted to the woman when he harassed her (M=0.93, SD=1.4), versus control condition (M=0.23, SD=0.66), F(1, 308) = 48.6, p <.001. Implications include the role that heterosexism plays in perceiving sexual harassment, and the persistence of the myth that sexual harassment occurs due to attraction towards the victim/survivor.

54. An Exploratory Study on Counseling for Transgender College Students
Cat Salemi, Cristina Reitz-Krueger

Transgender individuals — those who have a gender identity that does not traditionally align with the sex they were assigned at birth — are more often diagnosed with mental disorders than cisgender individuals — those whose gender identity matches the sex they were assigned at birth. Despite this, counselors’ knowledge about transgender identities and transgender-specific issues is often meager. This study explored counseling for transgender college students in the United States through an online survey. The goal was to discover transgender individuals’ general levels of satisfaction with their counselors and the reasons behind why they were or were not satisfied, as well as what they thought could be improved. There were 23 valid responses to the survey, which were gathered by emailing college LGBT student organizations and asking them to pass the survey along. The responses to the open-ended questions on the survey emphasized the importance of counselors’ education about transgender identities. While further research is needed on the subject, this study suggests that educating therapists about gender variance is a key factor in helping transgender clients.

55. The Influence of Adults Informing Children on the Reliability of Children’s Eyewitness Testimony
Eda Ermagan Caglar

Children’s testimony and witness statements are undeniable realities of contemporary judicial system. In this sense, this paper discusses the methods to ensure functionality of the judicial system and minimize the fallibility of witness statements by children and handles the possible effects of informing by adults on witness statements by children on witnessed occasions. The research is made on test and control groups from a sample group of 9-year-old children. The children watched and animation movie and the issue was discussed with them on an individual level immediately after the movie. The discussions with the
children in the control group were made only by a researcher while the discussions with the children in the test group were made with the assistance of an assistant researcher. The assistant researcher provided inaccurate information to the children immediately after they watched the film. These inaccurate information consisted of falsified details of the witnessed occasion or details which did not actually exist in the film. As a result of the analyses of the discussions with children from both groups and even if the feeding of false information happened immediately after the occasion, it is concluded that such informing by adults has a negative effect on the reliability of the testimony. Furthermore, it was observed that the children have lost their memories regarding the witnessed occasion as time passed after the occurrence. In line with the purpose of the research, it was observed that the inaccurate information fed by adults resulted with changes in the memories of the children on the occasion and children created a distorted reality in their statements made during repeated meetings.

56. Mental Illness Stigma and Employment Discrimination Under Federal Legal Policy
Megan Berry, Richard L. Wiener

Mental illness stigma is a problem for everyday interactions as well as for candidates interviewing for employment. This study examined the effects of emotions, cognitive processing style, implicit attitudes, and explicit attitudes on perceptions of mental illness in a simulated job interview. Undergraduates completed a go/no-go association task and computer assisted maltreatment surveys in counterbalanced order. Subsequently, we induced a positive or negative mood through an autobiographical emotion manipulation after which, participants interviewed a confederate applying for an ostensible lab job. Participants read demographics supposedly filled out by the interviewee, in which the interviewee self-described as either bipolar, depressed, or with no mental illness. At the start of the interview, the participants moved a chair to a comfortable distance from the interviewee. At the end of the interview, participants assigned an enjoyable or boring task to the confederate. The major hypothesis was that people who felt negative emotions would engage in the most stigmatizing behavior, assign the interviewee the less enjoyable task, and sit farther away from the confederate. However, the individual’s cognitive style (experiential or rational) and attitudes should moderate this result. The study supports the need for additional mental illness protections under the Americans with Disability Act.

57. How and Why Do Religious and Occupational Identities Relate to Each Other in the Workplace? A Systematic Review
Ilka H. Gleibs

Despite its recognition as an organizational diversity issue with implications for personal well-being, there is relatively little systematic study of religious identity in the workplace. We conducted a systematic review of relevant literature to address the question of how religious and occupational identities might relate to each other in the workplace and with what antecedents and consequences. We comprehensively screened the literature and identified 46 relevant peer-reviewed articles that form the basis of our synthesis and analysis. Findings pointed to three forms of relationship between religious and occupational identities: compatibility, incompatibility and non-overlapping co-existence. Each form has distinct implications for employee and organizational well-being. Research evidence highlights the personal and organizational benefits of being able to express religious identity at work and helping employees to negotiate their religious and occupational identities. Based on our findings, we developed a conceptual framework and testable propositions to specify the antecedents of the activation of religious and occupational identities in the workplace, the nature of the identity negotiation that activation triggers and its outcomes for individuals and the organization. These propositions constitute a specific agenda for future research building on existing research and relevant theory.

58. How Acculturation Orientations Shape International Students’ Experiences of, and Performance Within, Different Spaces on Campus
Joo Hou Ng, Thomas Morton, Teri Kirby

Research has identified that a lack of belonging is a key concern for minority students, and can undermine motivation and performance in academic settings. Recent work in the literature suggests that social belonging not only can be communicated explicitly through interventions, but also subtly through the objects and people that populate in that particular environment. Other research suggests that psychological ownership of space impacts performance positively. However, little research has been undertaken in the field to specifically examine minority students’ experiences of belonging and academic performance in specific university spaces, and how this might depend on their specific identity-based goals (i.e., acculturation orientations). This poster presentation aims to explore how international students experience two distinct study spaces in campus – a majority-owned space filled with White students versus a minority-owned space for international students – and how
their experience of the study space is moderated by their acculturation orientations, and how this in turn affects academic performance within these two spaces. The results of two field experiments (N = 114 and 261 respectively) suggest that international students’ acculturation orientations do play a significant role in determining experiences of study space. Consistent with predictions, identity compatible spaces were generally experienced as more psychologically restorative. However, the pattern of effects on performance were less consistent across the two studies. Potential additional factors contributing to individual psychological experiences of space will be discussed, along with future directions for research.

59. An Evaluation of Children’s Attitudes About Careers and Gender
Ryan Linn Brown, Nanci Weinberger

This study investigated implicit and explicit attitudes toward occupations in a diverse sample of 10-year-old children (N=58). Explicit gender attitudes were tested using the Gender-Stereotyped Attitude Scale for Children (GASC) and implicit attitudes through an adapted auditory Stroop task. Children viewed a brief video about the job skills of a female and male firefighter-paramedic then evaluated each person using a modified version of the GASC, questions about their perceptions of each person’s job skills, masculinity, and femininity. There was not a reliable implicit gender bias for occupations in this sample. The explicit findings reveal gender stereotype flexibility but suggest varying degrees of flexibility based on the stereotypicality of the occupation. Ballet dancer/teacher was the least flexible job, hinting at the rigidity of the male role. Children were notably less flexible when asked about the specific people from the video than when asked about women and men broadly. The results suggest counter-stereotypical exemplars challenge children’s expectations about gender and occupations - simultaneously intensifying their gender-based expectations while endorsing the female firefighter-paramedic’s abilities in a “man’s” job. The implications for counter-stereotypical career trajectories, and the differences for females and males in those careers, will be discussed.

60. Gender Differences in Older Adults Quality of Life, Resilience, and Social Support
Natalie J. Sabik, Skye Leedahl, Molly Greaney, Steve Cohen, Philip Clark

Analysis of gender differences in health-related quality of life (HRQOL) have documented that women experience greater functional decline, greater morbidity, and are more likely than men to utilize health services, yet men are more likely to die at younger ages. However, less attention has been given to social and personality factors that may account for these observed differences. In this project we examined models of HRQOL for community-dwelling older men (n=101) and women (n=318) ages 60+, including previously validated measures of physical health, mental health, and general well being, as well as psychosocial factors, including resilience and social support. Multivariate regression analysis controlling for age and BMI showed that for both men and women, general well-being mediated the association between physical health and mental health, replicating previous research on HRQOL (CI: .1178, .2404). For men, HRQOL was associated with resilience (p<.01) but not social support (p=.22). For women, both resilience (p<.001) and social support (p<.001) were associated with HRQOL, and resilience moderated the association between general well-being and mental health (p=.04). The findings indicate that social and personality factors may differentially impact HRQOL for men and women at older ages and suggest implications for the study of HRQOL and social programs addressing gender disparities in health.

61. #BlackLivesMatter Critical Consciousness About Community and School Police in Baltimore
Veronica Hamilton, Surbhi Godsay, Jennifer Hosler, Lindsay Emery, Natasha Link, Taylor Darden

The Baltimore Uprising following the death of Freddie Gray demonstrated community resistance to state violence against Black people in Baltimore. Indeed, community members, including many young people, voiced their anger toward a system of policing that has contributed to racial oppression in their communities and across the country. Critical consciousness, which includes critical reflection, critical motivation or agency, and critical action, can be powerful in the face of profoundly oppressive circumstances (Diemer, McWhirter, Ozer, & Rapa, 2015). Critical consciousness has been linked to political engagement and voting behavior (Diemer, & Li, 2011), social mobility (Rapa, Diemer, & Banales, 2017), and civic engagement (Watts & Flanagan, 2007). The current study analyzed how predominantly Black adolescents in Baltimore invoke critical reflection, motivation, and action in their discussion of police in different contexts: communities and schools. Drawing from focus groups facilitated by the Student Voice Project, the current analysis illustrates multiple examples of critical consciousness among Baltimore city high school students. Further, this analysis compares critical discussions of community and school police, such that discussions of community police more often reflect critical consciousness than discussions of school police. Implications for future research on critical consciousness development as well as policy recommendations are discussed.
62. Science Education & Motivated Reasoning: Learning About Climate Change
Emily Fisher, Nan Crystal Arens

Climate change has become a politicized scientific topic, and these political implications could affect how people think about this issue relative to how they think about other scientific questions. Much of the relationship between ideology and climate change beliefs can be explained by psychological tendencies that are related to motivated reasoning biases, including need for closure, political identification, belief in a just world, and authoritarism. However, formal education about politicized science may help individuals overcome these motivated reasoning biases. This study measures knowledge and attitudes about science in general and climate change specifically to determine how these constructs relate to several psychological predispositions, and to assess how they change over the course of a semester-long college science class. These measures were collected as a quasi-experimental panel study (N = 155) of introductory geoscience classes that many students were taking as part of a general education requirement: one class explicitly focused on climate change, and one focused more on non-politicized geoscience topics (e.g. plate tectonics). We examine the relationships between psychological predispositions and both scientific knowledge and attitudes about climate change, and discuss how the patterns of relationships change over the semester.

63. Majority-Culture Perceptions of Discrimination Are Not Always ‘Zero-Sum’
Zoe Leviston, Justine Dandy, Jolanda Jetten

When and why do majority-culture members find the concept of multiculturalism threatening? We tested whether zero-sum beliefs - the idea that one group gains at another group's expense - underlie majority-culture opposition to immigration, and to policies and practices designed to assist immigrants settle in their new country. In an initial survey of 517 Australian-born people identifying as ‘White Australians’, we measured perceptions of discrimination toward both an outgroup - immigrants to Australia, and to an in-group - White Australians. Perceptions of past and current discrimination were measured, as were people's expectations about how these levels might change in the future. In contrast to previous research in the US, we found that perceptions of discrimination did not follow a zero-sum pattern. Rather, perceptions of ingroup and outgroup discrimination appear to be coupled, that is, perceptions of discrimination toward both groups were positively correlated. Further, expectations of future discrimination toward the ingroup were the most predictive of opposition to immigration and multicultural policies. Results of a replication survey in the US, and a follow-up experimental survey, will also be presented. We discuss these findings with relation to zero-sum beliefs and attitudes, competitive victimhood, and stigma reversal.

64. The Best of Both Worlds: Exploring the Connection Between Social and Ecological Identities
Brenda Caldwell Phillips

A myriad of studies have established the importance of belongingness for mental and physical health (Lee & Robbins, 1995, 1998, Seppala, Rossomando, & Doty, 2013). More recently, researchers have used measures of social connectedness to assess psychological well-being as a function of access to the natural environment (Hadavi, 2017). Studies have also explored how emotional attunement with the natural world gives rise to prosociality (Zhang, 2014). Yet, we know very little about the mechanisms that promote a sense of belongingness in these two domains. In the current mixed methods study, two adult samples were administered the Connectedness to Nature Scale (Mayer & Frantz, 2004) and the Social Connectedness and Social Assurances Scales (Lee & Robbins, 1995). Preliminary results indicate a positive correlation between these measures, with older adults reporting significantly higher rates of connectedness than younger adults. Participation in religious and volunteer organizations also had an effect on perceptions of social connectedness. Using open-ended questions, we will also explore the intentions underlying social and outdoor pursuits. To what extent do individuals pursue activities to experience interconnectedness with people versus nature? This paper will also explore how individuals’ perceptions of connectedness influence their intentions to care for others and the environment.

65. Newspaper Portrayals of the 2013 Violence Against Women Act
Melina R. Singh, Heather E. Bullock

In 1994, Congress passed the Violence Against Women Act (VAWA), the first federal legislation that criminalized domestic violence, sexual assault, and stalking. Although a feminist victory in some respects, VAWA neglected and/or harmed some groups of women, particularly women of color. VAWA was reauthorized with bipartisan support in 2000 and 2005, but the law's 2013 reauthorization became contentious when Republican leadership objected to provisions extending protections to Native women on tribal lands, LGBT-identified individuals, and undocumented immigrants. After nearly a year of delay, VAWA was reauthorized in 2013, garnering significant praise for its recognition of previously excluded groups. However, shortcomings in the law’s protections remain. To understand the framing of key 2013 provisions, a discourse analysis of
91 mainstream newspaper articles from across the U.S. was conducted. Ninety-four percent of articles (n = 48) excluded any criticism of VAWA, only .05% (n = 5) took a structural approach to domestic violence, and all but three articles (99%) ignored men's role as perpetrators. Race and social class marginalization were reported in terms of frequency rather than intersectional vulnerability. Based on our findings, we argue that VAWA cannot effectively protect diverse groups of women until the systemic causes of violence are addressed.

**66. The Effect of Social Economic Status on Retaliation Behaviour in Equal and Unequal Societies**

Ayu Okvitawanli

Retaliation Behaviour is conceptualized in this paper as the extent to which one punishes a perpetrator of an unfair behaviour. Participants in two societies (Indonesia and Germany) were asked in an open-ended questionnaire, how they would feel and how they would behave in an unpleasant situation. They then participated in a retaliation game in which a rigged dictator game was played, resulting in an unfair money division, followed by an opportunity to punish by taking money away from the perpetrator. The retaliation behavior manifested in three forms (1) severe punisher, (2) equal fifty-fifty punisher, (3) equal as-I punisher. Results show remarkable consistency of the percentages of each retaliation type across the different societies. In Indonesia, as compared to low SES, those with higher social economic status retaliate less. Different patterns were found in Germany. These findings suggest that there is an ideal proportion of different extent of retaliation in a population and that context such as society being equal or unequal contributes to the pattern of the retaliation behaviour.

**67. Using Face-Morphing to Demonstrate a Double Standard of Aging**

LaCount J. Togans, Mary E. Kite

Past research has found mixed evidence for the idea that a “double standard of aging” (e.g., Sontag, 1972) exists. Evidence for this gendered ageism appears to be stronger when stimuli representing physical appearance are used (e.g., photographs) compared to when target labels (e.g., 85-year-old woman) are used (Henss, 1991). However, indirect evidence, based on studies of older women’s underrepresentation in the media and women’s belief that they need to engage in in beauty work to be attractive (whereas men do not), also supports the double standard. We tested hypotheses about the double standard by having undergraduates watch faces of young men and women morph into old age, they then identified at what point of the morph sequence they considered the faces to be old. Participants also watched faces of old men and women morph into young age and identified at what point the faces were young. The results showed no evidence of a double standard of aging, women were not identified as old earlier in the morph sequence compared to men nor were they identified as young later in the morph sequence compared to men. Additional research is needed to establish when and if a double standard of aging exists.

**68. Standing Up for Whom? Different Goals in Women’s Discrimination Confrontation**

Anja K. Munder, Oliver Christ, Julia C. Becker

We propose that direct verbal confrontation of discrimination by the affected target can be directed at several distinct goals and is consequently motivated rather differently due to the defining essence of discrimination (individual harm based on membership of a devalued group). Differentiating confrontation motivations allows a more nuanced understanding of a seemingly same behavior. We hypothesized that confrontation goals can be distinguished in collective goals benefitting the respective group (e.g. prejudice reduction), individual goals aiming at distancing oneself from the respective group (e.g. demonstrating that one is not a typical group member), and individual goals benefitting the confronting person (e.g. perpetrator stops mistreatment). The poster presents a scale measuring comprehensive confrontation goals and results of three online studies (overall N = 952 women), providing evidence for its factorial and construct validity: The pursuit of group-benefitting goals was positively correlated with group identification and collective action intentions while the pursuit of distancing goals was positively correlated with group disidentification. However, individual-benefitting goals’ pursuit did not share unique variance with any of these external constructs. Confrontation can therefore be motivated as collective action, self-group distancing, or individual coping. Predictors and effects of differently motivated confrontation can be further investigated with this scale.
69. Sexual Assault Prevention Program Impacts Rape Myths through Ambivalent Sexism
Katrina Libera, Samantha Horton, Karly O'Brien, Legacy Gray, Kala J. Melchiori, Dayna Henry, Laura Merrell, Erika Collazo Vargas, Katherine Ott Walter

Sexual assault prevention is of high concern for universities. The Unequal Partners (UP) program aims to educate about power dynamics in a relationship, consent, and sexual assault (deFur, 2016). Benevolent sexism reflects the idea that women need men’s protection, while hostile sexism reflects negative feelings towards women and both forms relate to victim blaming (Fiske & Glick, 2001) (Abrams et al., 2004). In the present study, 220 participants (76% 18-19 years old, 82.4% White, 78.7% women) were lead through a program session focused on enthusiastic consent. The UP group and a comparison group (n=205, 75.1% 18-19 years old, 84.4% White, 83.4% women) completed a measure of benevolent sexism and rape myth acceptance. We used a bootstrap approach to test for moderated mediation. Controlling for benevolent sexism, we found an indirect effect of condition on benevolent sexism through rape myths for both men and women. For women, those in the UP group had increased rape myths which lead to decreased hostile sexism (b=-0.05, SE=0.03, 95%CIs:-0.11/-0.001). For men, those in the UP condition had an increase in rape myths increasing their hostile sexism (b=0.14, SE=0.07, 95%CIs:0.001/0.29). We found the same moderated mediation pattern on hostile sexism when controlling for benevolent sexism.

70. Bound Together: Race and Gender Discrimination as Ties to Cross Racial Solidarity
Stacey Greene

Since the highly polarized political climate in the US since the 2016 presidential election, racial tensions have increased. The current work is aimed at exploring the factors that shape solidarity among racial groups. Past work has shown that the experience of “linked fate” with one’s racial ingroup is associated with more positive attitudes toward members of racial outgroups. The current contribution provides additional evidence of this trend and extends the analysis to include perceptions of gender commonality. I show how perceptions of gender discrimination predict attitudes toward racial outgroups and highlight the unique effect for racial minority women who experience both gender and racial discrimination. Theoretical and practical implications are discussed.

71. Effects of Marginalized Identities on Moral Biases Against Mothers
Blake Ebright

In an investigation of classism in perceptions of parenting and mother blame, researchers found that mothers with middle-class markers who commit moral violations are seen as belonging to a lower class than mothers with middle-class markers who don’t. Fathers do not suffer this evaluative penalty, nor do working-class mothers. It is likely that the largely non-parent, upper-middle-class participant pool was penalizing a morally questionable middle-class peer in an attempt to distance themselves via subtyping. This is a new finding that the literature on mother blame does not address (Boero, 2009, Lareau, 2003, Thomas, Stanford, & Sarnecka, 2016). This lends further evidence toward our belief that part of the blame we rest on mothers is not just thanks to their gender. Perceptions of class and other invisible identities are likely influential actors on target evaluations, acting through the visible identity of target gender. Current studies manipulate a mix of visible and invisible identities to better understand a wider range of demographics that can alter target evaluations of morality in the context of mother blame such as race, sexual orientation, and religious affiliation.

72. Can Teaching Judgement and Decision-Making Skills with Applied Theatre Reduce Interpersonal Conflict?
Heidi-Ann Davis

UNESCO’s guide on preventing radicalization in students stresses the importance of teaching critical thinking skills. While they consider teaching critical thinking as a crucial component, they do not explain the components or methods in which to teach critical thinking skills. Will teaching judgment and decision-making toolkit to assist young people to make good choices, what is the most effective way to convey this information, and will that reduce instances of violent conflict? This project proposes the use of applied theatre to teach judgment and decision-making skills to reduce instances of violent conflict. This is an extension of Betsy Paluck’s research on the use of radio soap operas in Rwanda to decrease prejudice, by encouraging long-term behavior change using performance troupes to teach judgment and decision-making skills over 12 weeks in the Mbere refugee camp in Mauritania for Malian refugees.
73. The Role of Identity in Alleviating Stereotype Threat for Lower SES Students
Jessica Cox, Bethany Howard, Jennifer Bentz, Aldrin Vinton, Tiffany M. Estep, Wendy R. Williams

Although 51 percent of lower SES students enroll in postsecondary institutions (Institute for Education Sciences, 2013), only about 25 percent persist until graduation, whereas 90 percent of higher SES students receive their undergraduate degrees (Tough, 2014). Although various reasons for this discrepancy exist, research finds that lower SES students underperformed when their social class is made salient, but performed similarly to higher SES students when their social class is not salient (Croizet & Claire, 1998, Spencer & Castano, 2007). Thus, for lower SES students, fear of confirming the stereotype of lower intelligence can (paradoxically) be a catalyst for worse performance. Yet, factors that alleviative stereotype threat have not yet been tested among lower SES students. The present study examines four techniques to mitigate stereotype threat: (1) awareness of stereotype threat, (2) self-categorization, (3) self-affirmation, and (4) language indicating the test is non-diagnostic. Results reveal that all four techniques are equally effective, but that alleviation of threat is strongest among those who voluntarily identified as low-income. Those who did not self-identify as low-income performed significantly worse. The results are discussed in the context of present educational policies, with a focus on what institutions can do to support their lower SES students.

74. Strategies for Using Psychology to Improve Police/Youth Relations
Elizabeth Getzoff Testa, Lisa H. Thurau, Susan Montoy, Matt Aalsma

Law enforcement officers (LEOs) are in need of psychologically-informed, developmentally appropriate and trauma-informed practices for working with youth. There is an absence of training, policies, and practices to guide law enforcement officers in their interactions with youth. Thus, LEOs typically implement adult policing approaches when interacting with youth, with and without mental illness. This may lead to disproportionately high rates of use of force in officers’ interactions with youth and a racial disparity among youth arrested. However, youth satisfaction with police encounters can mitigate later encounters with LEOs. A national non-profit organization, Strategies for Youth (SFY), is dedicated to improving police/youth interactions through police training, and proactive use of multi-disciplinary approaches to problem solve and build relationships between police and youth. SFY has developed and implements a program “Policing the Teen Brain” that is instructed by psychologists and SFY-trained officers. The outcome results suggest training provides officers with greater knowledge about normative adolescent behavior. In turn, officers are more likely to recognize and respond appropriately to youth presenting clinically pathologic and traumatic behaviors. Post-training data from police departments across the country show police officers experience increased comfort working with youth in general and youth with mental health issues, including traumatized youth. Additionally, in certain jurisdictions, SFY’s training has resulted in significant reductions in arrest rates.
**Presentations Abstracts**

**7:30 AM – 8:30 AM**

Poster Presentation . . . . . . . Marquis Ballroom BC

**75. Lead Contamination in Water, Attendance, and Academic Achievement in New York City Public Schools**
Valkiria Duran-Narucki, Olawummi Arowolo

This study is part of the larger research program exploring publicly available data to understand the role of the physical environment of public schools in academic outcomes. Grades in standardized tests, graduation rates, attendance, and other variables connected to student success in New York City public schools will be analyzed. This specific study will look at the association between lead water contamination and performance in standardized tests on English Language Arts and Mathematics, as well as school attendance. Control variables will be teacher turnover, ethnicity, SES, and school size. The hypothesis is that in schools where water contamination exceeds recommended levels for safety, attendance will be lower as well as grades in standardized tests. This hypothesis is consistent with findings on the quality of school buildings (Duran-Narucki, 2008) that found that in run-down elementary schools in New York City students attended less days in average and had lower grades in standardized tests. Attendance is considered a mediator in the relationship between school building condition and academic outcomes.

**76. Right-Wing Authoritarianism and Social Dominance Orientation as Predictors of the Anti-Immigrant Sentiment Toward the Middle East Refugees**
Zlatko Šram

The aims of this research were to: (1) develop a short and internally consistent and valid measure of an anti-immigrant sentiment toward the refugees from the Middle East (Syrian, Iraqi, and Afghan) that could be a useful and efficient tool for assessing such a specific anti-immigrant sentiment, (2) find out whether and to what degree Right-wing authoritarianism (RWA) and Social dominance orientation (SDO) are significant predictors of the Anti-immigrant sentiment toward the Middle East refugees (the ANTIIMM-Middle East Scale). A questionnaire was administered to randomly selected undergraduate and graduate students at the University of Zagreb (N=386, 55% were males). Confirmatory factor analysis (CFA) was performed to explore factorial and construct validity of the ANTIIMM-Middle East Scale. CFA of the 9-item scale yielded unidimensional construct measurement with good fit indices (RMSEA=0.06, CFI=0.99) and with high internal consistency (Cronbach’s alpha=0.94). Structural equation model indicated that RWA and SDO have significant effects on the ANTIIMM-Middle East Scale (RMSEA=0.05, CFI=0.99) (42% of the variance was explained by this structural model). The dual-process model was used in interpreting the social-psychological underpinning of the ANTIIMM-Middle East attitudinal construct which we have defined in terms of a “threat-distrust-aggression model”.

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**Bridges to Justice: Building Coalitions and Collaborations Within and Beyond Psychology**

SPSSI 2018 CONFERENCE
June 29–July 1, 2018 · Pittsburgh, PA
77. What Is A ‘Reasonable’ Response to Sexual Harassment?
Elena Dimitriou, Manuela Barreto, Thomas Morton

Sexual harassment is widespread and has severe consequences. In cases of sexual harassment courts sometimes use the ‘reasonable woman standard’ to assess the target's credibility and decide if they responded in a ‘reasonable’ way. However, people who have experienced sexual harassment respond in a number of different ways and seldom come forward. We explore the possibility that this might happen because the needs that sexual harassment targets experience are not always best served by filling a formal complaint. In one online study with 409 participants we examine the variety of needs targets experience, how these relate to the forms of help sought, and the extent to which these satisfy the needs experienced. In addition, we compare the responses of individuals who have experienced sexual harassment to those of individuals who have not, but imagine that they have. This allows us to explore the differences between real and anticipated, or perceived as ‘reasonable’ needs and need fulfilment. We contribute to a more complete understanding of how people cope with sexual harassment and the variety of reactions that may genuinely constitute a ‘reasonable’ response.

78. Perceptions of Victim and Perpetrator Culpability in Gendered Violence Scenarios
Stephanie M. Wright, Christina Wolfe, Haydn Turner

In response to climate data on campus-based sexual violence and Title IX concerns, participants were presented one of nine different scenarios involving (potential) sexual violence between two individuals meeting for the first time. In a 3x3 factorial design investigating the effects of intoxication of actors and sex of actors on participants’ perceptions of perpetration of sexual violence and victimhood, we hypothesized that current language constructions would lead to gendered expectations in sexual violence situations. Further, we hypothesized that ambiguity surrounding actor sex would interact with actor intoxication situations, leading to non-traditional assignments of blame and labeling of “victim” and “perpetrator” in these scenarios. Results supported these hypotheses and offered additional insight into the language-bound interpretations of sexual violence victims and perpetrators. Understanding how language constructions reinforce gendered perceptions of sexual violence has several implications beyond the theoretical, such as opportunities to advance educational and policy changes by better understanding why women tend to find themselves victimized while men find themselves perpetrating. This includes resisting the urge to dismiss male victims through our language use and untangling complex gendered expectations of both victims and perpetrators.

79. The Psychology Curriculum and Faculty Contributions to Diversity Education
Daniela Martin, Pauline Guerin, Joshua Marquit

A key area that defines the undergraduate Psychology curriculum is understanding human diversity and adopting/enacting a multicultural awareness. This paper examines the premise that a Psychology curriculum delivers a uniquely effective course of diversity education. To examine student outcomes, we employed The Global Perspectives Inventory (GPI, Braskamp, Braskamp & Merrill, 2010). It assesses how students respond to three major questions: How do I know?, Who am I? and, How do I relate to others? Method and Results: One-hundred and eighty students enrolled in twelve Psychology courses at Penn State Brandywine completed the GPI, including 81 psychology and 99 non-psychology majors. Results suggested that Psychology majors have a statistically larger score on the Cognitive Knowing scale than non-Psychology majors, t(178) = -3.34, p = .001. This scale assessed their views regarding the importance of cultural context in judging what is important to know and value. Furthermore, Psychology students’ scores on the Cognitive Knowing scale were predicted by the degree to which faculty fosters multiple perspectives on knowledge in their classrooms. In contrast, other GPI learning outcomes assessing Intrapersonal and Interpersonal growth were largely predicted by gender, race, and campus climate characteristics.

80. Social Norms Moderate the Use of Religious Justifications of Prejudice
Jason M. Miller, Chris Crandall

People in the United States are motivated to preserve an unprejudiced self-image, but many people have worldviews that are strongly linked to particular prejudices. We examine the different situations in which people will use an important worldview as a justification of prejudice, or when people will distance them from the same worldview to protect their unprejudiced self-image. We expect that maintaining an unprejudiced self-view requires distancing oneself from possible religious justifications if the prejudice is highly unacceptable. If the social norms of prejudice dictate more acceptability of expressing a particular prejudice, people will use their religious values to justify their that particular prejudice. We present two studies that find support for this hypothesis. In the first study, we found that people distance themselves from anti-gay Bible verses after being told they were high in subtle prejudice against gay men (a socially unacceptable prejudice). In a second study, we found that
people showed stronger support for anti-sex Bible verses after being told they were high in prejudice against highly sexually active people (a more socially acceptable prejudice). Further data collection verifies that prejudice against gay men is less socially acceptable than prejudice against highly sexually active people.

81. African American College Students’ Experiences with Racial Microaggressions
Jessica T. DeCuir-Gunby, Whitney N. McCoy, Stephen M. Gibson

African American college students at Predominantly White Institutions (PWIs) often experience a variety of racial microaggressions. Using an explanatory sequential mixed methods design, we examined how African American students’ sense of racial identity, as well as their ability to cope with and regulate the unpleasant emotions that are associated with those experiences. Further, we explored how the experiencing of racial microaggressions impacted how African American students’ basic psychological needs are being met at college, particularly autonomy, competence, and relatedness. Preliminary quantitative findings (n = 110) suggest that African American students experience racial microaggressions within the university context. Also, students with more positive racial identities are more likely to use adaptive coping strategies, regulate their emotions, and experience autonomy. Preliminary qualitative findings (n = 5) indicated that African American students experienced a variety of microaggressions (ascription of intelligence and pathologizing cultural values) and used various coping strategies to address their experiences with racism, including adaptive (family and networking) and maladaptive coping strategies (avoidance). The study’s findings help illustrate the pervasiveness of racism within higher education and highlight the ways in which African Americans maintain their psychological health in the face of race-related stress.

82. The Effects of Classroom Dynamics on Participation in Difficult Dialogues
Rachael Cairati, Marshall DeFor, Xiyao Ge, Kendra Marsh, Tianfang Yang, Kathryn C. Oleson

Difficult dialogues in college classrooms, specifically discussions involving controversial racial issues, are an important focus in many areas of psychology and related disciplines. Exploring the ways that students approach sensitive topics in applied educational settings is a key element of a broader understanding of racial bias and microaggressions in social interactions. We explored difficult dialogues and classroom dynamics, specifically the role of class size and diversity, in the college setting. Using an online survey method, participants (N = 168) who were mostly White students (n = 113) from small colleges (< 5,000 students, n = 118) answered questions on willingness to participate in a classroom discussion based on diversity of class, class size, and type of dialogue. Regardless of the type of dialogue - non-difficult or difficult - students were more willing to participate in small classes as opposed to large classes. Participants were also more willing to participate in a difficult discussion in a non-diverse class compared to a diverse class. While limited by our predominantly White sample, these findings provide a basis for further exploration into difficult dialogues, race, and classroom dynamics.

83. The Link Between Racial Bias and Chronic Health Disparities
Eric D. Splan

Racial physical health disparities in the United States are particularly evident in incidence rates of cardiovascular disease, cancer, stroke, diabetes, and obesity. However, studies examining the relationship between the bias and physical health have often been mixed showing either a weak or null relationship (Paradies, et al 2015). Given that implicit and explicit measures of regional racial biases have shown recent success in predicting health outcomes (Leitner et al., 2016), the goal of the current study was to utilize these measures to explain variation in the prevalence rates of several chronic illnesses shown to have racial discrepant incidence rates. Data were obtained from the Project Implicit and Medicare databases. This study extends previous work by examining the relationship between regional racial biases and medical diagnoses of several major chronic illnesses from a large national database that covers over 50 million Americans. When controlling for economic indicators, Black and White patients who live in high prejudice areas tend to exhibit higher incidence of chronic health problem that comprise the leading causes of death in the United States (heart failure, cancer, diabetes, stroke, & Alzheimer’s disease).

84. Masculinity Threat and Reactions to Women Confronting Trolls
Rachel A. Cultice, Jennifer D. Rubin, Laurie A. Rudman, Terri D. Conley

Online sexism has serious consequences for women (Poland, 2016). Research shows that although confronting sexism benefits women (Becker, Zawadzki, & Shields, 2014), they risk being perceived negatively by others (Becker et al., 2014, Dodd, Giuliano, Bourell, & Moran, 2001, Shelton & Stewart, 2004). Men’s reactions (N = 510) to a female target who confronted online trolls were investigated after their masculinity was threatened or affirmed (Rudman & Fairchild, 2004). Threatened men who scored high on social Darwinism were less likely to (1) react positively to the target, and (2) confront sexism themselves when they perceived the target as high (versus low) on dominance. For affirmed men, there were only main
effects of social Darwinism (perceived dominance did not matter). Results suggest that men high on social Darwinism are more likely to judge women who confront trolls as dominant, and if their masculinity is threatened, their negative reactions to female dominance function to perpetuate the gender hierarchy. Implications for masculinity threat theories are discussed.

85. The Positive Impacts of Outdoor Recreation May be Moderated by Gender
Caitlin A. Kearney, Cassie O’Brien, Ryan Pickering

Outdoor recreation has been associated with positive psychological and physical well-being (Pressman et al., 2009). However, outdoor recreation is not consistently related to environmental concern (Pinhey & Grimes, 2009). One variable that consistently predicts environmental concern in research is gender (Zelezny et al. 2000). Particularly, women have been shown to have more environmental concern than men (Frazin & Vogl, 2013). There may therefore be a more complex relationship between the positive impacts of outdoor recreation and gender. This study examines the relationship between gender, recreational activity, environmental concern, stress, and happiness through data collected via an online survey (N = 248). Contrary to previous research, results revealed there was not an overall difference between environmental concern and gender, t(243) = 1.35, p = .18. However, gender was found to be an important moderator for the positive impact of outdoor recreation. Among women, outdoor recreation was associated with higher levels of environmental concern and happiness (both ps < .05) and was marginally associated with lower levels of stress for women (p = .057), but not for men (all ps > .48). This moderating effect of gender points to a potentially unique relationship between women and nature. A study to replicate and extend these findings is currently in progress.

86. The Effect of Jury Instructions on Category- and Feature-Based Racial Bias
Melanie Close, Margaret Kovera

Recently, select U.S. courts have implemented anti-bias judicial instructions as a potential safeguard to protect against racially biased jury verdicts. Although anti-bias instructions could mitigate the impact of category-based bias, they may simultaneously aggravate the impact of feature-based bias, thus putting defendants with Afrocentric features at risk of receiving unfair punishment. The present study examined the influence of anti-bias jury instructions on both category- and feature-based racial biases in juror judgments. Mock jurors read standard instructions, general anti-bias instructions, or specific anti-bias instructions that discussed specific Black stereotypes. They then read a trial summary in which the defendant was White, Black with Eurocentric features, or Black with Afrocentric features, and completed several post-trial measures. Conflicting with past research, mock jurors did not exhibit bias against either Eurocentric or Afrocentric Black men compared to White men, regardless of instruction type. In the specific anti-bias instruction condition, participant rated the White defendant as significantly guiltier than the Eurocentric or Afrocentric Black defendants, suggesting that these instructions put the White defendant at risk of receiving harsher punishment. These findings suggest that anti-bias jury instructions may not function as the courts predict, and highlight the need for further collaborative research before wider implementation.

87. The Online Dating Experiences of Students of Color
Shannia Coley, Andrea Mercurio, Brenda Caldwell Phillips

Recent findings regarding the usage of online dating platforms are striking, ethnic minorities are contacted less frequently by potential partners than Caucasian individuals, and report higher rates of ostracism, harassment, and feelings of unworthiness because of their racial identity (King, 2013). This study aims to document the experiences of university students of color who actively date online. The primary objective is to examine to what extent they experience racism. A secondary objective is to explore their perceptions of beauty. Using an online survey, university students (N=100) will be asked closed-ended and open-ended questions that explore their online dating experiences. We hypothesize that students of color will report significantly more negative experiences via online dating applications than their Caucasian counterparts. We also expect that students of color who identify as LGBTQ+ will report more instances of encountering racial preferences online than those who identify as Caucasian and/or heterosexual. Consistent with prior research (Fredrickson & Roberts, 1997), we also hypothesize that women will encounter more sexual objectification online than men. This mixed methods study will give voice to the experiences of students of color and will identify what we believe to be the key factors that contribute to racism in online dating.
88. Family Messages about Gender and Emerging Adults’ Benevolent Sexism
Brenda C. Gutierrez, Campbell Leaper, May Ling D. Halim

We investigated emerging adults’ retrospective reports of family messages about the other gender in relation to their present endorsement of benevolent sexism (e.g., belief that women are nurturers and need men’s protection in heterosexual relationships). The sample included 604 heterosexual emerging adults (M = 19.35 years, 50.7% male, 35% Latinx, 27% Asian American, 24% European American). Participants rated how often relatives described the other gender as (a) trustworthy, (b) dangerous, (c) promiscuous, or (d) manipulative for money. Also, they completed the Ambivalent Sexism Inventory’s benevolent sexism (BS) scale and rated their parents’ education and religiosity. A hierarchical regression revealed that benevolent sexism was significantly related to gender (men higher, β=.13, p=.035), parents’ education (β=-.15, p=.002), parents’ religiosity (β = .13, p = .002), hearing the other gender was trustworthy (β=.11, p=.015), or hearing the other gender was dangerous (β=.13, p=.038). Messages about the other gender being trustworthy or dangerous are consistent with the belief associated with benevolent sexism that women depend on men for protection. The results suggest family discussions about gender roles may contribute to the development of benevolent sexist attitudes. Moreover, demographic factors such as parents’ education and religiosity may affect the likelihood of expressing these views.

89. Sexist Experiences and Beliefs in Women’s Support of Gender-Equality Policies
Stephanie L. Grossman, Rachel A. Annunziato

Research has consistently demonstrated that sexism has deleterious effects for women, including poorer mental health, less income compared to men, fewer opportunities for employment advancement, pervasive sexual assault, and limited healthcare access. Yet, despite these negative consequences, many women continue to espouse sexist beliefs and support policies that maintain the gender inequality status quo. The present study will examine how women’s experiences of sexism interact with sexist beliefs (both hostile and benevolent sexism) and self-objectification to predict views on gender-equality policies and engagement in social activism. The roles of the labeling of sexist events, rape myth acceptance, and psychological distress will also be examined as potential mediators between sexism and support for policies. A diverse sample of women (N = 350) will complete self-report questionnaires on Amazon’s Mechanical Turk. Data will be collected in January 2018 and analyzed by February 2018. With an understanding of these relationships, we may be able to develop interventions to increase women’s support for gender-equality.

90. Effects of Social Desirability on Activism and Racial attitude Reports
Jasmin E. Castillo, Joshua L. Brown

Background: In interracial interactions, implicit racial bias better predicts how onlookers perceive a Caucasian American’s behavior, whereas explicit racial bias predicts a Caucasian American’s perception of their own behavior. The association between implicit and explicit bias is unclear. Furthermore, little is known about the role of implicit bias in activism, an important question given current police brutality and increasing youth involvement in social activism. Aim: Examine the relationship between implicit racial bias and self-reported activism-related behaviors and explicit racial bias regarding African Americans under varying conditions of social desirability. Hypothesis: Greater implicit bias against African Americans predicts less activism behavior and higher explicit bias. Participants: 110 young adults ages 18-25, with 38% self-reported “activists” and 23% participants in an activist event regarding treatment of African Americans. Procedure: Participants took a false polygraph while completing the Activism Orientation Scale, Symbolic Racism Scale 2000, Implicit Attitudes Test, and exploratory race-related attitudes questions twice. Half were observed during time two, half were not. Results: Implicit racial bias, self-reported warmth towards Black people, and racial preference were unrelated to activism behaviors and explicit bias. Self-reported warmth towards White people was related to explicit racial bias (B=.19, p=.05). Implications regarding youth activism will be discussed.

91. Homelessness: A Sojourner’s Reflection on Hope and Empowerment
DeBorah Gilbert White

Homelessness continues to be a growing social and justice issue for those experiencing it, and the city, state, and national stakeholders who seek to address it. Stigma, stereotypes, prejudice, and discrimination influence the conversation and shape how people experiencing homelessness are engaged in communities. This presentation is the personal journey of the presenter focused on how Homeless Bills of Rights (HBOR) across the country, as tools for advocacy and activism, create and foster social change. Particular focus will be given to considerations toward expanding the narrative about homelessness and utilizing community relationships and the legislative process to move beyond charity. The presenter is founder of...
HerStory Ensemble, a community-based organization working with women and homelessness, and an associate professor with the University of Phoenix.

92. Agency, Restoration, and Accountability: A Model for a Re-Entry Program
Paul Ashcraft, Jasper Flynt, Daniela Martin

The prison system of the United States is the largest of any developed country (World Prison Brief, 2017). In the most recent reporting, almost 600,000 individuals were released nationally (DOJ, 2016), all of whom will carry the brand of “ex-convict” throughout their lives. Those who are released face stigma that may bar them from employment, housing, education, and access to other human rights. Without support, they face high levels of recidivism after release (Moore, Stuewig, Tangey, 2016). The authors here propose a model grounded in an analysis of current literature, which aims to lessen the negative impacts of such stigma. We propose a three-stage program, founded on the principles of restorative justice and community accountability, which may lead to better outcomes for these individuals. Stage one will involve engaging with those who are inside prisons. The second stage be one year long, where participants will be offered numerous services, such as advocacy, healthcare, and mentoring. Individuals in stage three will be encouraged to mentor others in previous stages, while continuing to access most services of the second stage. Utilizing this community centered model, our goal is to increase members’ sense of agency while encouraging behavior that decreases recidivism.

93. Political Orientation Impacts Perceptions of Different Attributional Accounts of Wrongdoing
Ying Tang, Rachael Malizia, Leonard S. Newman

Research by social psychologists has lessons to impart about the causes of socially undesirable behavior, but laypeople may resist them when they believe that social psychologists’ accounts of such behavior absolve wrongdoers of responsibility. Previous research has shown that when participants perceived psychologists to be liberal, they were more likely to perceive psychologists who offer situational explanations of wrongdoing to be exonerating. The current study further explores the laypeople’s reactions to accounts of wrongdoing as a function of the interaction between laypeople’s endorsement of political correctness/political orientation and the identity of the perpetrator. One hundred and one Amazon Mechanical Turk participants were recruited to read two vignettes in which psychologists draw conclusions (situations vs. dispositional) about wrongdoing by either minority (African American and Muslim) or non-identified targets. Afterwards, they were asked to make responsibility attribution from the psychologist’s perspective about the cause of the wrongdoing as well as report their own political orientation and endorsement of political correctness. Preliminary results suggest that the endorsement of political correctness is negatively correlated with conservative leanings and that the more participants endorsed political correctness, the more they perceived the psychologist to be exonerating especially when reading situational, compared to dispositional, explanations for wrongdoing.

94. Public Perceptions of Youth of Color Labeled as Delinquent
Veronica M. Acosta, Jennifer Hsia

When youth come into contact with the Juvenile Justice System they are accused of committing an illegal act and are labeled as juvenile delinquents (Siegel & Welsh, 2012). Labeling has been correlated with negative impacts on youth, such as engaging in delinquent behavior, associating with deviant peers, and escalating in criminal activity (Siegel & Welsh, 2012). Although the population of the Juvenile Justice System is diverse in regard to age, gender, and race/ethnicity, there is a disproportionate number of racial/ethnic minorities (Rovner, 2014, Armour & Hammond, 2009). Racial/ethnic minorities have a greater chance of being detained due to the disparities they encounter when they come in contact with the system. Research has shown that race/ethnicity influences public perception of juvenile crime and sentencing (Mireles, 2012, Pickett & Chiricos, 2012). For this reason, this study examines the potential biases toward youth that hold multiple marginalized identities (e.g., person of color, labeled as delinquent) in the Juvenile Justice System. This study uses Amazon Mechanical Turk (MTurk) to sample participants who are randomly assigned to see one of eight vignettes, which differ based on race/ethnicity and delinquency status. Preliminary results will be presented pending data collection and analyses.

95. Collaborative Campaigning for Complete Streets
Joyce Tang Boyland

Complete Streets are streets that are safe and attractive for all ages, abilities, and modes of travel. Proper public policy and planning for Complete Streets would carry many benefits: improved public health, more efficient public spending, and a more inclusive community with better access to amenities. However, social and political barriers often obstruct progress in this area. We examine past and present campaigns for Complete Streets, analyze the social psychology operative in successful campaigns,
and propose a blueprint for communities seeking to enact Complete Streets in their localities. Because boundaries of social identity and party affiliation often run between urban and suburban dwellers, and between older and younger generations, partisan attempts to promote Complete Streets tend not to be robust. Strategies for creating political support across polarized identity groups are available, such as charrettes for grassroots engagement. But a robust collaboration that will see a campaign through political vagaries across administrations requires the willingness to engage and collaborate with others with whom one disagrees. We will reflect on the social psychology of structured conversation opportunities, faith-based initiatives, and social media campaigns, and on how these can be applied in cross-sector collaborations for Complete Streets.

96. Enhancing Prejudice Reduction Effects of the Imagined Contact Paradigm
Shum Priscilla Lok-chee, Tse Chi-shing

In the wake of rising intergroup tension between Hong Kong and Mainland Chinese, there is a need to develop effective prejudice reduction methods. The Contact Hypothesis (Allport, 1954) states that intergroup interaction may improve relations between social groups. When face-to-face contact is not feasible, imagined contact is an effective alternative (Crisp & Turner, 2009), especially when the imagined scenario is vivid. The current study tested whether concrete and observable actions boosted vividness and elicited more favorable attitudes towards the Mainland Chinese. To control for pleasant feelings from any positive interaction, the Experimental group (Identified, ID) was told the social identity of the interaction partner while the Control group (Unidentified, UN) was not. In the Concrete condition, four observable actions illustrated 4 positive aspects of the target's character, in the Abstract condition, the four personality traits were mentioned directly. One-hundred-and-twenty-four Hong Kong-Chinese undergraduates were randomly assigned to four conditions: ID-Concrete (N=31), ID-Abstract (N=30), UN-Concrete (N=32), and UN-Abstract (N=31). Participants in the Identified Group exhibited less in-group bias than the Unidentified Group, but only when they were in the Concrete condition. Vividness was marginally greater in the Concrete condition, but was not correlated (r= -0.107) with in-group bias in the Identified Group.

97. Resentment Reduction Hypothesis
Charles O. Anazonwu

Forgiveness (a decision not to be resentful at an offender) is beneficial to everyone involved in social injustice and useful in resolving social conflicts, but difficult to implement due to feelings of resentment, especially when the offender is unrepentant and unrelenting. Resentment Reduction Hypothesis is a proposition describing a social psychological process of reducing resentment in victims of offence for purpose of achieving forgiveness. The hypothesis states that victims’ resentment at offenders can be reduced by first, reminding and convincing them that unchosen birth circumstances (i.e., heredity and early forces of socialization which no neonate is responsible) determine personality and behaviour, including the offence, and secondly, assisting them to undertake perspective-taking of the offence from the offender’s viewpoint and birth circumstances to enable empathy and insightful understanding of the offender through vicarious experience. The mechanism underlying the resentment reduction process is the conviction that personal choice/effort is not involved in deciding birth circumstances that determine behavior, causing one to shift attribution of greater responsibility for offence from the offender to conjectured external factors. The resentment reduction process can be implemented in diplomatic negotiations and through religious/spiritual institutions that preach forgiveness to reduce social injustice and facilitate a peaceful world.

98. A Social Psychological Approach to Understanding Non-Physical Intimate Partner Violence
Kiara Minto

Many governments and researchers are increasing their efforts to effectively deal with the problem of Intimate Partner Violence (IPV). Much of this effort focuses primarily on physical and sexual IPV. Greater emphasis on non-physical IPV should also be a priority as non-physical IPV has significant negative impact, is more common and typically occurs prior to and with physical IPV in relationships with physical abuse. The motives and presentation of non-physical IPV can be misconstrued by the victim and society generally and this ambiguity may present a barrier to early identification of abuse in romantic relationships. Gender and romantic beliefs and norms are factors that have been associated with the prevalence of IPV and women’s rates of experiencing IPV. My research seeks to gain a better understanding of the process by which gender and romantic norms may be associated with the identification of, and response to non-physical IPV. Preliminary findings suggest that endorsement of traditional gender and romantic norms may allow for non-physically abusive behaviours to be considered acceptable. These traditional norms may lead to a narrow definition of IPV which would exclude some non-physical IPV behaviours and therefore ignore the impact of non-physical IPV.
Hannah M. Douglas, Anthony Foster, Rachel W. Kallen

Sharing personal information about oneself is an important aspect of identity management, particularly when disclosing a concealable stigmatized identity (CSI, eg., LGBTQIA+, mental illness). While research on the outcomes of disclosing a CSI are robust, little work has examined how disclosing a CSI is a shared experience despite differences in types of stigmatized identities and their impact on daily life. Research also suggests that disclosure is most beneficial when the confidant responds positively and that approach-oriented disclosures lead to more positive outcomes compared to avoidance-oriented disclosures. Therefore, the current studies examined common themes expressed during disclosures regardless of CSI, and assessed qualities that led to a more positive disclosure experience. Study 1 recruited 42 participants self-identified as having a CSI. Participants were primed for approach or avoidance goals and completed role-played disclosures. Transcriptions of the disclosures were coded using thematic analysis (Braun & Clark, 2006). Results suggest that, while identities varied greatly between CSI’s, similar themes across disclosures emerged (e.g., desire to live true self). In study 2, 89 participants viewed and assessed 16 disclosures generated from study 1. Results suggested that approach primed disclosures were more positively rated than avoidance primed disclosures. Practical and clinical applications will be discussed.

100. “Men Can’t Be Raped”: Inducting Empathy for Male Sexual-Assault Victims
Michelle R. Nario-Redmond, Kara E. Hokes

“Men Can’t Be Raped”: Empathy Induction Strategies for Male Rape and Sexual Assault Victims Kara Hokes [1], Michelle Nario-Redmond, Ph.D. [1] [1] Department of Psychology, Hiram College, Hiram, OH Keywords: perspective taking, male sexual assault victims, empathy induction Corresponding author: Kara Hokes, Hiram College, 11715 Garfield Street, Hiram, OH, 44234. Phone: (330) 696-3468, Email: hokeske@hiram.edu Male survivors seem to have been left behind in the movement to publicize the plight of rape victims. Little research has been done regarding empathy induction towards rape victims (and is nearly non-existent in the subgroup of men). This study employed a 3 (perspective taking strategy: imagine-self, imagine-other, or objective) by 2 (male rape myth adherence: high or low) factorial design. Participants listened to an audio tape, where the target (“Jacob”) described how an assault at the hands of an acquaintance (“Julie”) has affected him. Consistent with previous research demonstrating the efficacy of perspective taking, participants in the objective condition cast more blame on “Jacob” than those in the imagine-self and imagine-other condition. Furthermore, in the imagine-other condition, those who scored high on male rape myth acceptance attributed more blame to the victim than those who scored lower. We speculate that those who imagine the experience from Jacob’s perspective may be less likely to blame the victim than those who imagine themselves as Jacob, particularly if threatened. Implications of these findings as they relate to increasing awareness and informing campus training will be discussed, along with suggestions for effective strategies to induce empathetic concern for this highly stigmatized group.

101. “Ironic” Effects of Sexism: The Role of Individual Differences and Achievement Goals
Maya A. Godbole, Catherine Good

Women are still subjected to sexism in their professional lives leading to negative outcomes such as achievement deficits. Research suggests that, ironically, subtle sexism is more harmful for women than overt sexism, in part due to its ambiguity. We conducted an experimental study to examine how subtle versus overt sexism affects women’s achievement goals and performance. We hypothesized that women exposed to subtle sexism would perform worse on a performance task than women exposed to overt sexism. Furthermore, we proposed that approach and avoidance achievement goals would mediate the sexism-performance relationship. Female participants (n=45) were randomized into an overt or subtle sexism condition and given negative feedback from a male evaluator. Post-feedback, participants completed achievement goal measures and a performance task. Results revealed that women exposed to subtle sexism performed worse. Neither approach nor avoidance goals mediated the sexism-performance relationship. However, further analyses revealed individual differences, gender identification (Gender ID) and gender-based rejection sensitivity (RS-Gender), moderate the relationship between approach goals and performance. This study contributes to literature on the “ironic” effects of prejudice and identifies individual differences that may help protect women in the face of sexism.

102. Anger Predicts Collective Action and Better Well-Being Among Feminist Women
Ellen E. Newell, Jennifer J. Thomas, Brian Buckman, Makayla Sarnosky

Perceiving prejudice towards the ingroup can lead to feelings of anger and lower well-being, especially if a person strongly identifies as an ingroup member (McCoy & Major 2013). This may be exacerbated for feminists because a key component
of the feminist ideology is recognizing that sexism exists and that it can only be resolved through action (hooks, 2000). Participating in collective action (CA), however, can help alleviate negative consequences of discrimination (DeBlaere et al., 2014) and feelings of anger can help elicit CA among feminists (Hercus, 1999). Extending this research, we examined whether CA, stemming from perceptions of sexism and anger, would help protect well-being among feminists. 102 women completed measures of Feminist Identification (FID), Gender-based CA, Anger about gender inequalities, Perceived Sexism, and Well-being. Using PROCESS serial mediation analysis (Model 91, Hayes, 2017), we found that FID significantly moderated whether Anger predicted CA. Further, it was only among feminists that Anger and CA significantly mediated the relationship between Perceiving Sexism and Well-being. This indirect path was not significant among non-feminists. This research provides further insight for when anger about inequality can spark CA and suggests that only among self-identified feminist women will anger and subsequent collective actions be protective for well-being.

104. Beneficial Ways of Feeling Different During Social Transitions
Jessica Salvatore

Is feeling different from others necessarily a risk factor for well-being and successful adjustment into a new social environment? Many social psychological theories suggest that perceiving oneself as different from one’s peers (whether as an individual or as a member of a marginalized social group) threatens psychological well-being, and interventions that are focused on reducing this sense of felt difference are frequently successful. For example, incoming first-year students benefit from learning strategies for navigating challenging aspects of initial differences in background (Stephens et al., 2014, 2015). However, past work typically does not distinguish between two ways of feeling different: deviance versus uniqueness. In this presentation I will report the results of two studies that confirm the former is a psychological resource whereas the latter is a psychological liability in the transition to college. The first is a two-week daily diary study among three cohorts of new college students, showing that feeling unique is a protective factor for short-term adjustment (and confirming that feeling deviant is a risk factor). The second is a grant-funded randomized controlled trial involving an entire incoming class at a small residential college, designed to re-test Stephens’ intervention while highlighting beneficial vs. harmful interpretations of difference.

105. Bias-Aware Critical Self-Reflection Predicts University Student and Faculty Prejudice-Confrontation Beliefs
Robert R. Murphy, Shira Hammerslough, Savannah Kaufman, Michelle MacCalman, Sarah Pearlman, Kathryn C. Oleson

Rooted in prejudice regulation (Monteith & Mark, 2005) and classroom bias (Sue et al., 2009) literatures, we explored the intersections of bias, learning, and confrontation in higher education. A national sample of three hundred one faculty members and 299 university students completed an online survey measuring discomfort, learning, and prejudice in educational contexts. Using items from Nagda (2006), we explored the extent to which faculty and students value working through and considering their biases as part of the learning experience, what we refer to as Bias-Aware Critical Self-Reflection (BACS). Bias-aware critical self-reflection predicted participants’ attitudes towards confronting classroom prejudice (e.g., higher BACS predicted believing that professors should be prepared to respond when there is a prejudiced act). Further analyses revealed the moderating role of student/faculty group membership on the relationship between BACS and student confrontation beliefs such as the beliefs that students should challenge prejudice and students should ignore prejudice. For students BACS was a strong predictor, whereas it had less explanatory power for faculty. This work highlights the impact

103. Immigrant-Origin College Students’ Sense of Belonging During Politically Contentious Times
Lydia Saravia, Jennifer Juarez, Joanna Maravilla-Cano, Dalal Katsiaficas

Xenophobia, racism and discrimination are on the rise, especially as directed towards immigrant groups in the U.S. (Chavez, 2008). Nearly a third of all college-age young people (18-34 year olds) in the U.S. are first- or second-generation immigrants (Rumbaut & Komaie, 2010), for whom these messages can impact their sense of belonging on campus. This talk explores:

1. What promotes and hinders a sense of belonging on campus for immigrant-origin students?
2. What role did the 2016 election play on their sense of belonging on campus?

Data were taken from semi-structured group interviews (N = 43) conducted between January and June 2017 at a large Midwestern urban college campus. Participants (Mage = 20.4) came from a variety of racial/ethnic backgrounds including 44% Asian, 28% Latinx, 12% white, 7% Black, and 9% listing multiple backgrounds. An open-coding process using phrases as the units of analysis was employed (Mattis, et al., 2008, Strauss & Corbin, 1990). Preliminary findings demonstrate that a sense of belonging on campus was complicated by the 2016 election. Participants narrated the ways in which race/ethnicity, immigration status, and gender played a role in their understanding of the socio-political events and how it related to their sense of belonging on campus. Implications for policy and practice will be discussed.
bias-as-learning beliefs have for managing bias and should inform emerging microaggression and existing prejudice-regulation literatures. Findings have implications for diversity-conscious pedagogy, faculty development, and prejudice reduction.

106. Bridging Services for Marginalized Groups Through Clinical Data Analyses
Lori Day, Deborah Schooler

Treating members of marginalized groups in culturally competent and affirming ways requires awareness of language, values, and beliefs, as well as members’ shared experiences with oppression and paternalism. Deaf and hard-of-hearing individuals represent a cultural and linguistic minority, and research has documented higher levels of psychological distress among deaf individuals relative to hearing counterparts (Kvam, Loeb & Tambs, 2007). Currently, there is little representative data on the clinical mental health needs of deaf and hard-of-hearing populations, including the services being provided and the resulting treatment outcomes. The current study presents data from an statewide agency providing clinical mental services to deaf and hard-of-hearing adults and children. Data from a longitudinal database of over 200 deaf and hard-of-hearing clients served between the years of 2010 and 2018 will be analyzed to provide a snapshot of the mental health service needs of the deaf and hard-of-hearing population in one state. First, we provide descriptive data on general clinical outcomes including the frequency of common clinical diagnoses, duration of treatment, attrition rate, and comparison of pre- and post- clinical outcomes. Second, we compare the outcomes for clients seen by deaf and hearing providers, and discuss the implications for training and hiring deaf clinicians.

107. Building Bridges: Using mHealth as a Public Mental Health Strategy
Beth K. Jaworski, Jason E. Owen

In the U.S., 77% of adults own smartphones (Pew Research Center, 2017) and on average, spend five hours per day using their mobile device (Flurry Analytics, 2016). Public health strategies that incorporate mobile technologies, such as mobile apps, may be a powerful way to address the growing mental health needs of the population and reach millions of people, particularly those that may lack traditional healthcare access. Although there are thousands of mHealth apps available, many are not evidence-based, easy to use, reliable, or affordable. The successful development, dissemination, and implementation of mobile health tools requires meaningful collaborations among psychologists, public health experts, graphic designers, developers, engineers, and data scientists. The current case study analysis explores mobile app development and research at the National Center for PTSD, a federal government agency within the Department of Veterans Affairs. We reflect on the process, strengths and barriers, challenges, and lessons learned through working on cross-disciplinary teams to develop, research, and sustain a portfolio of over 25 free, evidence-informed, publically-available mobile mental health apps. Future directions and strategies for incorporating social justice considerations within mobile mental health collaborations will also be highlighted.

108. Burdens of “Safe Sex”: Identifying Young Women’s Sexual Safety Labor
Harley Dutcher

Definitions of “safe sex” often focus on teaching young women to use condoms and contraception during vaginal intercourse. In research, “safe sex” as a construct is often measured through frequency of condom use, not recognizing young women’s efforts to remain safe in sexual relationships that includes, but extends beyond, condoms and contraception. In this study, we drew on in-depth interviews with young women ages 18-28 to examine efforts to achieve “sexual safety.” We found young women developed strict contraceptive regimens, controlled sexual desire until they were in long term relationships, and developed criteria for selecting male partners in an effort to feel and remain “safe” during their sexual experiences. In our analysis, we focused on theories of sexual labor (Cacchioni 2007, McClelland 2017) in order to identify the work that young women do in heterosexual relationships to be safe. Our focus on young women’s sexual labor proved useful in identifying gendered patterns that we argue have become naturalized as characteristics of idealized adolescent sexuality, such as “good” contraceptive behavior, “waiting” to have sex, and “careful” decision-making. These findings suggest that vigilance in sexual relationships has become part of young women’s required repertoire of “safe sex” behaviors, and that the construct “sexual safety” might aid researchers in more fully capturing young women’s safety experiences.

109. Collective Action as Efforts to Change the Future by Preventing the Return of the Past
Maria Chayinska, Craig McGarty

Santiago Maldonado, Argentina’s indigenous rights activist went missing after a clash with the police. This case occurred at time of the legislative election campaign and has prompted nation-wide demonstrations against the centre-right government, which was accusing by its opponents in using forced disappearance against political dissidents. In Argentina, where collective memory
of the mass disappearances during the 1976-83 dictatorship is embedded in the contemporary leftist ideology, the perceived link between the past and present collective injustices may have mobilising effects. Based on the tenets of social identity theory, the present research examines how the perception of political resemblance between the past forced disappearances (i.e., “Los Desaparecidos”) and the “Maldonado Case” affected one’s intentions to engage in collective action against the government. We further suggest that such a culture-specific ideology may explain collective action support above and beyond the effects of general predictive mechanisms - psychological attachment to an ideological in-group, collective efficacy, perceived illegitimacy, and group-based anger. Our findings (N = 272) demonstrate that culture-specific ideologies that address history of ingroup victimization mobilised the supporters of Argentina’s left wing party against political authorities to the extent that past collective wrongdoings were perceived by these people as similar to present collective injustices.

110. College for All?: Berea College’s Free Tuition Program
Jennifer Bentz, Alin Vinton, Jessica Cox, Bethany Howard, Wendy R. Williams, F. Tyler Sergent

During the 2016 presidential race, a key component of Bernie Sanders platform was his proposal for free college tuition (Sanders, 2016). It was an idea that resonated with many, particularly young voters, since college tuition has more than doubled in the last 30 years (U.S. Department of Education, 2016). Moreover, college debt has outpaced this rate by doubling in the last 20 years, including high rates of borrowing for more affluent families (Pew Research Center, 2014). During the election season, pundits repeatedly attacked free tuition as impossible to achieve, however, Berea College in Kentucky, a small, private liberal arts college, is tuition free for all students—and has been that way since 1892. Because Berea’s unique mission is not broadly known, the present research involved an archival analysis of Berea College’s historical commitment to serving low-income students and to a tuition-free education. By examining documents from several key time periods (e.g., student manuals, president reports, promotional pamphlets, fact books), a number of discoveries were uncovered that provide not only a better understanding of Berea’s history, but insights into how other schools might also lower tuition and better financially support low-income students.

111. Community Building with Refugees: A Partnership Program
Annette Dufresne

This presentation focuses on a partnership between a Psychologist and a community agency, the Multicultural Council of Windsor and Essex County (M.C.C), as an example of bridges that can be built to offer supports for newly resettled refugees. M.C.C. provides settlement services to government-sponsored refugees, and they were open to partnering to explore innovative services. The family-based program was designed to engage clients as they navigate the challenges they face in adjustment, integration, and managing the impact of trauma and losses on their mental health. The presentation will provide an overview of the different elements of the program, including art and music activities to facilitate creative expression and to build group cohesion, discussion topics that help promote community integration and help lessen the stigma around mental health issues, and how play can be used to help engage children. The importance of a volunteer based program will be reviewed. Client feedback on their experience of the program will be presented. The fit of this program into the broader settlement services provided by community agencies will be highlighted. How other individuals can use this program as a springboard for ideas they can bring to their own communities will be emphasized.

112. Adolescent’s Reasoning About Social Justice and Discrimination in Nepal
Jeanine Grütter, Sandesh Dakhal, Melanie Killen

Despite a large variety of people from over 200 ethnicities, Nepal is characterized by strong social hierarchies: Certain social groups have been traditionally excluded from access to wealth and social institutions. Education has the potential to reduce such inequalities if high quality education is facilitated for all children, regardless of their social origin. However, despite efforts from the Nepalese government, children from poor families still receive fewer years and lower quality education (Devkota & Bagale, 2015). The present study investigated how Nepalese adolescents (N = 625, Mage = 13.91, SDage = 1.59) from different school environments (i.e., government versus private schools) allocated resources to disadvantaged versus high status private schools and how they interpreted ambiguous situations displaying the potential discrimination of social minority group members. The results of the quantitative and qualitative analyses showed that adolescents from government schools were more likely to rectify social inequalities because of moral reasons while students from private schools were more likely to apply stereotypical or social-conventional (e.g., cultural traditions) reasons to justify social inequalities and discrimination.
(ps < .05). The various results of this study provide new insights into adolescents’ perceptions of social inequalities and the role of education for adolescents’ social experiences.

8:30 AM – 9:45 AM

Symposium . . . . . . . . . . . . . . . . . . . . City Center A

Legislation, Moral Discourses, and Experiences of Reproductive (In)Justice

Chair: Laura Hooberman

Talk 1: Examining Ultrasound Regulation Policies in the Abortion Care Context
Laura Hooberman

In recent decades, there has been an increase in policy regulating ultrasound use in the abortion care context. Legislation in eleven U.S. states requires abortion providers perform ultrasounds on any individual seeking abortion, and in three of these states, mandates the practitioner show and describe the image in detail to the person seeking abortion. These policies are proposed by abortion rights opponents, who believe that if a pregnant person sees “her unborn child as he or she really is,” they will be less likely to proceed with abortion. Legislation is also endorsed by way of unsubstantiated claims that ultrasound provisions support a woman’s psychological health. In this paper, I examine existing theory surrounding the relationship between fetal imagery, beliefs about fetal personhood, and beliefs about abortion, employing analyses of both empirical evidence and work by feminist psychological theorists. I situate claims to knowledge about women’s psychological health in a discursive shift within the antiabortion movement, wherein the religious based defense of ‘life’ is increasingly superseded by a ‘pro-woman’ defense, through which psychological and biomedical discourses are employed to ‘prove’ that abortion harms women. I examine ultimately the potential impact of such policies on the lived experiences of reproductive subjects.

Talk 2: Free the Nipple: Hyper-sexualization as a Form of Reproductive Injustice
Kehana Bonagura

This research utilizes an intersectional approach to investigate the role of systemic hyper-sexualization of the female body, specifically the female nipple, on women’s willingness to breastfeed in the public sphere. The #FreeTheNipple movement has been used a platform for women to highlight the heteropatriarchal ideologies that inform public nudity laws and media censorship. Such policies prohibit female toplessness, while the male nipple is deemed appropriate for public display. This sends the discriminatory message that the female breast is inherently more sexual, and consequently, must be contained when outside of the private realm. I argue that policies that restrict female toplessness are a form of reproductive injustice, as it significantly decreases the likelihood that women will feel comfortable breastfeeding in public. Moreover, I predicted women who deviate from the prescribed standard, such as those who are sexual or racial minorities, would be more likely to internalize conceptions of hyper-sexualization and less likely to feel comfortable breasting in public domains. Both the qualitative and quantitative findings support these predictions.

Talk 3: Political Discourses Surrounding Abortion and Women’s Autonomy
Frances Howell

During the 2016 U.S. presidential debates, the democratic candidate, Hillary Clinton, and the then republican candidate, now U.S. president, Donald Trump, spoke about their stances on abortion. Donald Trump made false statements asserting the legality of “ripping a baby from the womb on the last day of pregnancy,” while Hillary Clinton described abortion as the worst decision that a woman and her family could make. These opposing statements have a point of convergence. Abortion is not seen to be an autonomous process, nor an independent judgement outside of one’s relationship to others. Discourses employed by both political candidates evoke the use of language as a form of social political action in order to reify patriarchal power in politics, and reflect the government’s influence on personal autonomy and self agency. This study examines the abortion rhetoric employed by politicians through election speeches from 2014 until the present political moment. Specifically, I focus on utilization of the terms of “life”, “unborn child,” and “choice,” and the ways in which this language is used to reify and reproduce power dynamics within a patriarchal social structure. Using feminist based discourse analysis,
I discuss the implications of this rhetoric on women's reproductive freedoms and decision making, as well as on state and populist political agendas.

Symposium..........................Grand Ballroom 3

Over-Empowered? When Majority Individuals Participate in Research About Gender/Sexual Diversity
Chair: Zach C. Schudson

Talk 1: Ideological Avalanches: When Gender/Sex Majorities Protest by Participating
Zach C. Schudson, Will J. Beischel, Sari M. van Anders

Recruiting for political and ideological diversity is often a challenge for researchers of social issues, but some political groups might actually mobilize to participate in research en masse to combat perceived bias against their perspectives. We argue that this is “avalanche sampling,” a form of snowball sampling that happens when participants recruit others specifically to challenge a study for its perceived politics. In this talk, we discuss a recent online study about lay definitions of gender/sex categories that we built on feminist, queer, and trans-inclusive principles. In our sample of 516 participants, there was an avalanche sample of 169 individuals who could be defined as “gender-critical feminists” or “trans-exclusionary radical feminists.” This group is primarily cisgender women who view transgender identities as illegitimate and oppose trans inclusion into the category of “woman” or into feminism. Participants reported wanting to add their perspective to what they perceived to be a study biased in favor of gender diversity. Their participation in the study typically included responding comprehensively throughout and leaving critical comments about our use of inclusive terminology, especially the terms “cisgender” and “gender/sex.” We describe implications of avalanche samples for feminist politics specifically, and for researchers and their participants more generally.

Talk 2: “This is Mind Expanding”: Cisgender Individuals Map Gender/Sex Diversity
Will J. Beischel, Zach C. Schudson, Sari M. van Anders

Cisgender individuals, due to their majority social location, do not have the lived experiences of gender/sex diversity, and rarely encounter it in scientific research. But what happens when cisgender people participate in a survey that explicitly foregrounds trans and nonbinary identities and gender/sex diversity? We administered an online survey to participants with diverse gender/sex identities (N = 249), including cisgender men and women (n = 121). Participation involved drawing on diagrams from sexual configurations theory (SCT; van Anders, 2015) to describe individual gender, sex, and gender/sex, and the ways these might “branch” or “coincide”. Though some cisgender participants were annoyed or frustrated with the diagrams’ complexity, others reported learning new ways of thinking about gender/sex. These reactions indicate that, for at least some majorities, psychological research that has a diversity-focused lens may not only be a tool for garnering knowledge for the researcher, but also for expanding worldviews for participants. Research frameworks built from the sexual and gender margins may threaten gender/sexuality majority individuals but also can provide an opportunity for them to make sense of some of the parameters of gender/sexuality minority experiences. We outline how these insights can inform diversity-focused research practice with those in majority social locations.

Talk 3: Interviewing Up: Challenges with Sexual/Gender Majorities for Sexual Diversity Research
Emma C. Abed, Olivia D. Gunther, Aki Gormezano, Zach C. Schudson, Will J. Beischel, Sari M. van Anders

Many qualitative researchers specifically employ interview methods to attend to power differentials, avoid marginalization, and empower participants. But these considerations may go awry when research is particularly focused on participants in majority social locations, and empowerment may clash with or even amplify entitlement. In this talk, we focus on an interview study with 26 cisgender, heterosexual women and men using “sexual configurations theory” (SCT; van Anders, 2015), a measure developed to be relevant across sexualities and gender/sexes, and grounded in sexual and gender minority experiences. We explored how these participants used SCT to represent their partnered sexualities and gender/sexes. Unlike earlier research with gender and sexual minorities, we experienced challenging interviewer-participant dynamics and arguably inappropriate participant responses. However, many participants also acknowledged how working with SCT was a learning experience and functioned as productive exposure to gender and sexual diversity. We discuss how the same techniques and tools that prioritize inclusivity and empowerment for lower-power individuals might be used by higher-power participants.
as permission to take control of a space, dominate an interview, or intimidate researchers, but also how diversity frameworks facilitate important educational work for more privileged individuals. We conclude that “interviewing up” is a necessary but challenging process.

**Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 2**

**Shifting School Cultures to Support Underrepresented Students and Families**
Chair: Regina Day Langhout

**Talk 1: Identifying Barriers to Elementary School Education for Working Class/Working Poor Latinx Parents**
Stephanie Tam Rosas, Stephanie Barron Lu, Jasmin Ledesma-Villa, Paola Enriquez, Yesenia Gaytan, Regina Day Langhout

The study explores the opinions of and experiences with primary school education for parents who identify as working class/working poor and Latinx. Through 30 interviews, we identify institutional facilitators and barriers to working class/working poor Latinx parents’ school engagement. Given the intersectional identity of participants in this study, our preliminary results show that systems that currently support and/or create barriers are a sense of belonging at the school (including school culture), class habitus (including inadequate resources and limited views of what constitutes parent involvement), and critical capital (including language, social, and cultural capital). We provide recommendations for changes that elementary schools can make to their practices and environment to better meet the needs of working class/working poor Latinx families.

**Talk 2: Latinx Students’ Places of Belonging at a Hispanic Serving Institution**
Sylvane Vaccarino, Rebecca Covarrubias

Hispanic Serving Institutions (HSIs) enroll an undergraduate population of at least 25% Latinx students and aim to “serve” Latinx students by creating a positive campus climate (Garcia, 2017). Despite these aims, Latinx students may still need counterspaces- social settings that promote self-enhancement and a sense of community (Case & Hunter, 2012). Research on the need for and use of counterspaces mostly stems from students’ experiences in predominantly white institutions. Building on this work, we use a counterspace framework (Case & Hunter, 2012) and bridge perspectives from multiple disciplines (e.g., higher education, psychology, critical race theory) to analyze which social settings on campus promote a sense of belonging for Latinx students at an HSI. Open-ended surveys and focus group interviews were collected with 25 Latinx and 7 mixed-Latinx undergraduate students. Content coding of survey responses revealed that Latinx students utilize both formal (e.g., M.e.Ch.A.) and informal (e.g., conversations with residential assistants) settings on campus that affirm identity and promote social support. Furthermore, students reported that ethnic representation on campus is still lacking. Given the rapid growth of HSIs nationwide (HACU, 2017), these findings provide important suggestions for strengthening critical places of belonging at HSIs to better serve Latinx students.

**Talk 3: Service Learning and Underrepresented College Students: Supporting Agents of Change**
Regina Day Langhout

When college-based service learning is examined, important outcomes are often GPA other academically-related outcomes, or reductions in bias for white middle class students. Yet, service learning should have other outcomes related to being an actor in the world, especially for students of Color and first generation college students. In this examination, we surveyed 200 students who were primarily students of Color and first generation college students to discern the relationship between service learning, diverse citizenship (from Schreiner’s thriving quotient), and two new constructs designed specifically to assess Anzaldua’s Borderlands for students of Color: testimonio and straddling. Diverse citizenship assesses if a student in confident that they can make change and if they are open to differing views. Testimonio discerns if students perceive power structures and challenge them by taking up identities that simultaneously embrace their positions in the university and in their home communities. Straddling examines if students are able to straddle two or more positionalities and use those positionalities to bring about social change. Through path analytic modeling techniques, I show the relation among these variables and argue that these outcomes are just as important as more academically-oriented ones, especially given the current political context in the US.

**Talk 4: Discussant**
Geoffrey Maruyama
Building Resilience to State-Sanctioned Violence
Stephanie Hargrove, Kris Gebhard, Syeda Younus, Lauren B. Cattaneo

The media coverage of police brutality against African Americans presents a prime example of a phenomenon common to marginalized groups: when state-sanctioned violence occurs within a chronically marginalized community, the impact reverberates far beyond the target of the violence. Such events both highlight and exacerbate the injustice and stress communities are already experiencing. For community members and allies who wish to build strength within these circumstances, the ideas offered by community resilience literature are limited by two common assumptions. The first assumption is that communities are functioning well before the discrete event, such that resilience means a return to previous levels of functioning, without attention to the context of chronic marginalization. The second assumption is that those facilitating resilience come from outside the communities rather than within. In this interactive discussion, we will describe this gap in the literature and propose a framework of resilience and empowerment that has potential to bridge it. Presenters who are active in the African American and transgender communities will draw on their experiences as examples. We will then lead a discussion of concrete strategies for supporting the resilience of marginalized communities, and challenges to implementing them.

Engaging in (Difficult) Dialogue on Differences
Noelle Malvar, Tangier Davis, Linda R. Tropp, Jon Watford, Olga Pagan, Achu Johnson Alexander, Anita Fabos

This interactive discussion features applied research on intergroup dialogue: Davis and Tropp will present research examining racial discussions in the classroom, specifically the influence of teacher behaviors on classroom climate and perceived quality of the discussions. Next, Watford and Pagan will present data looking at how students learn and discuss race and identity when academic tracking follows ethnic/racial lines. Finally, Alexander and Fabos will discuss research that looks at the effect of community conversations about refugees and refugee integration on community participation among foreign and American-born residents. These presentations will be followed by a discussion on strategies, challenges, and outcomes of intergroup discussions in real-world contexts.

University-Community Collaborations: Ethical Challenges and Successes in Social-Justice Oriented Service-Learning
Danielle Kohfeldt, Meghan McCoy, Jamie Franco-Zamudio

Connections between universities and communities are often cultivated by faculty who teach community-based “service learning” courses. Indeed, service learning, study tours, community-based internships, and other modes of experiential learning are associated with a number of positive outcomes for students, including improved academic performance, deepening civic identity, greater sense of self-efficacy, and commitment to working toward social justice (Astin, Vogelgesang, Ikeda, & Yee, 2000; Mitchell, 2007; 2014). Yet, service learning has been described as a “pedagogy of whiteness” (Mitchell, Donahue, & Young-Law, 2012) that may inadvertently legitimize and reinscribe existing power inequities between those served and those engaged in service (Camacho, 2004). Led by three psychology faculty professionally situated within a range of institutions across the country (e.g., a large state university in the west, a mid-sized public regional university in New England, and a private Jesuit college in the south), this interactive session will promote discussion concerning the challenges and successes of social-justice oriented service-learning projects within higher education. Special emphasis will be placed on ethical considerations and concerns as we strive to create and sustain community-engaged collaborations that allow us and our students to be in solidarity with (rather than in service to) the communities in which we work.
15-Minute Presentation . . . . . . . Grand Ballroom 6

Capturing Crime on Camera

Body Cameras Capture Racial Disparities in Officer Respect
Nicholas Camp

Officer-worn cameras have been promoted for accountability and evidentiary purposes; for the first time, we use this footage as data to examine disparities in officer treatment during routine traffic stops of Black and White citizens. We sampled and transcribed over 400 police officer utterances directed towards Black and White citizens during routine traffic stops.

Lab and Community participants blind to the race of the citizen rated the respect and understanding communicated by the officer. Mixed-effects analyses demonstrate that officers communicated less respectfully with Black citizens, even controlling for relevant features at the stop and the participant levels. We subsequently developed a computational model to predict participant respect ratings from officer language for an entire month of traffic stops: over 20,000 utterances. Model results replicate behavioral findings, suggesting racial bias not just in police behavior in extreme situations, but interpersonal treatment in the most common ones.

Community Prosocial Behaviors and Bystanders’ Intervention of Livestreamed Crimes
Manyu Li, Amy Brown, Hung-Chu Lin, Hanh Annie Vu

The popularity of social media and livestreaming has attracted adolescents to frequently record their lives online. Some teenagers even broadcasted rape, suicide and violent crimes, and hundreds of audiences finished watching the crime without reporting to police. This was one of the first studies that investigated the attitudes of late adolescents/early adults as being online bystanders of crimes. Specifically, this mediation study examined the role of rape myth acceptance (RMA), rape-victim empathy, community prosocial behaviors and efficacy in this type of online bystander behavior. A total of 260 participants completed a survey on RMA (McMahon & Farmer, 2012), rape-victim empathy (Smith & Frieze, 2003), and community prosocial behaviors (Li & Frieze, 2016). Participants then read a news article about a rape incident being livestreamed in a social media outlet and answered self-constructed scales on bystander attitude and efficacy toward livestreaming rape. Controlling for gender, the bootstrapped (r = 5000) mediation results confirmed our hypotheses that RMA (b = .29), rape-victim empathy (b = .34), and community prosocial behaviors (b = -.33) significantly predicted positive attitudes towards livestreaming rape, mediated by perceived efficacy in intervening in such situations. Implications and future research in online bystander behaviors will be discussed.

Mere Presence of Body-Worn Camera Evidence on Guilt and Trust
Sara Driskell

Similar to research into presumed fairness, the mere presence of body worn camera information during trial may lead to presumed guilt, regardless of what the footage shows. Participants read a trial summary with ambiguous evidence, including witness testimonies and BWC footage, which was described as starting with the arrest and not capturing the purported theft. In the Voluntary-BWC condition, the prosecution chose to submit the footage as one of the pieces of evidence; in the Required-BWC condition, local statute required any footage be automatically submitted without implication of guilt. In the No-BWC condition, no footage was mentioned. We found higher ratings of guilt in the BWC conditions. Police testimony was trusted more and rated as more important in the Required-BWC condition. Defense witnesses were trusted less and seen as less important in the BWC conditions, especially Voluntary-BWC. After reading the Voluntary-BWC condition, participants thought BWCs generally were unlikely to improve police effectiveness. Participants in the Required-BWC condition, however, had higher trust in the police in general and stronger beliefs that the police operated fairly. Though we only found partial evidence for presumed guilt, this research has implications for improving perceptions of procedural justice and trust in the police more broadly.
Children’s Literature as a Mechanism for Political Socialization
Meagan M. Patterson, Jumesha S. Wade, Mary E. Bishop

Theories of political socialization, including the persistence hypothesis and the impressionable years hypothesis, argue that beliefs and attitudes about politics formed early in life will persist throughout the life course. However, few studies have examined the impact of experiences prior to adolescence on political knowledge or engagement. This study examines politically relevant messages contained in all children’s picture books that appeared on the New York Times bestseller list from 2012-2017 (N = 254). Books were coded for the presence of (a) characters associated with various political systems (e.g., democracy, monarchy), (b) government employees (e.g., police, mail carriers), (c) political processes (e.g., voting, protesting), and (d) political issues (e.g., immigration, civil rights). Books contained more figures related to monarchy (e.g., princesses) than democracy (e.g., presidents). Such messages may blur distinctions between democratically chosen leaders and those brought to power by other means. Discussions of political processes and issues were relatively rare. However, democratic leaders were more likely to make political decisions or engage with political processes than monarchical leaders. Picture books may represent a missed opportunity to engage children in early socialization regarding political processes and issues.

Agential Realism as Bridge to a More Just Experimental Psychology
Julia Scholz

Psychological experiments which are conducted in a traditional way rely upon a deterministic perspective and act on the assumption of realism about entities. From this perspective a supposedly well informed psychologist feels able to measure and judge about presence, absence and nature of characteristics of people. This perspective fosters discrimination of marginalized social groups because it allows to perform the god trick (in the sense of Haraway). However, a queer theory informed perspective would act on the assumption of interdependency of every situated phenomenon entangled in power relations. From a queer perspective social groups experience a materialized situation which is shaped by power axes, which could not be tackled with traditionally undertaken experiments. I offer Karen Barad’s Agential Realism as a metaphysical position which allows psychological experiments while meeting the demands of queer critiques. If we understand experimentally produced effects as local and temporary results of intra-actions of relata-within-relations we could still describe situated materializations while searching for other possibilities and further degrees of freedom. Hence, this perspective can be one bridge to less discriminatory experimental research, which would not judge about individuals or social groups from an allegedly neutral position but implements a perspective of mutual interdependency.
Psychology of Liberation’s Influence in Three Decades of Latin-American Political Psychology
Cristina Herencia, Cesar A. Cisneros Puebla

Latin American social psychologists labored now three decades under Ignacio Martin Baro’s inspiring Psychology of Liberation proposal. We began critical of dependence from Northern epistemological influences, when our countries’ realities were clearly different, and neither theory nor method presumptions held. However, our people did need psychological attention, understanding, and approaches meant especially to alleviate extreme oppression conditions. Given SPSSI’s singular character, and this year’s motto, building bridges, two symposia would have been ideal, for our own harvest, and for sharing and dialogue. Regrettably however even one symposium target fell through, from four to two presenters, Mexico and Peru, when a US participant and another from Costa Rica, declined recently due to sudden illness and work demands. Representative enough of country conditions and challenges, as well as theory and methodological approaches, the abstracts that follow show the work ordinarily done in our countries - in close connection with other social sciences and urgent needs and problems to solve. If the interest exists in ‘bridging’ exchanges in these critical times, we could incorporate two other presenters, to feature variety and richness of approaches in three decades of a now tested Latin American tradition, born when our careers began and still promising.

9:55 AM – 11:10 AM

Symposium . . . . . . . . . . . . . . . . . . . . City Center B
Investigating Mechanisms of Bisexual Prejudice and Bisexual People’s Subjective Well-Being
Chair: Jes L. Matsick

Talk 1: Lesbian and Gay People’s Bisexual Prejudice: Examining Perceived Sexual Orientation
Jes L. Matsick, Jennifer D. Rubin

Research on dynamics within communities of sexual and gender minorities is scant, despite reports that people experience prejudice within lesbian, gay, bisexual, transgender, and queer (LGBTQ) spaces. We examined dynamics within LGBTQ communities and used gender as a lens of understanding bisexual prejudice among lesbian women and gay men. In two online studies with lesbian and gay participants (Ns = 120; 165), we randomly assigned participants to reflect on lesbian and gay people’s attitudes toward bisexual women or men. In each study, we evaluated lesbian and gay people’s perceptions of identity instability, sexual irresponsibility, and interpersonal hostility. In Study 2, we proposed that beliefs about bisexual people’s attraction (to men or to women) serve as a mechanism of bisexual prejudice among lesbian and gay people. We found that people perceive bisexual women and men as being more sexually attracted to men than they are to women, which helps to explain why some lesbian women felt more negatively about bisexual women than gay men did. Moreover, we tested whether lesbian and gay people’s identification with their ingroup, as well as their experiences with dating bisexuals, exacerbated negative perceptions of bisexuals. These two studies offer implications for improving dynamics within LGBTQ communities.

Talk 2: Bisexuals’ Life Satisfaction Across Adulthood: Findings from the MIDUS Study
Britney M. Wardecker, Jes L. Matsick, Jennifer E. Graham-Engeland, David M. Almeida

The number of LGB adults aged 50 and older is projected to reach 5 million in the US by 2030 (Fredriksen-Goldsen et al., 2015). Older bisexuals experience more negative mental and physical health outcomes when compared to heterosexuals and other sexual minorities (Fredriksen-Goldsen et al., 2017). As bisexuals are the numeric majority of sexual minorities in the US (Herbenick et al., 2010), bisexual aging processes are critical to understand if researchers wish to reduce sexual minority health disparities and promote healthy aging. We use a national probability sample of adults from the Midlife in the US (MIDUS) study to assess life satisfaction across an 18-year period. We aimed to identify whether life satisfaction - an indicator of psychological health and well-being - is similar for same-age bisexual, lesbian and gay, and heterosexual midlife individuals, and whether sexual orientation predicts change in life satisfaction across adulthood. Overall, we found a linear pattern of increase in life satisfaction across adulthood. However, when we accounted for sexual orientation, a different pattern emerged for bisexuals. Whereas heterosexuals and lesbian and gay individuals experienced increases in life satisfaction across adulthood, bisexuals’ life satisfaction did not increase over this period. Implications for bisexual health and well-being are discussed.
Talk 3: Monogamy and Homophobia: Mechanisms of Heterosexual People’s Prejudice Toward Bisexuality
Anna C. Salomaa, Jes L. Matsick

Bisexual people experience stigma from both lesbian/gay and heterosexual communities, an isolation that contributes to significant health disparities (Friedman et al., 2014). This social exclusion is characterized by stereotypes, (e.g., bisexuals are hypersexual and confused about sexuality), and people’s hostile treatment of bisexual individuals (Brewster & Moradi, 2010). We tested gender-specific mechanisms driving prejudice: homophobia as an explanation of prejudice toward bisexual men and beliefs about relationships (attitudes towards monogamy) to explain attitudes toward bisexual women. Participants (N = 124 heterosexuals) viewed online profiles, and were assigned to rate bisexual men or women’s profiles on likeability and potential for friendship. For bisexual men’s profiles, the relationship between participant gender and social inclusion (e.g., likeability and friendship intentions) was mediated by homophobia and LGB affirmation. For bisexual women’s profiles, this relationship was mediated by people’s attitudes towards monogamy. These initial results point to different mechanisms behind exclusion of bisexuals based on gender. While bisexual men may be viewed and treated similarly as gay men leading to homophobic exclusion, bisexual women are viewed as threats/violators of monogamy, which is consistent with hypersexual stereotypes. This research identifies novel explanatory factors of bisexual prejudice, contextualized by gender, to understand the nature of bisexual prejudice.

Symposium..................Grand Ballroom 3

School Ties: Fostering Academic Collaborations Bolster Positive Educational Experiences
Chairs: David M. Marx, Sei Jin Ko

Talk 1: Talking About Science: How Social Recognition Shapes Women’s STEM Interest
Jeanette Zambrano, Christina Leal, Matthew Jackson, Dustin Thoman

Student interest in STEM is often conceptualized as an intra-individual process, but peers provide key social influences on student interest within STEM educational contexts. For example, feeling encouraged and understood when talking about one’s interest facilitates an important social motivational appraisal process through which people validate their interests and translate them into more long term goals. Experiencing stigma in a particular domain, however, can change these normally positive social interactions, with negative motivational consequences. We tested whether, for women in science majors, social recognition appraisals predict the development of science career interest. From a longitudinal survey study of freshmen and sophomore college science majors (N = 549), we found that appraisals that close others are encouraging and understanding when talking about one’s interest in science (positive social recognition) predicted interest in a future in science for women, but not men, controlling for baseline and the frequency of talking. Further analyses indicated that these effects are not accounted for by gender differences in negative feedback or by differences in science identity. These findings highlight the role of peers within the STEM learning context and point to interventions strategies focused on social influences for STEM learners.

Talk 2: Creating Connections: Math-Talented Female Peers Positively Impact Women’s STEM Experiences
David M. Marx, Sei Jin Ko

One reason for women’s underrepresentation in STEM may be a lack of exposure to math-talented female peers (peer role models; PRMs), which may likewise send the message that women do not belong. Given this, we argue that greater exposure to female PRMs may help broaden women’s STEM participation, particularly when there is a connection between the students and PRMs. Accordingly, we investigated the impact of PRM exposure on STEM belonging and persistence, and whether these effects are moderated by STEM identification. In this study, female PRMs made two in-class presentations in half of the foundational math classes over the course of a semester. The other half served as controls. After the second presentation, students completed measures of STEM identification and belonging. Persistence was assessed by tracking math enrollment the following semester. Results revealed that among high STEM-identified students PRM exposure led to increased belonging for women, but not men. The opposite pattern occurred for low STEM-identified students, such that men benefitted from PRM exposure more than did women. However, PRM exposure boosted persistence for all women, regardless of their level of STEM identification: a larger percentage of women persisted after PRM exposure compared to women in the control classes.
Talk 3: Broadening the Participation of Women in STEM Faculty Searches
Ian M. Handley, Jessi L. Smith

Self-Determination Theory (Deci & Ryan, 2000) suggests that people better execute intended actions, and with greater motivation, when particular psychological needs are met. To increase the participation of women candidates in STEM faculty searches, we addressed these needs in an intervention created to enhance the 1) competence of search committees to conduct a broad and inclusive search 2) autonomy of committees to control the search process and 3) relatedness of job finalists to the university. A randomized field experiment, blocked by college, was conducted with all 23 STEM searches in one academic year. Search committees who received the intervention (n=14), compared to those who did not, interviewed a significantly greater proportion of women, were more likely to extend an offer to a woman candidate, and these women were 14 times more likely to accept offers. Overall, these results suggest that integrating psychological theory with university policy and procedures creates a more inclusive hiring practice that was effective in broadening the participation of and ultimately hiring more women in STEM faculty searches.

Talk 4: Cultural Pluralism and Black Youth's Assessment of School Climate
Leann V. Smith, Ming-Te Wang

Population statistics over the past decade have consistently reported that by the year 2043, racial minority populations within the United States will become the numerical majority. As such, many scholars have begun to explore how our schools can be more inclusive and supportive of the growing diversity represented by their students. Related to this, a trend in school climate research suggests that, within the same school, ethnic minority students tend to assess their school’s climate markedly different than their White counterparts. We propose that school support for cultural pluralism is a prerequisite to positive school climate for ethnic minority students, rather than a component of overall climate. Using longitudinal data collected from over 300 Black adolescents at three time points, we explored whether school support for cultural pluralism predicts more favorable self-report of school climate. In particular, we tested a structural model of the influence of previous reports of school support for cultural pluralism on student-teacher relationships, peer relationships, and school belonging at a later time point. Results suggest that school’s support for cultural pluralism predicts later positive reports of school climate outcomes for Black students. Implications for school climate research and school-wide practices will be discussed.

Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 2

Stigma, Prejudice, Resilience, Motivations, and Relationship Outcomes for Marginalized Relationships
Chair: Apoorva Rajan-Sharma

Talk 1: Gender and Power Dynamics in Perceptions of BDSM Practitioners
Kat McGinley

This study explores the possibility of using demographic information to change the opinion of the participants on their self-identified role as “not a person who has engaged in BDSM” to “a person who has engaged in BDSM” with BDSM defined as Bondage, Domination, Discipline, Submission, Sadism, and Masochism. By using theories of group identity put forth by social identity theory and Parsons’ social actions theory (1951), this study explored how to create either a feeling of belonging to the BDSM group or the urge to adjust to new norms in order to be more similar to their in group members. After being primed to consider one or more of those beliefs, 41% of the participants changed their answers from “not a person who has engaged in BDSM” to “a person who has engaged in BDSM”. This increase in knowledge about the BDSM community and practitioners will help reduce sexual stigma and increase knowledge of alternative sexual activities.

Talk 2: The Motivations for Engaging in Sex and BDSM Behaviors
Stasie D. Dear

The primary goal was to determine how sexual motivations differed based on BDSM [BD (Bondage and Discipline), DS (Discipline and Submission), and SM (Sadism and Masochism)] engagement (BDSM or non-BDSM) and participant gender (male or female). A pilot study consist of a total of 253 adults from Amazon Mechanical Turk (MTurk) responded to questions that tapped motivations for sexual behavior. The motivation questions were formatted to separately ask about sexual behavior and BDSM behaviors. The research investigated gender differences and differences based on BDSM
engagement on the sexual motivations, as well as the interaction between gender and BDSM engagement for all motivations. Men more strongly endorsed the motivations: Relief from Stress, Power, Pleasure, Nurturance, and Dominance. People who engage in BDSM more strongly endorsed motivations: Relief from Stress, Power, Partner Power, Pleasure, Submission, and Dominance for engaging in sexual behavior than people who did not engage in BDSM. There were no significant interactions between gender and BDSM engagement. Further research is currently being conducted. This research not only helps add to the current body of research about sexual motivations, but also adds to the knowledge in regards to people who engage in alternative sexual practices, such as kink, BDSM, and fetishism.

**Talk 3: Psychological Predictors of Resilience in Lesbian, Gay, and Bisexual People**  
Apoorva Rajan-Sharma

The present research examined resilience processes using Kwon's (2013) theoretical framework of resilience among lesbian and gay (LG) people. This framework suggests that social support, emotional openness, and optimism all foster resilience by lowering reactivity to prejudice, which in turn leads to better psychological health. Study 1 assessed the relationship between resilience factors (social support, dispositional emotional acceptance, dispositional optimism), reactivity to prejudice, and psychological health both for participants who were directly exposed to a prejudice-related event and for participants who were indirectly exposed to a prejudice-related event. Results indicated that although resilience factors did not predict reactivity to prejudice, greater social support, greater dispositional optimism, and lower reactivity (i.e., greater resilience) to prejudice predicted better psychological health for all participants. Study 2 will assess the relationship between deployment of resilience factors, reactivity to prejudice, and psychological health. Study 2 will specifically examine if those who seek social support, engage in emotional openness, and attempt to remain optimistic about future interactions when faced with prejudice and discrimination report lesser reactivity (i.e., greater resilience) and better psychological health, than those who do not deploy resilience factors.

**Talk 4: Perceived Stigma, Identity Insecurity, and Relationship Outcomes in Marginalized Relationships**  
Apoorva Rajan-Sharma, Stasie D. Dear, Kat McGinley

A growing body of research has found that perceived stigma in marginalized relationships is associated with several relationship outcomes (see Doyle & Molix, 2015). The purpose of this research is to examine the impact of perceived stigma on people in non-heteronormative relationships. Specifically, this research will examine if perceived stigma predicts relationship anxiety, which in turn predicts relationship commitment and relationship disclosure among LGB and BDSM-identified people. This study will also assess if identity insecurity will moderate the relationship between perceived stigma and relationship anxiety, such that people who perceive stigma in their relationship and have low identity security, will experience high relationship anxiety. In turn high relationship anxiety will lead to less commitment to their current partner and concealment of the relationship. A pilot study using MTurk will be conducted to determine if Relationship Anxiety is a relationship dimension and whether it is observed differentially among people in marginalized and non-marginalized relationships. Another MTurk study with people in marginalized relationships (i.e., LGBT, BDSM) to test the previously mentioned associations. This research will also examine if people in marginalized relationships vary in general well-being contingent upon perceived stigma, identity insecurity, relationship anxiety, relationship commitment, and degree of relationship disclosure.

**Interactive Discussion . . . . . . . Grand Ballroom 45**

**Taking It to the Streets: A Primer on Policy Work**  
Asia A. Eaton, Diane Illig, Patrick R. Grzanka, Michele Schlehofer, Moderator: Seini O’Connor

Using research to support the creation, dissemination, and application of evidence-based policy and practice is among the most rewarding and impactful activities scholars can engage in. However, there are no rule books or one-size-fits-all seminars to teach researchers how to engage with policy makers, advocates, or service providers. How can a researcher locate and engage with policy makers at the right level? How should researchers communicate with stakeholders? What factors should researchers consider when choosing interdisciplinary collaborators? How does the political or cultural environment impact the trajectory and success of policy work? The purpose of this panel is to address questions like these, and to discuss exactly how to effectively do policy work as a scholar. The four panelists, all recent winners of SPSSI’s Local and State-Level Policy Work Grant, will share personal insights and experiences about the nuts-and-bolts of research-policy collaborations. Panelists representing three different grant teams will each give a brief presentation on their SPSSI policy work project, followed by dialogue and questions.
from the audience, facilitated by a moderator. We look forward to describing tips, tricks, and lessons learned, including challenges in doing policy work and creative problem-solving to overcome them, as well as unexpected insights.

15-Minute Presentation. . . . . . . . . . . City Center A

Approaches to Status and Class

Different Meanings of Status Determine How Status is Enacted
Thomas Morton

Experimental research suggests that individuals with higher status are likely to be less prosocial, more narcissistic, and behave less ethically than their low status counterparts, thereby contributing to social inequalities. Large-scale population data, however, does not always agree with this picture, and have revealed a variety of relationships between indicators of status and prosociality, including neutral and positive relationships. The aim of this research was to begin reconciling these discrepancies by considering the different meanings attached to status and how these might guide status-related behavior. In two experimental studies (Ns = 75 & 91), I manipulate whether status is framed in terms of privileges versus responsibilities to others. Across studies, relationships between higher status and more entitled or self-serving behaviour were only apparent when status was construed in terms of privilege. When status was instead construed as responsibility, higher status individuals acted with restraint and in ways that preserve collective resources. I conclude that having higher status is not itself the source of socially problematic actions. Instead socially problematic thoughts and behaviors arise from status when the privileges of status are not offset by awareness of countervailing responsibilities.

An Integrative Approach to Teaching the Psychology of Social Class
Anne E. Noonan

How do we engage undergraduate students in recognizing class-based oppression and barriers to economic justice if they are immersed in cultural ideologies of individualism, meritocracy, level playing fields, and open-access economic mobility? This presentation will describe a 300-level psychology course that integrates scholarship from within and beyond psychology. Specifically, the course first introduces fundamental social justice/critical theory concepts developed in sociology, critical studies, and other allied disciplines (e.g., social constructionism, positionality, privilege, intersectionality, power dynamics, oppression). Second, the course incorporates influential works from major subfields of psychology (topics include timing of childhood poverty and developmental outcomes, class-based injuries and classism in therapy, experiential vs. material purchasing, cognitive distancing from the poor), as well as less-expected contributions depicting connections between social class and facial-cue recognition, visual attention, and moral judgment. Third, the course provides in-depth exploration of William Liu’s Social Class Worldview Model, a multi-faceted theory of social class and classism as powerful subjective and phenomenological experiences. Finally, throughout the semester, the course integrates essays from the creative nonfiction genre, allowing for reflective learning and application of course content to human lives. Assignments, assessments, and examples of student work will be discussed, as will student evaluation and pushback.

Exploring Operationalizations of “Social Class” and “Socioeconomic Status” in Psychology
Peter A. Leavitt, Matthew Weeks

A major challenge associated with the psychological study of social class is accurately and consistently measuring it. A related challenge is that of accurately communicating what one means by “social class” with other sub-disciplines of psychology, other academic disciplines, journalists, and laypeople, each of whom often has pre-formed ideas about what social class is or should be. In the current research, we explore how psychologists meet the challenges of defining and communicating about social class and how their strategies manifest in their peer-reviewed work. We analyzed a selection of psychology journal articles published between 2007 and 2017 that claimed to be “about” social class or socioeconomic status (i.e. the title and keywords contained one or both terms) to see how psychologists operationalized and wrote about the terms. Analyses reflect some consensus that social class and SES are comprised of some combination of income, education, and/or occupation, which is typical for this research area. However, analyses also reveal a great deal of inconsistency in the usage of class-related labels (e.g. “working class”), in measurement, in contextualizing results, and in generalizations about social class and SES. Implications for future study and for communicating about social class will be discussed.
Equality and Diversity in the Workforce

How Perceptions of Diversity affect Cross-Racial interactions and Belongingness at the Air force Academy
Leah B. Pound, Felicia Pratto

Currently, many research projects have established the link between diverse interactions and sense of belonging among college students on campus. However, few have attempted to understand how the valence of those interactions affect sense of belonging while also considering how individuals perceive the climate of diversity within an institution, much less within the military. A moderated mediational model was used to test these relationships and differences based on the race of the participants, US Air Force Academy (USAFA) cadets. Preliminary findings support previous research that positive and negative cross-racial interactions were associated with sense of belonging, but those associations varied by race and the cadet's perceptions of institutional access and equity. The negative cross-racial interactions mediation model was moderated by class year but only for White cadets, indicating that White cadets' perceptions are affected by how long cadets have been at USAFA but length of time at USAFA does not affect racial minorities in the same manner. This research seeks collaboration with policy experts as the results indicate that members' perceptions of their organization's policies have direct impacts of how members feel like they belong and indirect ability to buffer against negative cross-racial interactions.

The Problem with Sponsorship: Documenting the Effect of Gender on Effectiveness of Sponsorship
Elizabeth L. Campbell, Rosalind M. Chow, Brandy L. Aven

Sponsorship is professional advocacy provided by high-status, influential senior colleagues (sponsors) designed to facilitate junior employees’ (proteges) career advancement. A survey of full-time workers found men and women did not report receiving different amounts of sponsorship, but individuals who received sponsorship from male sponsors were more likely to currently be supervisors (Study 1). An experiment using a sample of full-time employed workers showed a preference for proteges of male sponsors, over female sponsors, because male sponsors were perceived to be more credible (Study 2). Archival data on the U.S. Supreme Court clerkship selection process provides evidence for male sponsors’ increased effectiveness in a naturalistic setting (Study 3). These findings suggest organizational interventions designed to increase gender diversity in top management ought to focus on the effectiveness of sponsors, rather than exclusively on increasing the amount of sponsorship provided to men and women.

Does Fair Chance Hiring Level the Playing Field for Ex-offenders?
Samantha Wiener, Ingrid Haas, Christopher Federico, Richard L. Wiener

A major problem for ex-offenders reentering society is finding employment. Some criminologists believe that fair chance hiring is a way to increase employment rates (Agan & Starr, 2016). However, in the process of delaying background checks, employers may engage in stereotyping, which may hurt black ex-offenders (Steele & Aronson, 1995). The current study tests the success of fair chance hiring for black and white ex-offenders. We examined the willingness to hire an applicant with a criminal background by manipulating the time of the background check and the race of the applicant. Participants reviewed information about an applicant for a job (half black and half white) and made a decision about their willingness to hire. This study also considered individual differences of the employer that may decrease rates of hiring ex-offenders. For example, Hetherington and Weiler (2009) argue that threat activation will result in making decisions to protect society and order. Authoritarians are more likely to be threatened than non-authoritarians and ex-offender status threatens authoritarians, even if only delaying the background check. Participants in the current study completed a measure of ideology, authoritarianism (Zakrisson, 2005), and social dominance orientation (Ho et al., 2015) to test moderator effects in hiring decisions.
Identity and Well-Being

Cultural Identity and Psychological Well-Being: Differences by Ethnicity and Immigrant-Generation
Maryam Hussain

Latinx and Asians comprise 50% of the second-generation US immigrant adult population. While 61% consider themselves ‘typical American,’ there are differences in how they identify within the context of assimilation (Pew, 2013). These differences can affect psychological outcomes; compared to their first-generation counterparts, 36% of second-generation Latinx and 25% of second-generation Asians will have a lifetime prevalence of a psychological disorder (NIMH, 2017). We examined how bicultural identity-integration (harmony/conflict & blendedness/compartmentalization) and American identity relate to anxiety, depression, and self-esteem for first- and second-generation Asian and Latinx immigrants (N = 657). Univariate analyses suggest that Latinx students report experiencing more cultural harmony and blendedness than their counterparts do; conversely, Asian students have higher levels of anxiety than do Latinx students. Moderated regressions indicate that there are interaction effects of both immigrant generation and ethnicity with cultural harmony/conflict on anxiety and depression. Second-generation immigrants who report experiencing cultural conflict are likely to have higher levels of anxiety and depression. Similarly, Asians who report experiencing more cultural conflict are likely to have higher levels of anxiety and depression. American identity and cultural harmony were both positively predictive of self-esteem, although there were no interaction effects. We will discuss implications of cultural identity.

Pamela B. Gomez, Alexana Margevich, Luis M. Rivera

African-Americans? self-concept may be shaped by the negative stereotypes of their ethnic-racial group, evinced in a mental association between the self and negative stereotypes outside of conscious awareness. To the extent that African-Americans implicitly self-stereotype, it is likely best to reduce it during their adolescence, a key developmental period in which their ethnic-racial self and identity are still being shaped by their environment. We tested if a brief intervention in which African-American adolescents are exposed to successful and admired ingroup exemplars, such as Barack Obama and Oprah Winfrey, reduces implicit self-stereotyping (presumably via group-attribute associative processes that underlie changes in implicit attitudes). African-American youth (N=65) were randomly assigned to read a biography of Obama, biographies of multiple successful African-Americans (Obama, Oprah, Venus Williams, etc.), or descriptions of flowers (control condition). Then, all participants completed two speeded categorization tasks that measured the extent to which they associated the self with stereotypes. Our findings suggest that a brief exposure to single and multiple exemplars may attenuate the impact of negative cultural stereotypes on African-American adolescents? self-concept when compared to the control condition. Altogether, our research supports the importance of increasing the presence of positive African-American exemplars in mass media and local environments.

Measuring the Male Code of Silence Among College-Aged Students
Hannah Michael Wright, Julian Mendez, Tanner Newbold

Within our society there is acknowledgement surrounding an unspoken “guy code”. According to Kimmel (2008), the code of silence (COS) “requires men to suffer without speaking of it or to be silent witnesses to acts of cruelty to others” (p. 61). While no studies could be located which quantitatively examined this code, qualitative studies have explored how this code fosters and perpetuates violence committed by men and assist in maintaining a system of patriarchy. The purpose of our study was to create and validate a COS scale for future quantitative work. Based on the work of Michael Kimmel, we developed scales to psychometrically measure this construct. We used a sample of 18-22-year-old male identifying college students to participate in one of three focus groups (n = 30). Multiple revisions of the scale’s items were completed based on individual interviews and focus groups. Following the focus groups, we obtained a sample of 435 male-identifying college students from across the United States. Next, we collected qualitative data with male-identifying individuals to improve the scale’s content validity. The COS scale was then administered to 435 college-going males recruited through Qualtrics Panels. Exploratory factor analysis was utilized to examine the structure of the items.
Examining the Difference Between a Happy Life and a Meaningful Life Among Multicultural Individuals
Shima Sadaghiyani, Andrea Belgrade, Mari Kira, Fiona Lee

Meaningful life is important. As political theorist Bhikhu Parekh said, “Human beings seek to make sense of themselves and the world and ask questions about the meaning and significance of human life, activities, and relationships.” In most pursuits, as well as in life overall, one seeks purpose and meaning. Among multicultural individuals, however, the meaning drawn out of past experiences might not always be positive; the integration of one’s multiple identities, while leading to insight, might prove adverse. In this Photovoice study, participants (N = 10) were asked to take photographs of anything they felt represented their multicultural identities. The resulting images were displayed and discussed in a series of several focus groups, with most of the conversation revolving around the development of multicultural identities. While the majority of the participants were in agreement that their multiculturalism advanced their open-mindedness and awareness of different perspectives, allowing for the discovery of meaning and purpose among daily interactions, they also brought into light the difficulties they faced as they navigated through different social contexts. Their resulting character growth despite the negativity from numerous averseries shines a light on the importance of meaning and purpose when regarding a multicultural individual’s sense of self.

15-Minute Presentation . . . . . . . Grand Ballroom 1

Intergroup Threat

No Longer Exists?: Whites’ Defensive Reactions to their Population Decline
Hui Bai, Christopher Federico

I present evidence from two studies that the decline of the White population can be perceived as an extinction threat to Whites, which in turn leads to their defensive reactions. In study 1, I used correlational data to show that extinction threat mediates perception of White population decline and defensive reactions (i.e., racial biases and conservative policy preference) for White participants. In study 2, I manipulated perception of the White population growth using ostensible news articles and the results confirmed the general pattern found in study 1. Additionally, study 2 found that the extinction threat’s mediation role generalizes to participants’ feelings about politicians (Clinton, Obama, and Trump). These results suggest that Whites’ perception of their own population decline, through the mediator of extinction threat, can have a unique effect on their racial and political attitudes.

Monitoring Community Attitudes During Refugee Settlement in Armidale, Australia
Susan Watt

Armidale, an Australian town of 23,000, has recently been designated a settlement region for refugees. At least 300 refugees will arrive incrementally during 2018. Armidale was selected partly because it is perceived as a “welcoming community”. However, social media posts and calls to Council demonstrate that attitudes are not uniformly positive. There is a risk that the influx of refugees will provoke backlash effects in some sections of the community, arousing angst and negativity to the refugees. This paper reports the results of a monitoring program, based on social psychology principles, and designed to track the community’s response to the refugees. The program aims to alert stakeholders (e.g., Council, the settlement agency) to the development of negative attitudes in sectors of the community, enabling intervention before problems become entrenched. We ask, what is a “welcoming community?” We report the results of a community survey conducted during the arrival of the first refugees, as well as actions taken to address issues identified by the monitoring program.

“Threatening Others”: National Identity, Perceived Threats, and Immigration Policy
Justin Preddie, Ludwin Molina

National identity and immigration are inextricably linked. During the 2016 U.S. Presidential Election hawkish anti-immigrant rhetoric (“Muslim ban”, “Building a Wall”) led, in part, to the election of Donald Trump. The present research examines the relationship between national identity, perceived group threats, and immigration policy. We examine how patriotism (an arguably critical form of national identity) and nationalism (an ethnocentric, glorifying, and dominance-oriented form of national identity; see Mukherjee, Molina, & Adams, 2012; Sidanius et al., 1997) predict strong stances on immigration policy (Studies 1 & 2). We also examine to what extent the inclusion of perceived cultural threats (Studies 1 & 2) and realistic threats (Study 2) attenuate, if at all, the relationship between different forms of national identity and immigration policy. One of the key findings across both studies is that the inclusion of cultural threats appears to attenuate...
the relationship between nationalism and support for tough stances on immigration policy but not the relationship between patriotism and immigration policy. The present findings extend previous research (Mukherjee et al., 2012) by providing direct empirical evidence that perceived cultural threats (e.g., immigrants are changing what it means to be an American) underpin the relationship between nationalism and immigration policy.

Is Ableism Ambivalent?: Validating a Hostile and Benevolent Ableism Measure
Jennifer K. Frederick, Abigail J. Stewart

Glick and Fiske (1996) found that people endorse hostile and benevolent attitudes toward women suggesting that sexism operates in complex ways. In a qualitative study of disabled participants, Nario-Redmond (2017) examined whether ableism works similarly. Disabled people reported hostile and benevolent ableist attitudes. We used this research and a social media content analysis to validate a measure of hostile and benevolent ableism. Students in an introductory-level psychology course participated in an online survey. We ran an exploratory factor analysis on hostile and benevolent ableism and determined that there were four factors: 1. overall hostile ableism, 2. benevolent ableism, 3. contagion fear, and 4. attitudes toward disability rights activism. Those who endorsed overall hostile ableism were also likely to report contagion fear, and participants who held these attitudes were likely to have negative attitudes toward disability rights activism. Students who endorsed benevolent ableism also tended to report positive attitudes toward disability rights activism, but there was no relation between benevolent ableist attitudes and self-reported participation in disability rights activism. There was also no relation between benevolent ableism and either overall hostile ableism or contagion fear. These results suggest that people have different types of ableist attitudes that must be overcome to achieve social justice for disabled people.

11:20 AM – 12:35 PM

Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 3

Building Bridges Through Social Justice Education: Teaching Strategies That Connect
Chair: Lauren B. Cattaneo

Talk 1: Social Problems are Social: Connecting Individual Struggle with Social Inequity
Lauren B. Cattaneo

Community Engagement for Social Change is an undergraduate course that aims to shift students’ framework for understanding social problems, and to engage them in a range of social change approaches that incorporate that understanding. It accomplishes these aims through introducing a “multilevel analysis” of social problems. The class uses poverty as a case study, and guides students in identifying the systemic factors that perpetuate it. Students’ are required to complete 20 hours of service in community organizations serving clients in poverty as part of the curriculum. This presentation will briefly describe the structure of the course, and then will describe several strategies that have been refined over the 6 years the course has been taught. These strategies include assignments that facilitate connections among personal experiences, interactions in community organizations, and scholarship, and in-class experiences that give students shared understanding of classism and their own potential roles in perpetuating and addressing it.

Talk 2: Working-Class Culture in the Classroom: Resistance as an “Insider Without”
Kim A. Case

Patricia Hill Collins (1986) labels herself as an “outsider within” due to her intersectional standpoint as a Black woman sociology professor in the ivory tower. In contrast to the outsider within lens, I theorize my own social location as an “insider without” due to a complex matrix of identities (white, yet working-class, woman) within the classed academic cultural context. Connecting to my own working-class academic path, I apply intersectional theory (Collins 1990; Crenshaw 1989) to my development of critical intersectional class consciousness and subsequent actions of resistance. Using counter storytelling, educators can raise awareness of the invisible academic (middle-)class culture which invalidates working-class students’ ways of being and knowledge production. The talk explores practical strategies for supporting working-class students and faculty while exposing and challenging middle-class normativity in the academy.
Talk 3: Going Digital and Getting Beyond Identities: Teaching Intersectionality Through Future Professions
Jen Wallin-Ruschman

Experiences of Intersectionality for Helping Professionals is an undergraduate psychology course aiming to develop students’ understanding of intersectionality (e.g., Collins, 2000; Crenshaw, 1991) rooted within institutions. The course was designed for students to develop an ecological framework for thinking about intersectionality through applying the content to their future professions. This talk concentrates on the final project utilized in the class, in which students worked to apply what they learned in the course to creating a website focused on how intersectionality shapes experiences in various professions. I will discuss the dual strategies of focusing on future professions and using digital assignments for students to bridge their intersectional understanding in multiple ways. The long-term goal of this project is to utilize these digital resources to bridge connections with professional and community organizations.

Talk 4: Nurturing Nepantlera Feminismo/Womanism: The #SayHerName Psychology of Women Project
Monique A. Guishard

It is difficult teaching, because it requires ingenuity to mashup embodied practices, spirituality, and art, with cultural, experiential, and academic knowledge systems. This nepantlera work, this threshold labor, of building bridges (Anzaldúa, 1987; Bernal, 2002; between contrasting epistemes and competing ontologies, is misunderstood and thus minimized in peer observations, reappointment, tenure, and promotion reviews. Educators who undertake this work are enacting pedagogies of refusal (Tuck & Yang, 2014). They are refusing ahistorical, detached, unemotional postures to teaching and learning. In this paper, I showcase the results of a reflective assessment, wherein students historicized the commodification of Black, Latinx, and Indigenous women's bodies in biomedical research, before and after Henrietta Lack's cells were harvested, without her consent. Together students documented: the names, circumstances, and ethical abuses untold women of Color have endured to further their understandings of the origins of current health inequities. Students connected these traumatic histories with their own health seeking behavior. They also critiqued traditional conceptualizations of objectivity and ethicality in research. That is, this assignment facilitated transgressive engagement/enactments of: personal healing, critical reflexivity, and refusing erasure. Anzaldúa, G. (1987). Borderlands: La Frontera (Vol. 3). San Francisco: Aunt Lute. Bernal, D. D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. Qualitative inquiry, 8(1), 105-126. Prieto, L., & Villenas, S. A. (2012). Pedagogies from nepantla: Testimonio, Chicana/Latina feminisms and teacher education classrooms. Equity & Excellence in Education, 45(3), 411-429. Tuck, E., & Yang, K. W. (2014). R-words: Refusing research. Humanizing research: Decolonizing qualitative inquiry with youth and communities, 223-248.

Symposium..................Grand Ballroom 1

Development of Stereotypes, Social Biases, and Group Understanding in Children
Chair: Ashley L. Weinberg

Talk 1: Implicit Academic Stereotyping Among Black and Non-Black Children
Ashley L. Weinberg, Amanda Williams, Jennifer R. Steele

Negative academic stereotypes can have detrimental effects on members of stereotyped groups. Given the potential for academic stereotypes to affect Black children's academic identification and performance, in the current study we investigated the development of implicit and explicit academic stereotyping among Black and non-Black children. One-hundred and fifty-nine children (46 Black; 113 non-Black minority) aged 5- to 10-years (Mage= 7.6 years) completed three child-friendly Implicit Association Tests which measured implicit stereotyping, academic attitudes, and racial identity. Children also completed corresponding explicit measures. Non-Black children showed significant implicit White-academic (vs Black-athletic) stereotyping, however Black children did not. In addition, both Black and non-Black children showed no implicit preference for academics (vs athletics). Lastly, Black and non-Black children showed implicit Black and White identification, respectively. Analysis of explicit measures indicated similar findings for explicit academic stereotyping and explicit racial identity, but disparate explicit academic attitudes. Instead, non-black children demonstrated a preference for academics (vs athletics), while Black children exhibited no preferences. The implications of these findings for our understanding of implicit and explicit stereotype development will be discussed.
Talk 2: Changing Implicit Racial Attitudes Across Childhood
Antonya M. Gonzalez, Jennifer R. Steele, Andrew S. Baron

Previous research suggests that exposing adults and older children (ages 9-12) to counter-stereotypical adult exemplars can attenuate implicit racial biases (Gonzalez, et al., 2017). However, this method was not effective at reducing racial bias in younger children (ages 5-8). In the current study, we exposed participants to counter-stereotypical child exemplars and measured bias both immediately following and one hour after the intervention. Children aged 5-12 (N = 240) and university-aged adults (N = 120) read stories about young characters engaging in prosocial and antisocial actions. In the stereotypical exemplar condition, the prosocial and antisocial characters were White, while in the counter-stereotypical condition, prosocial characters were Black and antisocial characters were White. We found that this intervention was effective for both younger and older children, with implicit pro-White (versus Black) bias being significantly reduced following exposure to counter-stereotypical exemplars. Furthermore, children's bias in the counter-stereotypical condition remained reduced one hour following the intervention. In conjunction with adult data, these results suggest that exposure to counter-stereotypical exemplars may be a particularly effective method for reducing implicit racial bias in childhood.

Talk 3: Weight Bias as Disease Avoidance Among Children and Adults
Gina Roussos, Yarrow Dunham

Weight bias emerges early in development, is pervasive, and contributes to negative health outcomes for fat individuals. Past work with both children and adults has attempted to explain and reduce weight bias by focusing on the perceived controllability of weight. However, the results of these interventions have been mixed. The disease avoidance hypothesis predicts that humans avoid and feel disgust toward those who look physically atypical because physical atypicality is a cue to potential infectiousness. This study applied that theory to weight bias in an effort to supplement current theories on the origin and development of weight bias. Participants (adults and children aged 6-9) completed a disgust sensitivity scale (adults only), tasks measuring explicit and implicit associations between fat (vs. thin) people and sickness, and a task measuring avoidance of fat people. Fat targets were associated with disease both explicitly and implicitly; this association predicted physical avoidance of fat targets. For adults, disgust sensitivity predicted more avoidance of fat targets. The results for Black vs. White targets (in a control condition) were less clearly explicable in terms of disease avoidance. This study suggests that disease concerns play an important role in children and adults’ attitudes and behavior towards fat individuals.

Talk 4: “It’s Just a Color”: Racial Identity Narratives in Middle Childhood
Leoandra Onnie Rogers, Christina Mei Foo, Shari Gordon, Abigail Lee Kutlas

Research on racial identity in middle childhood examines the content of children’s racial knowledge, but rarely considers the types of narratives children tell about race. Narratives are personal and cultural tools for identity-making. “Master narratives” are shared cultural stories that reinforce structural inequalities (e.g., colorblindness) and guide how individuals construct their own identity narratives (McLean & Syed, 2015). This talk analyzes the race narratives of 219 Black, White, and Mixed-Race children (Mage=9.98). Data come from one-on-one, semi-structured interview questions about race (“How important is being [race]?” “What are some good/bad things about being [race]?”). Analyses revealed two narratives that reinforced racial inequality: repeating stereotypes (12% of sample) and downplaying race (40%) (“I don’t think there is anything good about being White because you are treated the same no matter what color you are”; White girl). A third narrative disrupted the master narrative (38%) by acknowledging inequality (“It should be like no matter what color you are you should be treated the same, but some of them treat you bad because of your color”; Mixed-Race boy). We discuss variation in narratives by age, race and gender, and implications of our findings for identity and stereotype development in childhood.
Symposium..................Grand Ballroom 2

Moving from Food Insecurity to Security: Attitudes, Experiences, and Policy
Chair: Harmony A. Reppond

Talk 1: Dimensions of Attitudes Toward Food Insecurity in the US
Carley Ward, Geoffrey Maruyama, Lara Jessen, Wei Song, Lori Kratchmer, and Rob Zeaske

In 2016, 15.6 million households faced food insecurity (FI)—the economic and social condition of limited or uncertain access to adequate food. Given the pervasiveness of the problem, there is surprisingly little research examining how the general population perceives FI and how they want to address it. This research drew from existing surveys and practitioner expertise to develop a comprehensive measurement instrument to capture attitudes toward FI. Data were collected in two studies to test a multi-dimensional model. We examined dimensionality of attitudes through exploratory (Study 1, N=503) and then confirmatory (Study 2, N=510) factor analysis of representative samples of Amazon MTurk respondents. Seven dimensions, (a) FI has significant consequences, (b) FI individuals are to blame, (c) societal obligation to reduce FI, (d) personal obligation to reduce FI, (e) FI can be reduced, (f) community organizations’ role in reducing FI, and (g) FI is inevitable, were identified and related to reported contributions to food organizations and background variables (sex, age, political orientation). Findings help understand attitudes toward FI and how those attitudes are related to poverty. They provide organizations committed to fighting FI information to help them develop policies with impact, correct misconceptions, and develop approaches addressing FI.

Talk 2: Food and Housing Insecurity in the California State University System
Christopher L. Aberson, Jennifer Maguire, Brandi Goodspeed, Nena McGath

The present study examined food and housing insecurity among students at the California State University (CSU) system with a particular focus on the academic and health correlates of food insecurity. The CSU system serves nearly 500,000 students each year and educates one of the most diverse student bodies in the U.S. We distributed surveys via email to students at the 23 CSU campuses yielding a sample of 24,349 students (5.8% of those contacted). We defined food insecurity using the USDA Food Security Module (adapted to a college student population) and housing insecurity using the McKinney-Vento Homeless Assistance Act’s definition. Food insecure students reported substantially more academic problems, lower GPA, more problems with personal relationships, and more days experiencing poor mental and physical health than food secure students (all relationships p < .001, Cohen’s d’s range from 0.33 to 0.65). Similar patterns existed for students who experienced housing insecurity. Results suggest that food and housing insecurity negatively affect many aspects of college student’s lives and likely produce substantial barriers to student success. The talk will address the surprising prevalence of food and housing insecurity and strategies to promote greater security.

Talk 3: Combatting Campus Food Insecurity: Challenges and Opportunities
Ibette Valle, Desiree A. Ryan, Heather E. Bullock

Food insecurity - limited access to sufficient nutritious food - is a pervasive problem among college students. A study of nearly 9,000 University of California (UC) students found that 19% of respondents went hungry (“very low food insecurity”) and that an additional 23% lacked reliable access to a good-quality, varied, nutritious diet (“low food insecurity”; Martinez, Maynard, & Ritchie, 2016). Efforts are underway across the UC system to expand and strengthen food pantries, offer more affordable nutritious food options and improve the availability of culturally relevant foods on campus, increase enrollment in food assistance programs, and reduce the stigma associated with aid.

In this presentation, we discuss a wide range of initiatives on our campus to reduce food insecurity, focusing on challenges to and opportunities for meeting students’ basic needs. We draw on findings from focus groups to provide a deeper understanding of the lived experiences of food insecurity among diverse groups of students (e.g., students of color, low-income students, transfer students). We highlight how our action and research efforts contribute to a growing movement to recognize the fulfillment of basic needs (e.g., food security) as a fundamental student right.
Talk 4: College Campus Food Pantry Directors’ Policy Solutions for Food Security
Harmony A. Reppond, Monica De Roche, Karen Thomas-Brown, Carmel Price, Natalie Sampson

Food insecurity among college students is increasing (Goldrick-Rab et al., 2015). In response, universities have developed campus food pantries to meet students’ needs (CUFBA, 2017). While college food pantries are a helpful immediate step in addressing student food insecurity, it is not a long-term solution to food security. What do college food pantry directors see as potential solutions towards food security? Focus groups were conducted with Michigan university campus food pantry directors (N = 20) about what policies are working and what can be improved to enhance food security within three settings: (1) university/college, (2) community, and (3) state and/or federal levels. The focus for this presentation will be on core themes that emerged across the three levels that were perceived as helpful and those that could be improved. Constructive policies were described as those that had human connection and relational practices (e.g., helping students sign up for benefits, donations from faculty and staff). Policies that could be enhanced were identified as those that contained strict procedural aspects that were seen as having the potential to derail food security (e.g., address permanency). Discussion will focus on social psychological implications of and steps towards achieving food security among college students.

Interactive Discussion ............ Grand Ballroom 6

Bridge-Building Across institutions and Disciplines to Improve Under-Represented Student Success
Geoffrey Maruyama, Regina Langhout, Leigh McCallen, Darlene Laboy
Other collaborators: Andrew Furco, Tai Do, Michelle Fine, Janice Bloom, Lori Chajet, Grace Pai, Robert Weathers, Brenda Velazquez, Juana Alejano, Emese Ilyes, Chinyere Okafor, Hafsa Mohame

This research crosses diverse universities, examining impacts of college programming to create and expand student focused community-university partnerships. We investigated impacts of programs that immerse students in robust community engagement experiences. The programs integrate community engagement into students’ educational experience through curricular and co-curricular community-based activities. Analyses focus on impacts on all students and a subsample of students from backgrounds under-represented in U.S. higher education. We hypothesized that multiple, intensive community engagement experiences improve (1) students’ understanding of the role and importance of higher education in addressing issues of importance to communities; and (2) students’ persistence, performance, and progress in their studies, and college completion. We were also interested in how this work could impact institutions. To initiate conversations, we discuss four distinct components of our work: (1) impacts on institutions and programs of having interdisciplinary perspectives, multiple institutions of differing types serving varying types of students, and multiple areas of focus; (2) how the work has created institutional change on one campus through a new community engagement collaborative; (3) how a college-high school partnership program has improved college attendance, and (4) how student participants decided to create and are implementing an online, interactive resource for other students.

Interactive Discussion ............Grand Ballroom 45

Building Coalitions and Solidarity with Academics in Turkey
Yasemin Gülşüm Acar, Özden Melis Uluğ, Canan Coşkan, Elif Sandal Önal

In the global context of escalating oppressions from governments and political leaders, discussing possible routes of collective action for human rights, democratic rights, academic freedom and scientific independence has become more critical than ever. One of the main objectives of scholars interested in social psychology has been to understand processes of collective action for positive social change. However, there are fewer instances wherein scholars witness such social phenomena and collectively engage in political movements. In Turkey, we as academics are going through such a period right now. Under the current oppressive circumstances, we ask ourselves: “How can we apply what we have been studying to the situation we find ourselves in?”, and more importantly, “How does taking certain political stances as scholars influence the need for impartiality in academy?” Therefore, this interactive discussion aims (1) to share the current situation of academia in Turkey, (2) to contribute to the development of social psychology from within and between by comparing similar trends in the world, and finally (3) to discuss interactively the possible routes of collective scholar action and solidarity (within Turkey and across borders) in the light of existing social psychological knowledge and practice.
Interactive Discussion . . . . . . Marquis Ballroom BC

Early Career Scholars Professional Development Roundtable Session
Tess M.S. Neal, Simon Howard

This set of roundtable discussions focuses on a variety of issues relevant to early career scholars. The 60-minute session will be broken into two back-to-back 25 minute sessions; the idea is that each session will be offered twice, allowing participants to attend those that are of interest. The sessions will be led by 10 facilitators, who will give a short presentation on the topic (possibly including handouts and other resources for attendees), and then lead a discussion/Q&A. Example topics to be covered at the 5 tables include: successfully applying for SPSSI funding opportunities and/or federal grants? establishing research networks (national and international); getting involved in SPSSI service (e.g., serving on a SPSSI committee); writing strategies/managing time effectively? teaching about diversity/social justice? skills for talking to the media about your research; applying your research to policy; applying for academic job and/or applying for nonacademic (e.g., private sector) jobs; work-life management? tips for being on the job market and negotiating your new job? and navigating the tenure process. We anticipate recruiting senior, midcareer and advanced junior scholars to chair each table. This session will be followed by lunch, allowing participants to continue conversations as desired, but also building early career networks and connections early during the conference.

15-Minute Presentation . . . . . . . . . . City Center A

Mobilization and Collaboration for Gender Equality

Disordered Society: Women in ED Recovery Advise Policymakers on Change
Jessica F. Saunders, Sabrina Aguilar, Asia A. Eaton

Eating disorders (EDs) are a significant public health issue in the U.S., affecting 13% of all young adult women (Stice, Marti, & Rohde, 2013) with the highest mortality rate of mental illnesses (Keel & Brown, 2010). Given the vast economic (Whiteford et al., 2013), physical (Kessler et al., 2013), and psychosocial costs (Keel & Brown, 2010) associated with EDs for patients and society, it is critical to identify ways to improve ED recovery outcomes and empirically inform and support policies reducing barriers to treatment. We examined the key areas stakeholders (30 young women between the ages of 18 and 35 in ED recovery) identify as meaningful venues of policy-based change through the PhotoVoice method. Photography and the accompanying narratives capturing personally-meaningful social, cultural, and systemic influences on recovery were shared with the research team. Photographs and interviews were examined for policy implications using thematic analysis, and six areas of improvement emerged: media, healthcare practice and access, health insurance reform, education, objectification of the female body, and mental health stigma.

SexGenLab: Translating Critical Knowledge for Critical Times Beyond the Academy
Deborah L. Tolman, Jennifer Chmielewski, Hunter Kincaid, Kim Nguyen, Kimberly Belmonte

We will present a new initiative, SexGenLab, which is a collaborative of students and faculty at CUNY (Hunter College and the Graduate Center), that is a web platform dedicated to translating psychological and other social scientific research on gender and sexuality done from a critical perspective (i.e., queer theories, feminist theories, intersectionality) for a broad array of audiences beyond the academy. Grounded in various meanings of “accessibility,” SexGenLab seeks to be a “go to” source for journalists, policy makers, undergraduates and faculty, other professionals for information that has not been part of the growing public discourse on these topics. We will discuss our strategies, content (research blogs, a matrix, infographics, “big idea” 3 minute videos, a glossary, overviews, images) and five areas of focus: toxic masculinity, transgender and GNC issues, sexual and reproductive justice, rape culture and positive sexuality. SexGenLab will become a hub to create a global network of research labs doing similar work, enabling productive partnerships and amplification for much needed interruption of the silence on these bodies of knowledge in the current plethora of public conversations, social media, education and service provision.
Forging Collaborations for the Elimination of Gender Discrimination in Pittsburgh
anupama jain, Melinda Ciccocioppo

In December of 2016, Pittsburgh's City Council voted unanimously to adopt legislation implementing the UN’s Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). As part of this legislation, a gender equity commission was formed. Led by anupama jain, this commission has been tasked with completing a gender analysis evaluating issues such as economic disparities, sexual assault, political empowerment and educational experiences within the city with an eye on how gender and gender identity intersects with race, ability, sexual orientation, and financial status. This analysis will be used to inform the creation and implementation of new programs to help eliminate discrimination on the basis of gender and gender identity within the city of Pittsburgh. The purpose of this interactive discussion is to inform the SPSSI community of this work and forge collaborations both within and outside of the city to assist in collecting and analyzing the data gathered as part of this gender analysis.

“We for She”: Mobilising Solidarity for Gender Equality
Emina Subasic, Nyla Branscombe, Michelle Ryan, Katherine Reynolds, Stephanie Hardacre

When it comes to unequal gender relations, the focus within psychology has been on factors that perpetuate inequality (e.g., unconscious biases, stereotyping, gender roles and norms). Typically, this work positions women as victims of inequality, while men are studied either as bystanders or perpetrators of prejudiced attitudes and behaviours. In contrast, research that is explicitly focused on processes that promote social change towards equality—and the distinct role that both women and men can play as agents of change—is missing. A shift in focus is crucial to better understand how gender inequality can become a shared concern for ‘all of us’ and cease being seen as a ‘women’s issue’. Three experiments examine these ideas, showing that messages advocating solidarity between men and women as agents of change (rather than focusing on inequality as a women’s problem) more readily mobilise both sexes towards achieving equality (Experiments 1-3). However, for men, this pattern emerges more readily when the message is attributed to a male leader (Experiment 1-2) or a female leader supported by a male ally (Experiment 3). Theoretical, empirical and political implications of these findings are considered to propose a new social change agenda for gender equality research.

15-Minute Presentation . . . . . Marquis Ballroom A
Sexual Violence

The Normalization of Sexualized Aggression on College Campuses
Leanna J. Papp, Sara I. McClelland

The “1-in-5” statistic of campus sexual assault has recently captured public attention. However, more needs to be understood about subtle and mundane behaviors that normalize ongoing heterosexual interactions before (and perhaps leading up to) sexual violence. To investigate these questions, we designed a two phase multi-method study with college women (18-24). In phase one, we analyzed climate data collected by a large public Midwestern university. Data supported the 1-in-5 statistic (i.e., 21% of women reported experiencing assault). We found a significant difference in disclosure rates between women who knew their assailants and those who did not; furthermore, we found that women labeled the incident as “no big deal.” In phase two, we designed a focus group study to understand experiences that precede assault and are part of the larger constellation of sexual aggression. Specifically, we asked young women to talk about experiences at parties, including how they interpreted and reacted to sexually aggressive behaviors by men. Together, this mixed-methods approach aims to highlight the frequency of sexual assault, how these experiences are normalized, as well as more “minor,” but ubiquitous forms of sexual aggression that lay the foundation for women’s interpretations of assault as “no big deal.”

Help-Seeking and Victim Blame Experiences Among Victims of Nonconsensual Porn
Yanet Ruvalcaba, Asia A. Eaton, Holly Jacobs

Nonconsensual porn (NCP) is a form of digital sexual violence (Henry & Powell, 2016) defined as the nonconsensual distribution of sexually-explicit images (Citron & Franks, 2014). This study recruited 3,044 adult participants from an online survey distributed via Facebook Ads. Proportional quota sampling was implemented to collect data representative of the 50 US states populace by gender. This is the first study to examine NCP victim help-seeking behaviors and victim blame experiences. Women victims reported higher rates of victim blame than men. Most victims sought help from No one (n
Sexual Assault: When Mandated Reporting and Advocacy Conflict
Emily A. Leskinen

Many faculty employed at colleges and universities find themselves designated as “Responsible Employees” or mandated reporters under Title IX. Consequently, when a student discloses a sexual assault the school requires the “Responsible Employee” to report the information to the Title IX coordinator (or similar institutional position). This reporting helps schools maintain Title IX compliance, as well as remain in compliance with the Clery Act, which requires that schools disclose campus security policies and crime statistics. Faculty who teach courses that cover topics related to violence against women (e.g., Psychology of Gender, Social Issues, Gender Studies) may find students are more likely to disclose sexual assaults in class, assignments, or office hours. For faculty who are trained as rape crisis counselors, medical or legal advocates, or conduct related research, we may find ourselves in positions where the best practices regarding sexual assault response contradict our institutional obligations. This talk discusses the competing interests of sexual assault response and mandated reporting. Suggestions for addressing these competing interests will be discussed.

Institutional Estrangement: Contours and Consequences of Gendered Mistreatment in College
Kevin D. Goodman, Lilia M. Cortina

This dissertation integrates intersectionality with person-centered methods to explore how gendered mistreatment in college is associated with institutional estrangement. Here, gendered mistreatment includes: incivility, heterosexist and gender harassment, and sexually advancing harassment. Survey data were collected in two waves (n = 4,023) from undergraduate and graduate students at a small public university in the rural Northwest. We identified four mistreatment groups using k-means cluster analysis: Minimal, Hetero/Sexist, Uncivil, and High Victimization. Sexual minorities were more than twice as likely as heterosexuals to report High Victimization. Using multiple ANOVAs, we found demographic and mistreatment associations with institutional relations (i.e., college satisfaction, trust in harassment reporting, campus safety, and academic engagement). Across mistreatment groups, sexual minorities felt less safe and women's academic engagement was more resilient. Undergoing High Victimization was associated with the least trust, safety, and engagement. Compared to Hetero/Sexist and Minimal mistreatment, Uncivil mistreatment was more detrimental to satisfaction and safety. We theorize that students’ strained attitudes and disengagement alongside gendered mistreatment in college might be best characterized as institutional estrangement, whereby victimized and marginalized students navigate simultaneous dependency with (Smith & Freyd, 2014) and alienation from (Tinto, 1975) this university they rely on to live, learn, work, and socialize.
and psychology trainees can play a crucial role in fostering girls’ activism, especially by building alliances with community organizations. Lyn Brown (2016) provides a framework for adults interested in creating scaffolding for girl activism. This presentation will describe ways of engaging students in learning about the theory and practice of girls’ activism through in-class material, advocacy/service learning co-curricular events, and research projects. Examples will be drawn from a master’s level psychology course in Girls’ Studies with a focus on activism and community based research projects exploring media activism, photovoice, and activism skill building with adolescent girls.

Talk 2: A New (Dis)Course: Do ALL Lives Matter or Just Yours?
Melissa Marcotte

We cannot expect our students to create lasting change without helping them develop the ability to understand the experiences and opinions of others, as well as being able to articulate and substantiate their own beliefs. While education, social justice, and peace can and should be taught simultaneously, it is not always easy to succinctly incorporate all the necessary components to allow for such growth over the course of one semester. This presentation will elaborate on a course that takes an interdisciplinary approach, incorporating concepts from social-cognitive psychology, intersectionality and multiculturalism, philosophy, sociology, and neuroscience, to further students’ ability to understand, evaluate, and explain contemporary social issues and the complex human behaviors that perpetuate them.

Talk 3: Making Course Material Relevant Through Applied Activism
Jennifer Prewitt-Freilino

As educators, we often ponder how to get students to meaningfully engage with the content of our courses. In my own teaching, I find students learn more when they see the relevance to their own life or work. For this reason, focusing on what is happening in the world around them -political, social, environmental, or economic issues -can help give broader context and meaning to student learning. Many of the courses I teach explore issues of social identity (Stereotypes and Prejudice, Gender in the Media, Psychology of Gender, Psychology of Evil) and I have found that students feel most connected to the topic as they see the concepts from the course permeating their life outside the classroom. In this talk, I discuss some of the strategies I use to connect content from the course to contemporary social justice issues. Further, I will describe my use of applied activism projects, highlighting some of the projects my students have produced over the past decade. In addition to increasing student motivation and interest, this practice helps foster a more inclusive classroom space where students have more autonomy in determining how to demonstrate learning.

Symposium . . . . . . . . . . . . . . . Marquis Ballroom A

Beyond Singular Identities: Social Perception at the Intersection Race, Gender, and Sexual Orientation
Chair: Analia Albuja

Talk 1: The Intersection of Race and Sexual Orientation in Person Perception
John Paul Wilson

Easily perceived identities (e.g., race) may interact with perceptually ambiguous identities (e.g., sexual orientation) in meaningful but elusive ways. In this work we investigated how intersecting identities impact impressions of leadership. In a person perception task, people viewing gay and straight Black and White male faces perceived gay Black men as better leaders than members of either single-minority group (i.e., gay White or straight Black). Strikingly, different trait inferences supported judgments of the leadership abilities of Black and White targets. For instance, facial warmth perceptions positively predicted leadership judgments for Black men but facial dominance perceptions positively predicted leadership judgments for White men. These differences partly occurred because of different perceptions of masculinity across the intersection of race and sexual orientation. In this work, gay Black faces had a high degree of warmth that was important in offsetting the threat that is stereotypically associated with Black men as a social category. Indeed, both categorical (race) and noncategorical (trait) social information contributed to leadership judgments. This research reveals clear differences in the traits associated with leadership perceptions in Black and White men, and highlights the importance of considering how intersecting cues associated with obvious and ambiguous groups moderate perceptions.
Talk 2: Detecting Discrimination: When is intersectionality visible?
Rebecca Mohr

Ideologies within the United States privilege certain identities over others and social psychology has traditionally conformed to these ideologies by only using prototypical targets (white women and black men) to understand how people interpret and perceive sexism and racism, respectively. The current studies explore how perceivers’ ability to detect discrimination against intersectional individuals differ relative to perceivers’ ability to detect discrimination against their prototypical marginalized counterparts (Black men, White women). Participants evaluated hiring decisions in which less qualified white candidates were selected over black candidates (racism study) or less qualified male candidates over female candidates (sexism study). In the racism study, participants were least likely to detect discrimination when a white woman was hired over a more qualified black man and were most likely to report discrimination when a white woman was hired over a more qualified black woman. In the sexism study, participants again did not recognize discrimination in the white woman/black man candidate pair and were most likely to detect discrimination when a white man was hired over a more qualified black woman. This suggests that perceivers have difficulty detecting discrimination when both beneficiary and target have prototypical identities while detecting discrimination against intersectional targets is easier.

Talk 3: White Americans Stigmatize Black-White Biracials Who Associate with Black Americans
Darren Agboh, Daryl Wout

This research examines how White Americans perceive Black-White Biracials, whose racial composition intersects between two racial groups; one which is stigmatized (Black), and the other which is non-stigmatized (White). Specifically, we explore whether White Americans perceive Black-White Biracials as more stereotypically and phenotypically Black when they associate with Black Americans, as Blacks are the most stigmatized racial group in the United States (Devine, 1989). Research on stigma by association (Pryor, Reeder, and Monroe, 2012) suggests that people tend to project the negative attitudes they have about a stigmatized group to people who associate with individuals from that stigmatized group. Thus, we reason that White Americans will perceive Black-White Biracials associated with Blacks (vs. Whites and alone) as more stereotypically Black. Several studies suggest that Whites perceive Black-White Biracials associated with Blacks as darker skinned, and also believed these targets possess characteristics that are consistent with stereotypes about Black Americans. However, Whites do not perceive Black-White Biracials associated with Whites as lighter skinned, and do not believe these targets possess characteristics that are consistent with stereotypes about White Americans. These results suggest that perceivers tend to overemphasize the stigmatized identity of a person whose identity intersects between stigmatized and non-stigmatized groups.

Talk 4: Intersection of Stigma: Identity Safety Cues Among Women of Color
Analia Albuja, Jonathan Vides, Diana Sanchez

Multiple minority identities often interact to influence the way stigmatization is experienced. Though past work has demonstrated that identity safety cues can ameliorate the threat experienced by underrepresented groups, it remains unclear how these processes operate for people with multiple stigmatized identities. The present work investigates how diversity cues influence perceptions of identity safety among women of color when only one stigmatized identity is represented. Black, Asian and Latina women viewed a fictional evaluation committee that included a racial identity congruent safety cue (i.e., a race-matched man), a gender identity congruent safety cue (i.e., a White woman), or neither. Results showed that participants who viewed either a racial or gender congruent identity safety cue perceived the evaluation committee as fairer, more willing to advocate for them, and as valuing gender and race more than control. These effects were mediated by lower perceived social dominance orientation of the committee. This suggests that identity safety cues that are congruent with only one stigmatized identity may be leveraged to benefit women of color. Given the under-representation of women of color in various high status fields such as science and technology, it is important to identify effective ways to foster inclusion and participation.
Bridging Economic Divides: Understanding How Social Class Shapes Interclass Perceptions
Chairs: Angela R. Robinson, Lindsay Hinzman, Danielle Parra

Talk 1: Considering the Impact of Perceiver Status on Configural Face Processing
Lindsay Hinzman, Jessica Remedios, Keith Maddox

While a wealth of research has examined how a target’s social identity influences a perceiver’s face processing, little research has explored how the perceiver’s social identity influences these same processes. Theoretical accounts suggest that a perceiver’s identity may influence the way they engage with their social environment (e.g., Rodin, 1987). Using the composite face paradigm (e.g., Ratcliff, Hugenberg, Shriver, & Bernstein, 2011), we manipulated participants’ temporary perception of their own social-class rank (high or low; Kraus, Cote, & Keltner, 2010) and examined their use of holistic processing towards faces of high or low social-class rank. Results indicate that high-status perceivers used holistic processing for high- but not low-status targets (E1) or not at all (E2), while low-status perceivers used holistic processing for both high- and low-status targets (E1) or only high-status targets (E2). We consider how these distinct processing strategies may help reinforce existing stratification through biased intergroup interactions. These findings highlight the need for face perception research to more thoroughly consider variability in perceiver status across a range of identities (e.g., SES, race, and gender).

Talk 2: Essentialist Beliefs, Social Class, and Attitudes Toward Helping the Poor
Angela R. Robinson, Jacqueline M. Chen, Paul K. Piff

With economic inequality at an all-time high, it is increasingly important to understand the psychological drivers that shape attitudes toward social class groups. We present three studies examining how essentialist beliefs about social class—particularly beliefs that social class has some type of genetic basis—affect attitudes toward the poor. We found that participants’ own social class moderated the relationship between essentialist beliefs (both measured and manipulated) and attitudes toward helping people who are poor. Among those of higher social class, higher levels of essentialism were associated with lower support for helping the poor. However, for those of lower social class, essentialist beliefs were unrelated to or associated with more positive attitudes toward lower social class groups. This research could help identify beliefs that contribute to interpersonal and political attitudes that sustain inequalities, with potential to inform education-based interventions.

Talk 3: Preferences in Charitable Giving to the Poor
Danielle Parra, Angela R. Robinson, Paul K. Piff

In our society, reactions to different types of charitable giving towards homeless people can be varied and intense. In this study, we operationalized poverty as people experiencing homelessness. Some believe that homeless people are irresponsible, and therefore direct donations are ill advised. Others mistrust charities, and prefer to give directly or not at all (Webb, Green, & Brashear, 2012). Our research seeks to understand the influence of socioeconomic status (SES) on preferences for giving directly to an individual versus giving indirectly through a charitable organization. We examined two potential explanations for the relationship between SES and charity preferences: utilitarian beliefs about the relative effectiveness of direct and indirect giving, and preferences for social distance from people who are homeless. We discuss how this work could identify groups and attitudes that could be targeted in education and awareness campaigns in order to create bridges of understanding between those living above the poverty line and those who are homeless. This research could also create bridges by helping charitable organizations better understand the motivations and behaviors of individuals who share their goal: addressing the problem of homelessness.
Symposium.................. City Center A

Criminology and Victimization Experiences Shape the Self, Identity, and Mental Health
Chair: Nicole M. Sachs

Talk 1: Activating Implicit and Explicit Victim Identities: Implications for Mental Health
Nicole M. Sachs, Bonita M. Veysey, Luis M. Rivera

In 2015, over five million violent victimizations were reported to authorities in the U.S. The present study draws from social psychological theories of social identity, self-categorization, and implicit social cognition, which suggest that those who have experienced victimization should associate the self with victim explicitly and implicitly, but that context is important in making the victim identity salient. In this research, we ask, what is the effect of a victimization experience reminder on participants’ explicit and implicit victim identities? Using a sample of Rutgers-Newark undergraduate students (N = 181), we randomly assigned participants to an experimental condition in which we primed participants with a past victimization experience. Participants in the control condition did not receive a prime. Then, all participants completed measures of implicit victim identity (an Implicit Association Test) and explicit victim identity (a self-report questionnaire). We found that participants in the experimental condition exhibited significantly stronger explicit and implicit victim identities compared to those in the control condition. This research has implications for measurable outcomes of victimization related to explicit and implicit victim identity, such as mental health (depression and anxiety), and can aid in establishing efforts to prevent further victimization.

Talk 2: Intimate Partner Violence Related-Stigma and Experiences with the Court
Nicole M. Overstreet, Tami P. Sullivan, Lauren B. Cattaneo

Survivors of intimate partner violence (IPV) report a range of positive and negative experiences when they attempt to secure a protection order against an intimate partner. For instance, while some survivors feel informed, believed, and listened to during the court process, others feel stereotyped, judged, confused, and less safe. These experiences may have a significant impact on the psychological well-being of IPV survivors. However, research is scarce on how survivors’ experiences within the court system influence their psychological well-being. Furthermore, recent research suggests that societal stigmatization around IPV, including internalization of negative emotions (e.g., shame, guilt) related to one's victimization, may contribute to poorer mental health outcomes. Thus, the current study examines whether survivors’ experiences with the court and feelings of internalized IPV stigma are associated with their depressive symptoms. Participants were 268 women who were victims in a criminal domestic violence case with a male intimate partner who was arrested and/or arraigned approximately 12 to 15 months prior to study entry. We found that feelings of fear during the court process and internalized stigma were strongly and positively associated with women's depressive symptoms. Implications for diminishing IPV-related stigma and supporting survivors during the court process will be discussed.

Talk 3: Experiences with Parolees Influence Parole Officers’ Implicit Self-Criminal Associations
Marina K. Saad, Bonita M. Veysey, Luis M. Rivera

In 2015, there were 870,500 parolees under supervision, the highest in U.S. history. Persons who are released from prison to parole have lower recidivism rates than those who are released from prison at the expiration of their sentence, reflecting the critical role of the parole officer-parolee relationship. The role of the parole officer is to assist parolees with successful reentry into society and in successful completion of parole terms. One way this relationship may be facilitated is through self-expansion. Self-expansion posits that individuals are motivated to expand their self-concept to include others with whom they engage in close, frequent, and positive interactions. We predicted that parole officers would exhibit relatively strong implicit associations with the group criminal after being primed with a positive (versus negative) experience with parolees. Using a sample of parole officers from New Jersey (N = 84), we randomly assigned participants to either a positive or negative parolee interaction condition. Then, all participants completed an Implicit Association Test to measure associations between self and criminal. Results supported our hypothesis, suggesting that contexts that foster positive experiences between parole officers and parolees may promote parolee desistance and promote overall parole officer well-being via self-expansion cognitive processes.
Reproductive Justice as an Interdisciplinary Approach to Intimate Partner Violence
Asia A. Eaton, Cindy Fraga Rizo, Charvonne Holliday, Heather McCauley

The reproductive justice movement, founded by women of color in the last decade (Sister Song, 2017), emerged in response to the focus on choice emphasized by the mainstream reproductive rights movement. Expanding beyond the issues of gender equality or abortion rights, the reproductive justice movement integrates reproductive health and rights with social justice issues, including education, violence, poverty, labor, incarceration, and immigration (Chrisler, 2014; Gerber Fried, 2013; Price, 2010). This holistic paradigm recognizes that women's reproductive health is shaped by intersecting systemic oppressions (e.g., racism, sexism, classism, heterosexism) which impact different women to different degrees. Moreover, the consequence of these inequities on women's economic, environmental, social, political and physical positions is intertwined with the ability (or lack thereof) to make meaningful choices about their reproductive lives (Kluchin, 2016; Price, 2011, 2017; Spade, 2013). In this discussion, four scholars in the areas of epidemiology, psychology, public health, and social work will articulate their interdisciplinary effort to apply a reproductive justice lens to research on intimate partner violence. We discuss how the reproductive justice movement can advance intimate partner violence work by merging basic and applied perspectives, centering the experiences of those from marginalized communities, and fostering interdisciplinary and researcher-practitioner collaborations.

At the Intersection of Gender and Race

Testing Privilege: Who Believes Whom When They Talk about Racism?
Keon West

Since Peggy McIntosh (1998) introduced “privilege” to the psychological lexicon is has become a well-recognised concept both in academia and among lay people. Lists containing a diverse array of privileges are widely available. However, in line with McIntosh’s initial use of the concept to refer only to her personal experiences, many of the privileges have never been empirically investigated. It is thus unclear whether they actually occur in contemporary society. One such (White) privilege is the claim that “whether I say something is racist or not, I will be taken more seriously than a person of color”. This hypothesis was explored with a 2 (Target opinion: Not racist vs. Racist) x 2 (Target Ethnicity: White vs. Brown) x 2 (Participant Gender: Male vs. Female) study with a genuinely experimental, between-participants design (N = 137, all White). Contrary to McIntosh’s predictions, White people were not more likely to be believed regardless of opinion. The results were more complex. Participants’ agreement with the White target did not vary according to her opinion on racism. However, for the Brown target; male participants agreed with her more, and female participants agreed with her less, when she claimed that something was not racist.

Pick a Parent: Child Custody Allocation in Mixed-Race Families
Maria Iankilevitch, Alison L. Chasteen

Although the number of mixed-race married couples is increasing, these couples often experience high rates of divorce. Given these rates, it is important to determine the influence of both the gender and race of the divorcing parent on child custody cases. In the current study, 338 students read about an ostensibly real custody case between either a White mother and an East Asian father or a White father and an East Asian mother. Participants were asked to grant primary custody to one of the parents, and to evaluate the parents and child on several traits. Participants awarded custody to the mother significantly more than to the father in both cases and they gave the East Asian mother primary custody significantly more often than the White mother. Although participants indicated that mothers were warmer and more skilled at raising the child and that the child would have better outcomes with the mothers compared to fathers irrespective of racial background, the East Asian mother was perceived to be closest to the child compared to all other parents. These results highlight how gender and race interact to affect judgments of parenting and this study illustrates potential implications for family law.
Motivations to Attend a Historically Black College for Women
Danielle D. Dickens, Valerie Jones Taylor, Amani Holder

For nearly 180 years, Historically Black Colleges and Universities (HBCUs) have educated people of African descent once denied U.S. college access, while women's colleges were established to do the same for women. However, race and gender norms once limited Black women's entry to such institutions, leading to the emergence of women's HBCUs. Today, little is known about students' reasons for attending such institutions. Adopting an intersectional framework, the current studies examine the relationship between Black women's racial and gender identities, and their reasons for attending a women's HBCU. In study 1, incoming students (N = 129) completed questionnaires regarding identity centrality, and race related reasons for attending a HBCU for women. Results showed that the interaction between racial and gender centrality significantly predicted race-related reasons for attending a women's HBCU. In study 2, incoming students (N = 76) completed surveys on identity centrality, and race and gender related reasons for attending college. Preliminary analyses indicate that racial centrality and also race and gender centrality, but not gender centrality, significantly predicted race and gender related reasons for attending college. These studies highlight the importance of developing an intersectional framework for understanding how Black women's identity motivates their educational and career choices.

Perception of Ambivalent Sexism in the Context of Race
Mackenzie S. Kirkman, Debra L. Oswald

Sexism is a common problem in the U.S. A major component of addressing this problem is determining the circumstances in which sexism is identified. One particular characteristic relevant to the perception of sexism is the race of the perpetrator of sexist behaviors. One hundred and twenty-two undergraduate students (71 women) read vignettes describing interactions between a man and a woman. They were asked to supply adjectives describing of the man in the vignette and rate their level of sexism. The race of the male perpetrator and the type of sexism (i.e., hostile, benevolent, or neutral; Glick & Fiske, 1996) were varied. Several ANOVAs were performed; main effects were found for sexism type, perpetrator race, and participant gender. Hostile sexism was perceived as the most sexist, followed by benevolent sexism; Black men were perceived as more sexist than White men; and women perceived the interactions as more sexist than did men. Further, Black men were perceived as more sexist than White men specifically for benevolently sexist behaviors - paternalistic, superficially positive sexist behaviors - and non-sexist behaviors, but not for hostile sexism - overtly negative and hostile forms of sexism. Benevolent sexism was also the only form of sexism that differed between men and women; women rated it as more sexist than did men. These findings suggest there are significant effects of perceiver gender and perpetrator race in the perception of sexism, particularly as they relate to benevolent sexism. This demonstrates the importance of examining race- and gender-based discrimination to address multifaceted discrimination.

15-Minute Presentation . . . . . . . Grand Ballroom 2

Attitudes Toward Scientific Findings

Reactions to Identity-(Dis-)Affirming Scientific Findings
Jessica Salvatore, Thomas Morton

Do identity concerns influence reactions to science? Past work indicates that we are more skeptical of scientific findings that fail to affirm our social identities (Morton et al., 2006); here we focus on threats to personal rather than social identity. In two experiments conducted in different countries, we manipulated what people learned about the meaning of their finger digit ratio - that is, what researchers had concluded about people whose finger lengths matched theirs -- and whether these purported findings aligned with what they already believed about themselves. In both experiments, participants were more likely to believe the findings they were presented with when they learned that the scientific literature's interpretation of their anatomy aligned with their understanding of themselves. Emotional reactions mediated these evaluations. The second experiment additionally provided half of participants with training in the ecological fallacy (failing to understand that probabilistic information may not pertain to an individual case), and while this training made participants more skeptical across the board, it did not moderate the above finding. Therefore, training in critical thinking may not by itself buffer people from believing scientific findings more when they feel affirmed by them.
**Who Rules the World? Human Exceptionalism and Environment Concern**
Ryan M. Pickering, Caitlin Kearney

Human exceptionalism (HE), or the belief that humans are unique and exempt from the power of environmental forces, has been a persistent theme in Western thought. Human exceptionalism is also believed to be directly connected to sustainability and environmentally friendly behavior (Plumwood, 2002). In fact, questions regarding human exceptionalism make up a large part of the new ecological paradigm scale (Dunlap et al., 2000). However, little is known about the relationship between HE and environmental and political beliefs, place of residence, socioeconomic status, etc.

The current research utilized both online surveys administered to a national sample using Amazon's Mechanical Turk (N=248; N=260) as well as a state-wide mail survey administered to a representative sample of Maine residents (N=712). Among other findings, the 9-item HE questionnaire (e.g., “Humans were meant to rule over the rest of nature”) was consistently negative correlated with concern for the environment and self-reported environmentally friendly behavior. HE was also lower in social status individuals compared to middle and higher status individuals. Research also showed that those from or in urban areas had higher HE than those from or in rural and suburban areas. Implications for environmental preservation will be discussed.

**Denial of Climate Change May be a Humanitarian Obstacle**
Rachel R. Steele, Sakina Bengali, Joel Ginn, Daniel A. Chapman, Brian Lickel

More attention is being given to the impact of human activity on the climate (Fielding, Hornsey, & Swim, 2014) and on people's knowledge of and belief in climate change (Chapman & Lickel, 2015), but what is less known is the extent to which people connect the often invisible problems of climate change with very real and pressing issues such as armed conflict (Gleick, 2014) and mass migration (Hassani-Mahmooei & Parris, 2012). To assess this awareness I measured the degree to which a sample of 1374 individuals thought climate change would affect the most vulnerable people in the world first and the degree to which they thought climate change contributes to armed conflict. Political conservatism and individual differences in skepticism about climate change predicted beliefs about conflict but only skepticism predicted beliefs about vulnerability, suggesting that denial of the scientific evidence about climate change could be an obstacle to getting people to support humanitarian efforts to address refugee crises and conflicts worldwide. Other data examining attitudes toward support for 1) Bangladeshi migrants in India and 2) Syrian refugees in the U.S. also support these findings.

**15-Minute Presentation . . . . . . Grand Ballroom 45**

**Racial/Ethnic Identity**

**Multicultural Identity: Precursors, Self-Definition, and Implications for Psychological Growth**
Andrea Belgrade, Shima Sadaghiyani, Mari Kira, Fiona Lee

Often, cultural identity development is considered at the ethnic or racial level in psychological literature. This study, however, gathered a diverse group of individuals who self-defined themselves under the umbrella term of “multicultural identity.” While the definition was broad, the participants identified as entirely first- and second-generation immigrants or sojourners. These participants (n=10) took part in a Photovoice project-a form of participatory action research. They were asked to take photographs and discuss in focus groups what their multicultural identity meant to them and what influenced their understanding of their identity. Using thematic analysis (Braun & Clarke, 2006), we found there were a number of precursors such as social contexts and macrosocial factors that predicted the ways in which participants experienced multiculturalism. There was a bidirectional relationship between the way participants experienced multiculturalism and their understanding of what multicultural identity was. Some of the themes we uncovered were a sense of being unique and isolated. We uncovered another bidirectional relationship, this time between multicultural identity and psychological growth. Some themes within psychological growth included empathy, resilience, and flexible thinking. Future research aims to examine this model quantitatively to assess the relative degree of importance of each of these themes in predicting identity development and psychological growth.
The Relationship between Minority Identity & Perceived Discrimination  
Zahra Mirnajafi

Minority communities have been impacted by various discriminatory policies. Recent examples include the Muslim ban, the attempted rescinding of DACA, and the targeting of transgender service people. In reaction to these proposed policies, various minority groups have engaged in displays of solidarity with each other across different identity lines. Our research investigates how perceived discrimination against one’s in-group affects perception of other minority groups. By examining a community sample of Muslim Americans (N=185) we found that perceived discrimination against Muslims, predicts identification with a superordinate minority identity which then predicts collective action intent for other minority groups. Dehumanization of advantaged group members and humanization of minority groups also mediated the link between perceived discrimination, minority identity, and collective action intent. A replication of this finding is currently underway with a Latino American sample. Implications for intergroup processes, dehumanization research and discrimination will be discussed.

Believing Stereotype Threat: the Role of Target and Perceiver Identity  
Gabriel Camacho, Diane M. Quinn

The current research examined whether stereotype threat is perceived as a valid explanation for underperformance. If racial/ethnic disparities in academic performance are ever to be eliminated, it is essential that people acknowledge that these disparities stem in part from stereotype threat.

In the current research, 300 college students (169 White; 131 Latino) were randomly assigned to review the test performance of a fellow student described as White or Latino (race/ethnicity manipulation) and to read that the fellow student’s underperformance was due to either test anxiety or stereotype threat (explanation manipulation). Participants then rated the perceived validity of the provided explanation from 1(Definitely not) to 5 (Definitely yes). As hypothesized, results revealed a significant three-way interaction, $F (1, 292) =7.47, p=.007, \hat{\eta}^2 = .03$. Specifically, Latino participants ($M = 3.74, SD = 1.053$) perceived the stereotype threat explanation provided by fellow Latino students as more valid than White participants did ($M = 2.95, SD =1.037$), simple main effects test, $p <.001$. There were no participant or target effects for the test anxiety condition. These findings suggest that the perceived validity of stereotype threat as an explanation for underperformance is contingent on the identities of the perceiver and the target.

The Endurance and Contestations of Colonial Constructions of Race  
Geetha Reddy, Ilka H. Gleibs

Psychological literature on race has discussed in depth how racial identities are dialogically constructed and context dependent. However, racial identity construction is often not compared across different socio-political contexts. By researching racial identity construction in three different multicultural countries, Malaysia, Singapore and the United Kingdom, this qualitative study comprised of ten focus group discussions (N=39) focused on how three racial identities, Chinese, Malay and Indian, are constructed among Malaysians and Singaporeans. Dialogical Analysis was applied to the data. This paper shows that both racial ingroups and outgroups constructed all three racial identities, with ingroups constructing their identities more heterogeneously compared to outgroups. Participants also engaged with colonial constructions of the three racial identities. The geographical locations, and therefore their perceptual contexts, of the participants differed. Yet, colonial constructions of race endured in contemporary identity construction and were contested in the group settings. We conclude that the socio-political context as understood by the context of colonialism and post-coloniality, influenced their racial identity constructions. These findings show that the inclusion of cultural legacies of colonialism in the formation of the present context is an important one for psychologists to consider when addressing the social problems of today.
3:30 PM – 4:30 PM

Symposium..................Grand Ballroom 45

SPSSI Town Hall Meeting
All Welcome

Join us to honor recipients of SPSSI’s Distinguished Service Awards and get updates from SPSSI’s officers and Executive Director on SPSSI’S past year, including progress on SPSSI’s strategic plan. General open mic Q&A session to follow.

4:45 PM – 6:00 PM

Symposium..................Grand Ballroom 45

Contextual and Relational Factors in the Sociopolitical Development of Youth
Chair: Nkemka Anyiwo

Talk 1: School-Based Racial Discrimination and Black Youth’s Achievement Gap Beliefs
Nkemka Anyiwo, Natasha Johnson, Aixa Marchand, Stephanie J. Rowley

Research on the racial achievement gap has found that Black students have lower academic achievement than their white peers (Gregory, Skiba, & Noguerra 2010). These achievement disparities are rooted in systemic racism that creates inequitable education conditions (e.g., segregated, under resourced schools) for Black youth (Ladson-Billings & Tate, 1995). Although studies have examined potential causes of the achievement gap, few studies have examined how Black youth themselves make meaning of the causes of such disparities. In a sample of 315 Black middle school students, this study examines the role of school-based racial discrimination on Black youths’ beliefs about the causes of the Black-White achievement gap. Regression analysis revealed that discrimination from teachers was positively associated with youth’s individual attributions (e.g., students’ intelligence) of the achievement gap. Discrimination from peers was not associated. Both discrimination from teachers and from peers were positively associated with youths’ structural attributions (e.g., bias towards students) of the achievement gap. However, discrimination from teachers had a stronger effect. The findings suggest that discrimination from teachers may be more influential than discrimination from peers in shaping Black youth’s perceptions of the causes of the achievement gap.

Talk 2: Achievement Gap Attributions and Racial Socialization in African American Parents
Stephanie J. Rowley, Beth Kurtz-Costes

Students’ attributions about social disparities relate to their motivation (Skinner et al., 2012). Believing that disparities are rooted in inequality (structural) tends to be positively related to outcomes and individual attributions that signal lack of effort/ability are associated with poorer outcomes (Diemer et al., 2016). Few studies examine achievement attributions in adults, though parents’ attributions may have implications for understanding the development of these attitudes in youth and parents’ socialization strategies. This study examines whether African American parents’ achievement gap attributions relate to their racial socialization and expectations for their children in a sample of 172 African American parents of sixth graders. Preliminary analyses (correlations and regressions) show that structural attributions are positively associated with parent-child discussions about racial barriers (general and STEM-specific) and racial pride and negatively associated with STEM stereotype socialization. Individual attributions were negatively associated with parents’ educational expectations for their children and beliefs that their children would excel in STEM areas. Parent and youth structural attributions were modestly correlated. These results suggest that parents’ individual attributions may have negative implications for their expectations for their children and structural attributions have positive implications for race-related socialization. These factors, are then related to youth understanding of achievement gaps.
Talk 3: Youth Political Action: The Influence of Peers & Parents
Aixa Marchand, Nkemka Anyiwo

Youth of color experience marginalization rooted in systematic oppression. Perceptions of inequity may prompt youth to engage in action both individually and collectively in order to challenge this marginalization. However, according to system justification theory, some individuals feel motivated to defend (or justify) the societal status quo. System justification has been found to undermine individuals’ willingness to engage in resistance against oppressive systems (e.g., protest) (Jost, Chaikalis-Petritsis, Abrams, Sidanius, van der Toom, & Bratt, 2012). In this project, we explored whether youth’s perceptions of the US (measured by system justification and trust in the government) and the extent to which their parents and peers are civically involved was associated with their activist identification and political action. Using a sample of 1463 youth of color who participated in the Stanford Civic Purpose Development Study, we used structural equation modeling to explore this proposed relationship. Preliminary results show that system justification and trust in the government is related to youth's activist identity. However, trust in the government is significantly and negatively associated with non-traditional action and unrelated to traditional action. Parents civic action only influenced youth’s activist identity, whereas peer’s civic action influenced activist identity, traditional, and non-traditional action.

Symposium.......................... City Center A

Fractures in the Bridges to Justice: Punishment and Collateral Consequences
Chair: Richard L. Wiener

Talk 1: Anger, Disgust and Moral Outrage in Sexual Assault Verdicts
Richard L. Wiener, Colin P. Holloway, Trace Vardsveen, Alisha Caldwell Jimenez

Prior research examining the roles of anger and disgust in mock jury verdicts for first degree murder have shown direct effects of both emotions, as well as, an interactive effect of the two, which produced a mediating state of moral outrage that ultimately predicted culpability judgments. The current study attempted to tease out the influence of these two emotions in mock jury verdicts using a sexual assault case rather than a murder case. We anticipated that disgust would play a bigger role when the wrongdoing involved sexual misconduct. The researchers randomly assigned mock jurors to one of four experimentally induced emotion conditions (Anger vs. Disgust vs. Contempt vs. Neutral Control) and then presented them with a scenario in which a man allegedly sexually assaulted an underage female. Participants completed emotion measures, moral outrage ratings and verdicts. Among the more interesting results was a gender by emotion interaction in which women who felt more disgusted were more likely to vote guilty but men who felt more disgusted were less likely to vote guilty. The presentation ends with a discussion of how crime type and decision maker individual differences may determine the influence of specific emotions on moral outrage in criminal cases.

Talk 2: The Role of Retribution and Punishment Type in Sentencing Decisions
Trace C. Vardsveen, Richard L. Wiener

Research on criminal punishment has shown that retribution primarily drives punishment decisions in cases in which the offender received a prison sentence. However, many states currently impose a term of probation rather than prison for various non-violent offenses. To investigate how punishment type influences sentence length decisions, the experimenters conducted a study in 2 sessions. In Session 1, participants answered questions about their support for different punishment justifications (e.g., retribution and deterrence). In Session 2, the experimenters randomly assigned returning participants to read a scenario about a clerk who stole either a small or large amount of money from his employer (retributive factor), which was either likely or unlikely to be detected (deterrence factor), and who received either a term of probation or prison for the crime (punishment type). The manipulated retributive factor influenced punishment severity attitudes and sentence length for participants in the probation condition despite the fact that the same participants’ self-expressed retribution justifications showed no influence. Furthermore, for those in the probation condition, punishment severity attitudes mediated the effect of retribution on sentence length. This study extends past research and can help inform sentencing policy by showing that retribution and punishment influence the voting public’s sentence preferences.
Talk 3: Handcuffing Reentry: Employer Stigma against Applicants with Criminal Histories
Colin P. Holloway, Richard L. Wiener

Stigma toward applicants with criminal histories coupled with unfettered access to criminal background checks may derail post-sentence reentry employment policy, which provides reintegration job training and counseling services. Past research identifies a pattern of discrimination against job applicants with a criminal record, which suggests that this approach leaves applicants with criminal histories vulnerable to employer reproach. The present research examined a disconnect between the rehabilitative intent of a legal framework which does not restrict access to criminal histories and an ability to effectively increase reentry employment opportunities. The experiment collected PANAS emotional reaction data, perceptions of applicant trustworthiness, and hiring decisions from participants who saw one of four male applicant profiles: White with / without a record, and Black with / without a record. Results showed that male decision-makers are more discriminatory against Black as compared to White applicants with a criminal record, while female decisions makers show the opposite preference. Evidence for the interactive effect of experienced fear and anger on hiring decision-making suggests an emotional enhancement of ex-offender stigma. These findings suggest that the current legal structure, which declines to address access to criminal histories in hiring decisions, may result in bias against hiring those with criminal backgrounds.

Symposium.....................Grand Ballroom 2

The Racially Unexpected: Exploring Experiences of and Responses to Multiracial People’s Racial Identity
Chair: Olivia L. Holmes

Talk 1: Exploring the Lived Experience of Having a Biracial Identity in a Monoracial Society
Felicia Swafford, Nolan Krueger

The aim of the current study is to explore Biracial people’s (N = 15) experience of their racial identity in the workplace. Utilizing a grounded theory approach, this study aimed to deepen understandings of the unique challenges Biracial individuals face when attempting to reconcile an authentic racial identity with a sense of belongingness in a monoracially organized society. Preliminary analyses suggest that when Biracial individuals’ socially perceived racial identity is inconsistent with their internal racial self-concept, these individuals may use strategies to remediate this discrepancy, such as dissociating from features of their racial identity that they perceive to be either incongruent with social perceptions or less advantageous in that particular setting. Additionally, results suggest that Biracial people’s experiences of constantly monitoring racial identity may be both emotionally and cognitively taxing, and create intrapsychic identity conflicts. Findings have implications for promoting a racially sensitive workplace environment for Multiracial people.

Talk 2: Consequences for Identifying Against Hypodescent
Olivia L. Holmes

Extensive psychological research documents that people tend to categorize Multiracial people with their minority ancestry, a categorization pattern known as hypodescent. However, Multiracial people do not always personally identify in ways that align with other’s categorizations of them. Some White/minority Multiracial people, for instance, feel disconnected from their minority background, which could prompt greater identification with Whiteness. The current research seeks to investigate perceptions of Black/White biracials who identify as blatantly against hypodescent as White and the potential impact these perceptions have on the support of the target for a job as a local non-partisan political office. We hypothesized that White-identified Black/White biracial targets would be perceived by White participants as more confused about their race, and thus less warm and competent than Black- and Biracial-identified targets, and that this effect would explain depressed willingness to provide the White-identified target with a job opportunity. Results were consistent with these hypotheses: Identifying as White (vs. Black) leads to increased perceived confusion, resulting in less perceived warmth and competence (Studies 1 and 2) and ultimately, less support for a job opportunity (Study 2). Finally, perceptions of targets who identified as Biracial did not differ from those who identified as Black. These results demonstrate that identifying against categorization norms is penalized, which has implications for both Multiracial people who wish to identify flexibly.
Talk 3: How Blacks’ Perception of a Biracial’s Ingroup Membership Affects Attributions
Richard E. Smith, II

The ability to make in and outgroup distinctions affects how Black people make attributions following ambiguous situations with Whites. However, little research has examined how Black people make attributions following ambiguous situations with Black-White Biracials, individuals who share membership in their in and outgroup. We examined whether Black people's perception of a Biracial person's ingroup membership impacts their attributions to discrimination following rejection. In Study 1, participants reported no difference in perceived ingroup membership between Black and Biracial targets after receiving rejection feedback. In turn, participants were more likely to attribute rejection feedback from a White, versus Black or Biracial target, to discrimination. We then examined whether Black people's perception of a Biracial person's ingroup membership could shift as a function of how a Biracial individual self-identified. Participants perceived Biracial targets who self-identified as White, versus Black or just Biracial, as less of an ingroup member (Study 2a, 2b) and in turn were more likely to attribute rejection feedback to discrimination (Study 2b). Findings underscore the need to further explore how Biracial people fit into existing theory on rejection and intergroup relations. Future research should also examine whether Black people's perception of a Biracial person's ingroup membership impacts a Biracial person's ability to build relationships with group members following rejection.

Interactive Discussion . . . . . . . . . . . City Center B

Difficulties in Doing Psychological Research in Challenging Contexts
Özden Melis Uluğ, Yasemin Gülsüm Acar, Michelle Twali, Rashmi Nair, Ahmet Çoymak

Doing research in contexts of conflict as well as extreme social inequalities is challenging for a number of reasons. Though there are several contributions addressing such research, we still need more concrete discussions as to how to go about some of the more challenging issues of doing research in challenging contexts. In recognizing this lack of emphasis in both the psychology literature and advising contexts, we believe we should focus on particular aspects that we would have wanted to know prior to conducting our own research such as practical (e.g., security, research permits) and ethical issues (e.g., informed consent). We believe sharing our broad experiences—from starting the fieldwork, engaging in the field, and aftermath of data collection—to discussing practical and ethical issues, will help determine what ought to be better addressed by the psychological literature and advising bodies. In this roundtable, we will bring our experiences both from the global north and global south. First, Acar and Uluğ will talk about their own research experience in Turkey. Second, Twali will discuss her field experience in South Sudan. Third, Nair will talk about her fieldwork among marginalized communities in India. Fourth, Çoymak will discuss his field experience in Northern Ireland.
Interactive Discussion . . . . . . . . . Grand Ballroom 6

What's a White Psychology Professor to Do?: Diversity at PWIs
Anne E. Noonan

At racially diverse but predominantly white institutions (PWIs), White faculty frequently struggle with how to manage student discussions around race-based oppression and privilege. Ideally, this cultural competence is developed in the context of strong bridges among institutional mission, administrative priority, and faculty development, but what happens when institutions are not optimally poised to handle such demands? What is the role of faculty – specifically, White faculty – in encouraging fellow White faculty to “up their game” as institutions sort out what it means to live out their missions of equity? The facilitator of this interactive discussion will begin with a brief description of a “perfect storm” of dynamics at her home institution: crisis incidents of campus racist graffiti, union faculty working “to rule,” transition in the office of inclusive excellence, a campus climate survey suggesting substantial areas of growth for the campus, and a newly inaugurated university president. She will then briefly describe a semester-long Reflective Reading Group, with mostly White faculty members, based on Derald Wing Sue’s Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race. Then, all of us will share ideas and best practices for how individual White faculty can advance racial justice work on campuses – in the presence and absence of bridges.

15-Minute Presentation . . . . . . . Marquis Ballroom A

Impact of Race on Judgment

How Suspect Race Affects Police use of Force Over Time
Kimberly Kahn, Joel S. Steele, Jean M. McMahon, Greg Stewart

While studies often find racial disparities in policing outcomes, less is known about how suspect race biases police interactions as they unfold. This study examines what is differentially occurring during police-suspect interactions for White, Black, and Latino suspects across time. It is hypothesized that racial bias may be more evident earlier in interactions, where less information is available. One hundred thirty nine (62 White, 42 Black, and 35 Latino) use of force case files and narratives from a medium-large size urban U.S. police department were analyzed. Coders broke down interaction narratives into discrete “sequences,” or dyadic action/reaction steps involving a suspect action (level of resistance) and an officer response (level of force). A linear mixed effects model was run on amount of police use of force by suspect race and time, with suspect resistance, and suspect actions toward 3rd party/self as controls. Results demonstrated that Black and Latino suspects receive more force in beginning stages of the interaction, while Whites escalated in level of force faster after initial levels. By breaking down police-suspect interactions into discrete sequences, the study reveals a better understanding of where bias originates in police use of force and informs where to focus policing interventions.

Expertise Fails to Attenuate Prejudice and Discrimination in Judicial Decision-making
Andrea Miller

Although the biasing influence of gender, race, and other social categories on lay decision-making has been established, it is not known to what extent expertise may reduce the extent to which these social categories inappropriately influence decision-making. Lively debates about the role of expertise in reducing discrimination exist in several research domains within social psychology, and critics of laboratory studies on discrimination often argue that the results may not generalize to professional decision-making, where decision-makers have expertise and accountability. Bench trials, in which a judge performs the fact-finding role in place of a jury, comprise a substantial proportion of civil trials; it is important for psychologists to understand, therefore, whether judges are influenced by prejudice to the same extent as laypeople. In a set of controlled experiments, sitting trial court judges and laypeople evaluated hypothetical legal cases. The role of expertise was tested in two ways: by comparing judges’ and laypeople’s decision-making and by examining relative differences in specialization among judges. Judges were no less influenced by litigant race and gender than laypeople were. Judges with greater subject-matter expertise were also no less influenced by race and gender than other judges. In some cases, expertise was associated with greater bias.
Imagining Violent Criminals: Rap Music Stereotypes and Character Judgments
Adam Dunbar

Across North America, defendant-authored rap lyrics are being used as autobiographical confession evidence; a practice which disproportionately impacts the black community. Some argue that police, judges, and jurors do not understand genre conventions of rap music and instead conflate an artist’s lyrics with their true personality. Using two experiments, this study tests the impact of genre-specific stereotypes on evaluations of people who write violent lyrics, by manipulating the musical genre (e.g. country, heavy metal, rap), but holding constant the actual lyrics. Results from Experiment 1 indicate that participants in the rap condition, on average, indicated that the songwriter was, for example, less intelligent, more threatening, and more likely to have a criminal record than the participants who learned the lyrics were from a different genre. However, the white songwriter was often evaluated more negatively than the black songwriter. Experiment 2 replicated the genre effect from the first experiment, suggesting it is robust, but also found that genre affected judgments regarding the racial stereotypicality of the songwriter as well as memory of the songwriter’s phenotype. These findings highlight the possibility that rap lyrics could inappropriately impact jurors when admitted as evidence to prove guilt and highlights a novel form of discrimination.

MAPUMEDIA: Representations of the Mapuche in Four Chilean Newspapers (2010-2015)
Ana Figueiredo, Bernardita Garcia, Laurent Licata

The mass media are a pervasive source of information, influence and sense making in present day societies. More specifically, nationally available newspapers can be seen as a source of information that influences public opinion and shapes representations of social issues among both majority and minority group members. For this reason, we argue that understanding the media representations of the Mapuche indigenous group in Chilean national newspapers is important to understand the dynamics of present day intergroup conflict between Mapuche and non-Mapuche people. Using lexicometrical analysis (i.e. a type of textual analysis that combines both quantitative and qualitative aspects) we analyzed 2840 news pieces from four different Chilean national newspapers published since 2010 to 2015 related with the Mapuche. The results show that media representations of this group are mostly negative. More concretely, there is an invisibility of the ethnic component when covering the current Mapuche-Chilean conflict and there is a strong focus on criminal and ‘terrorist’ acts associated with this group. Furthermore, the editorial lines of each newspapers lead to some subtleties in the way the Mapuche are portrayed. The results are discussed in terms of their consequences for present day intergroup relations and conflict maintenance within Chilean society.

15-Minute Presentation . . . . . . Grand Ballroom 3

Perceptions, Needs, and Experiences of Queer Individuals and Communities

Experiences of Parents of Trans and Gender Non-Conforming Pre-Adolescents
Michele M. Schlehofer, Lori A. Cortez-Regan, Deija Spencer, Juliet Vapsva

There is a need to better understand the experiences of parents of transgender and gender non-conforming (TGNC) youth. As almost all children exhibit cross-gender behaviors, at what point do parents recognize their child’s behaviors as reflective of an emerging TGNC identity? How do they respond? This talk will present preliminary findings from a qualitative study (funded by a SPSSI Grant-in-Aid) which sought to help answer these questions. Thirty-four parents of TGNC youth recruited from online parent communities were interviewed via phone about their early parenting experiences. Parents answered a series of open-ended questions regarding their child’s early gender non-conforming behaviors, their interpretation of these behaviors, and their responses and parenting approach. Parents interviewed were predominately white and of a liberal political affiliation. All interviews were audio recorded and subsequently transcribed. Analysis of transcriptions will occur over the spring 2018 semester. Emerging themes will be presented, along with possible implications for working with and better supporting families with TGNC youth.

Queer on Campus: Intersecting Experiences and Needs of Queer Students
Brandon Balzer Carr, Eileen L. Zurbriggen

Queer students face unique challenges on college campuses because of heterosexism generally, but also because many queer people are still coming out in college. Moreover, queer students of color and other multiply-marginalized queer students lack support for their intersecting needs (e.g., campus resource provision is ‘silied’ as either queer or of color). We interviewed
25 queer students about their intersecting identities, using a novel identity map paradigm, and then interrogated how these identities shift in different contexts: back home, campus housing, classrooms, social circles. Preliminary results suggest that queer students of color and transgender students face particularly large obstacles to success in college. Queer students of color discussed having to be ‘white on campus’ and ‘straight back home’. Transgender students discussed being disowned or otherwise unsupported by their families. White, cisgender queer students generally discussed fewer obstacles. Across participants, most academic struggles (e.g., failing a class) were attributed to social and mental health issues related to experiences of marginalization. Results suggest that college campuses should provide resources for transgender and queer students of color specifically. Additionally, universities should interrogate whether academic failures are caused by family and interpersonal issues that can be addressed through mental health (or other) services.

**Perceptual Misgendering: Perceptual Biases Contribute to Classification of Transgender Individuals**

Kristina Howansky

In four studies, we suggest transgender individuals are “perceptually misgendered” (i.e., seen as more like their natal sex than their expressed gender) which contributes to anti-transgender social classifications. In Study 1a (N=104) and Study 1b (N=133) participants created an avatar based on an image of a woman (1a) or man who (1b) either disclosed s/he was transgender or not. Raters blind to condition rated the avatars created by those in the transgender condition as more like their natal sex than those created by the control group. In Study 2 (N=650), using a unique visual matching task, participants perceived individuals labeled transgender as more like their natal sex than those labeled male or female. In Study 3 (N=226), perceptual misgendering effects were only shown by individuals with strong gender role beliefs and those with high levels of precarious manhood. In addition, perceptual misgendering led to lower acceptability of gendered behavior and less endorsement that the target should be socially categorized as their expressed gender identity. Across the studies we suggest one reason public policy issues protecting transgender individuals are so difficult to implement is that they’re routinely not perceived as the gender with which they identify.

**Marriage Equality: On the Books and on the Ground?**

Kathryn M. Kroeper, Katherine Muenks, Mary C. Murphy

The present study surveyed Americans’ beliefs about the acceptability of prejudice toward same-sex, interracial, and heterosexual couples. Given that almost five decades separate the Supreme Court rulings regarding interracial and same-sex marriage, we expected that prejudice toward same-sex couples would be more socially acceptable than prejudice toward interracial couples. Consistent with these predictions, Study 1 revealed that Americans felt it more socially normative to express prejudice toward same-sex couples and forecasted that they would experience more discrimination by wedding industry professionals than interracial or heterosexual couples. Study 2 used audit study methods to examine the behavior of wedding venue professionals. We hypothesized that wedding venue professionals would be more likely to discriminate against same-sex couples relative to interracial and white heterosexual couples. Results revealed that same-sex couples, and to a lesser extent, interracial couples experienced more discrimination by wedding industry professionals than did white heterosexual couples.

**6:00 PM – 7:00 PM**

**Presidential Address . . . . . . . . Grand Ballroom 45**

**Considering Carnegie’s Legacy in the Time of Trump: A Science and Policy Agenda**

Wendy R. Williams

As one of the richest men in the world at a time of vast economic inequality, Andrew Carnegie published “The Gospel of Wealth” in 1889. In it, he delineated how wealth should be redistributed from the hands of the few to the many. Given SPSSI’s 2018 conference location in Pittsburg, and a similar concentration of wealth among a small group of men today, it is an opportune time to consider the legacy of one of Pittsburg’s most famous citizens. The comparison (and contrast) between Carnegie and President Trump provides an interesting backdrop for examining our present historical moment. Specifically, over the last 20 years, there has been renewed interest in studying social class among psychological researchers. Continuing with the conference theme of “building bridges,” this talk will review the status of our knowledge about social class in order to provide a science and policy agenda for addressing poverty, wealth, and inequality in our time.
Poster Presentation . . . . . . Marquis Ballroom BC

113. Compassion, Care, and Neoliberalism During Political and Economic Turmoil
Richard La Fleur, Kizito Okeke

What role does compassion and care play in the midst of social injustices and problems? What does it mean to care for the other who may not be connected or related to us? Post Donald Trump's election to the White House, it seems difficult to adjust to the United States’ political and economic transformation. While neoliberalism seems to be a compelling argument to situate the current status of affairs within the United States. However, with the threat and deregulation of social programs, compassion and care seem to lost in the policies presented by neoliberal agents. It can be postulated that members of Faith-based organizations have become de facto social workers, demonstrating compassion and care during intense social stratification. This paper will show that compassion and care are the grounding faith-based organizations need to critique the policies of neoliberalism, to engage in this type activism that ensures social justice and humanitarianism.

114. Culturally Adapting an Observer Measure of the Working Alliance for Black Americans
Hillary Litwin, Tristan Chirico, Grace Smith, Sophia Williams, Lindsay Fernandez, Anea Hernandez-Vega, Stacy Crawford, Vivian Dzokoto, Doris Chang

Psychotherapy research has consistently shown strong therapeutic alliance among the best indicators of successful treatment outcome. Several validated measurement tools exist for assessing the alliance from therapist, client, and observer perspectives. In designing these measures, however, a major feature of client-therapist interactions has been overlooked: the impact that race, ethnicity, and culture (REC) can have in the therapeutic relationship. Indeed, research suggests that there may be a greater likelihood of cultural misattunements and differential treatment expectations in cross-racial therapy, due to differences in cultural values and communication styles as well as racial anxiety and cultural mistrust. Existing measures of alliance may be poorly calibrated to identify these factors. An ethnically and racially diverse team of researchers employed a hybrid deductive and inductive process to culturally adapt the Segmented Working Alliance Inventory, Observer-Based measure for African Americans. The S-WAI-O assesses the task and bond dimensions of Bordin’s concept of the working alliance through 12 items that are rated by observers in 5-minute increments (based on videotapes of the session). In Phase I (deductive), core constructs in the multicultural literature on African Americans were reviewed (cultural mistrust, microaggressions, cultural shaping of emotions, communication and relational-style preferences). The items and anchors of the S-WAI-O were critiqued in the context of this literature and proposed changes to the measure were discussed. In Phase II (inductive), iterative adaptations will be made to the S-WAI-O, informed by efforts to apply the tool to 5 videotaped psychotherapy sessions involving African American clients and White therapists in single-session problem-focused therapy. In Phase III, the culturally adapted measure will be applied to excerpts from a second sample of 10 cases drawn from the same dataset, to assess fit and need for further adaptation. This study aims make a contribution to the field by developing an alliance measure that is attuned to the complexities of relational dynamics in cross-racial therapy. Lastly, examining culture-based relational disconnections is one way to promote therapists’ relational, multicultural, and social justice counseling competencies (Comstock et al., 2008).
115. Do Primary Care Physicians Stigmatize Chronic Pain Patients on Opioids?
Aaron Mattox, Amanda Holcomb, Nina Slota

West Virginia (WV) is front and center in the current opioid epidemic in America, ranking behind only Alabama and Tennessee in the number of opioid prescriptions dispensed (Jacobs, 2016). One reason may be the number of physically demanding jobs in WV which often result in painful injuries (Jacobs, 2016). Previously many physicians and hospitals emphasized pain control and many accomplished this with opiates. Physicians are now under increased scrutiny and must follow strict guidelines when prescribing opioids. Increased regulations for prescribing opiates has required physicians to treat chronic pain patients who do not abuse their medications similarly to individuals who are abusing illegal opioids. This study will examine the possible stigmas that primary care physicians (PCPs) place on chronic pain patients who receive opiates. Participants will complete questionnaires regarding their opioid prescribing knowledge (Ponte, 2005, Wolfert, 2010) and basic demographic questions (Wolfert, 2010). The results of this study could be useful in medical education to ensure patients get adequate care for their pain.

116. Emotional Consequences of Experiences that Value or Devalue Social Identities
Angelina Majeno, Virginia Huynh, Cari Gillen-O’Neel

Positive or negative experiences related to one’s social identity may have consequences for well-being. This study examined the emotions associated with positive and negative experiences linked to multiple social identities. Emerging adults (N =303) completed online diaries for seven days. White (71.3%), Asian (10.8%), Latino (4%), Black (4.6%), and multiracial (8.6%) participants (M age=20.32 years, 63.7% female) responded to open-ended questions regarding positive and negative experiences linked to their social identities (i.e., race, gender, religion, socioeconomic status, sexual orientation). Participants also reported on various emotions. Most participants (68%) reported at least one positive event (e.g., “I shared my traditional food with others”), while 23% reported a negative event (e.g., “I was catcalled in the streets while walking home”). Qualitative responses were coded for references to a social identity and analyzed. T-tests revealed significant differences in positive emotions (e.g., happiness, gratitude) among those who reported positive experiences, particularly those related to religious identity, compared to those who did not report a positive experience. Regarding negative experiences, participants who experienced negative events due to their race, religion, and socioeconomic status reported feeling unsafe, alienated, and jealous, respectively. Findings provide insight to the emotions associated with experiences that value or devalue social identities.

117. Face Up and Face Down: From Stigma to Empowerment
Kenneth Foster, Sr.

Goffman, in recognizing there exists an insufficiently beneficial politics of identity as pertains to the socially stigmatized, concluded that if left to the professionals, development of solutions to such politics may be an initiative with “no authentic solution at all”. Current reality shows that a trend toward ‘solutions’ for those who are socially stigmatized increasingly include a likelihood of such individuals becoming empowered, refusing the psychological shackles of historical social ascription and public perception, in favor of reference group choices that are devoted or otherwise linked to agentic behavior and goals. This presentation (1) summarizes issues and problems relevant to those who are socially stigmatized and (2) outlines some of the empowering, proactive attitudes and behaviors of victim-survivors and their support networks.

118. Focus on the Silences: De-Colonial Praxis within Public Health Evaluation
Justin T. Brown, Monique A. Guishard

CERA is a collaborative partnership between community members, providers, and academic partners that equips Bronx residents with knowledge and skills to serve as equitable partners in research endeavors conducted on communities of color in the Bronx. The work of CERA focuses on community capacity-building and infrastructure development to improve “how” health-based research is conducted as well as “to whom” the research findings apply through co-learning/bidirectional education/training. CERA serves as a potential model of how to create ethical community-based participatory health partnerships that value and incorporate the voices of community members. The focus of this session is on the evaluation of CERA. The purpose of this interactive session is to critically analyze traditional public health evaluation design and its flaws when engaging in CBPR-based work that is grounded in de-colonial praxis. The session explores the evaluation team's process in developing critically-engaged evaluation design. By pulling on strategies from different disciplines and building upon public health critical race praxis (Ford, Airhihenbuwa, 2010), the team devised a set of evaluative tools to help bridge the gap between traditional public health evaluation and community-engaged research strategies. The presenters will demonstrate
these tools with the attendees and work collectively to develop recommendations for creating a critically-engaging, culturally-responsive public health evaluation praxis. Also, the collective group will discuss the pitfalls associated with the implementation of nuanced evaluation tools and the importance of creating new frameworks and engagement strategies for public health evaluation work.

119. Fraternities, College Athletes and Sexual Assault Interventions: A Systematic Review
Ana Lucia Rodriguez, Yanet Ruvalcaba, Asia A. Eaton, Dionne P. Stephens, Purnima Madhivanan

Sexual assault (SA) on college campuses is an issue of national concern: 1 in 5 undergraduate college women will be SA victims (Krebs, 2016). More than 15 million USD had been provided by the Office of Violence Against Women for SA prevention programs (The United States Department of Justice, 2017). Previous research has identified fraternities and athletic teams as high-risk populations for perpetration (Humphrey & Kahn, 2000 & DeGue, 2014), which is why recently a vast amount of interventions has focused on them. A comprehensive examination is necessary to assess effectiveness of these preventive programs (Anderson & Whiston, 2005, McCray, 2015). This systematic review (SR) is the first to examine the effectiveness of sexual assault interventions in high masculine settings, and specifically aimed towards fraternities and collegiate athletic teams. For the synthesis of existing scientific evidence, six databases were searched (e.g. PsychINFO & Eric) which resulted in a 5854 article screening. Results are provided following the PRISMA guideline for reporting Systematic Reviews and highlight existing gaps in evidence and future considerations for this type of evaluations. This SR will be followed by a Meta-Analysis addressing quantitative effectiveness of the interventions.

120. Gender Ideologies and Indian Young Adults Gender Based Violence Beliefs
Alexa Barton, Ana Roiguez, Dionne Stephens

The prevalence of Gender Based Violence (GBV) in India ranges from 10%- 69% (Krug et al., 2002). Previous research has shown that perceptions on violence consequences, absence of negative evaluations, victim blaming, and beliefs towards women, influences victimization rates and pro-social behavior (Pilavai, et. al, 1968, Flood & Pease, 2009: Banyard, 2013). Furthermore, less egalitarian gender beliefs at the community level are significant predictors of perpetration and available response to survivors (Koeing et. al, 2006). To explore this void, two hierarchical regression models addressed the relationship between adversarial gender beliefs (AGB), masculinity ideology in relationships (MIR), and attitudes towards women, using wife beating (WB) attitudes and pro-social behavior as the criterion variables. Both models controlled for relationship status, education, and gender. Results show that more traditional masculinity beliefs will lower the willingness to intervene in case of witnessing a WB episode. Nevertheless, MIR did not show a significant effect over WB supportive beliefs. Instead, attitudes toward women and AGB did predict the absence of negative evaluations on WB. Cultural constructions of gender roles both within intimate relationships and in the evaluation of GBV episodes are unavoidable factors to consider when designing interventions to prevent IPV among Indian young adults.

121. Masculine Honor Beliefs and Selfish Leadership
Gohar Harutyunyan

Although the goals of leaders and their groups are usually aligned, sometimes leaders face a trade-off between their own interests and those of their groups. For example, a group would benefit from promoting a highly skilled member to a position of authority, but such action may threaten the position of the leader as it could reduce the leader's relative influence. In this research, we explored a cultural antecedent of self-serving leadership. Specifically, we examined whether individual differences in masculine honor beliefs predict prioritizing one's own interests over the interests of the group. In a vignette study, participants faced implicit dilemmas about whether to protect their own leadership positions or optimize the performance of their group. Regression analysis shows that individuals who hold stronger masculine honor beliefs are more likely to prioritize their positions over the interests of the group. Additional analysis shows the relationship between stronger honor beliefs and selfish leadership is partially mediated by dominance motivation defined as a propensity toward forceful and aggressive behaviors.
123. Just Guns: Perspectives on Firearms, Politics, and Justice
Marcus Patterson, Michael Milburn
In this presentation, we will review recent data on psychological reactions to guns/firearms. We will review research on four sets of studies around firearms and social justice. We will discuss data on personal narratives related to guns/firearms and attitudes towards justice. We will also talk about correlational data related to personality and gun attitudes, including hostile attribution bias, authoritarianism, mental illness stigma, and guns. We will review our research taken from an international sample on the weapons effect and its relationship to political and personality variables. We will discuss research on morality salience and guns as well as experimental research on power motives and guns. We will contrast our results in the United States with research in several other countries including Serbia and Poland.

124. Latinx Adolescents’ Academic Engagement: The Role of Academic Mentors
Kayla Fike, Rosario Ceballo
Literature concerning the academic success of Latinx youth constructs a bleak picture, thus, more attention to the factors that foster positive development is greatly needed. The narrow conceptualizations of academic success may play a part in the negative outlook on Latinx students’ success. In this study, We explore the role of academic mentors in protecting Latinx adolescents from both common adolescent school-related stressors and racial discrimination in the school. We examine the roles of school hassles, peer hassles, and racial discrimination in influencing educational values attitudes and school effort behaviors with 223 Latino/a high school students from three northeastern cities in the U.S. Results of hierarchical linear regression analyses indicate that educational values are negatively impacted by school hassles, peer hassles, and racial discrimination at school. School effort is negatively impacted by school hassles and peer hassles, but not racial discrimination at school. Mentor relationship characteristics varied in their significant contributions to both educational values and school effort in the context of the examined hassles and stressors. Academic mentoring did not buffer against normative hassles or racial discrimination. These findings suggest that mentorship and academic success definitions should be broadened to include cultural considerations of communities of color.

125. Loneliness as a Mediator Between Racial Discrimination and Psychological Adjustment
Hannah I. Volpert-Esmond, Jorge S. Martins, Michael Bultmann, Jamie Arndt, Bruce D. Bartholow
Meta-analyses across a number of studies have shown a significant relationship between racial discrimination (RD) and a number of indicators of psychological wellbeing, such that those who report more instances of RD also report more negative outcomes (Pascoe & Smart Richman, 2009, Schmitt, Branscombe, Postmes, & Garcia, 2014). The current project considers loneliness as a possible mediator of this relationship. An MTurk sample of 375 non-White individuals completed an extensive online survey, including measures of RD and loneliness, along with a number of indicators of psychological adjustment, including satisfaction with life, self-esteem, mood, affect, and wellbeing. Results using latent variable modeling replicated previous findings showing that RD ($\beta = -0.304, SE = 0.051$) and loneliness ($\beta = 0.728, SE = 0.045$) are negatively related
to psychological adjustment. Additionally, when loneliness was included as a mediator, the effect of RD on psychological adjustment was no longer significant ($\beta = -.051, SE = .052$). Instead, the effects of RD on psychological adjustment were fully mediated by loneliness ($ab$ product = -0.288, 95% CI [-0.364 to -0.212]). Thus, loneliness may play an important role in the relationship between RD and psychological adjustment and should be considered when investigating mental health disparities.

126. Longitudinal Assessment of an Intervention to Reduce Implicit Racial Bias
Jennifer L. Goetz, Laura Hopkins, Janae McDonald, Amy Sekar, Nicole Stumpp

Can we train individuals to reduce their implicit bias? Previous research has found laboratory interventions can reduce implicit bias through effortful perspective taking, practice of stereotype replacement, and exposure to counterstereotypical examples. The goal of the present study was to test a training module to teach individuals these strategies to see if they could reduce their own implicit bias. We present results of two efforts to replicate the effects of an educational intervention adapted from Devine et al., (2012). Undergraduate participants (total N = 85) were recruited into a 4-week longitudinal study in which they were randomly assigned to an intervention or control condition. After taking the Black-White IAT, participants in the intervention condition received training on implicit bias and its effects, as well as strategies by which they could reduce their implicit bias. Participants in the control condition completed the IAT and explicit measures, but received no training. Contrary to expectations and previous research, participants in the intervention showed no reduction of implicit bias. We discuss these findings in the context of explicit measures of bias as well as participant motivation. Recommendations are made for future efforts to educate individuals on implicit bias.

127. Managerial Relationships and Discretionary Decision-Making in Higher Education Opportunity Programs
Tiffany Brown

How might managerial relationships within higher education opportunity programs impact decision-making and problem-solving processes of educators working with immigrant and first-generation college students? This project offers potential answers to this question through the joint theoretical lenses of organizational psychology and organizational economics. The psychological lens allows examination of the intrapsychic conflicts educators may experience in managing multiple role responsibilities and at times conflicting work obligations. This examination informs an analytical connection to an important finding in the organizational economics literature: that within firms, the clarity and credibility of relational contracts - informally shared understandings of when to use discretion in interactions between parties that recognize incentives and potential rewards for collaborating with one another - are key to understanding the extent to which managers can bolster their employees' motivation to address impromptu demands that cannot be anticipated in advance (Gibbons & Henderson, 2012). This project evaluates what it takes to establish clear and credible relational contracts within a higher education opportunity program, and the implicit impacts of understandings on that program's organizational effectiveness. Examining the psychological processes underlying relational contracts in this context yields uniquely practical solutions for common threats to employee retention in programs specifically designed to serve disadvantaged college students.

128. Microaggressions Mental Health: What Factors Moderate the Relationship?
Nishanthi Anthonipillai, Christopher Polidura

Literature suggests that there has been an increase in overt and covert forms of racial prejudice, exacerbated by the current political climate. One manifestation of the aforementioned covert forms of racism are microaggressions: brief and commonplace daily, verbal and behavioral indignities that (intentionally or unintentionally) communicate hostile, derogatory or negative remarks to individuals of a minority group. A number of studies have explored the relationship between microaggressions and levels of anxiety, stress, and depression. Researchers have found that individuals who report experiencing frequent microaggressions, also reported higher levels of anxiety and depression. Little to no research has been conducted exploring variables that may moderate the relationship. Using a survey method, the current study explores the relationship between resilience, emotional intelligence, mental health phenomena and microaggressions. Results indicate that there were no significant moderations of the relationship between the total number of microaggressions experienced and depression, anxiety and stress when accounting for emotional intelligence. However, analysis of subscale categories revealed significant interactions. In all cases of significant interactions, those who reported high emotional intelligence had lower levels of depression, anxiety and stress compared to those with low emotional intelligence. Preliminary analyses conducted regarding resilience, microaggressions and mental health reveal similar results.
129. Mixed Media Methodology: Using Tech to Explore Social Problems
Brian A. Eiler, Michael R. Snell, Rosemary L. Al-Kire, Patrick C. Doyle, Michael R. Snell, W. Keith Campbell, Maurice Lamb, Michael J. Richardson, Paula L. Silva, Rachel W. Kallen

Technology-mediated interactions create vast data capable of illustrating causal processes and effective interventions. To best do so, collaborative efforts spanning disciplines with diverse methodological techniques are required. In this symposium, we discuss data produced in virtual space and novel methods to understand a variety of important social issues including sexual behavior and health risk, sexual assault, xenophobia, and racial disparities in police violence. In the first talk, a collaborative project with Grindr identifying characteristics associated with risky sexual behavior and HIV risk in men who have sex with men will be presented, along with implications for application design. The second talk discusses linguistic content as related to experiences of sexual violence (from Twitter, #MeToo) and how to design policy to reduce sexual assault using these data. The third talk demonstrates how to use Twitter to identify and characterize the propagation of xenophobic attitudes in the context of multiple tragic acts of violence using advanced analytics. Last, a shooter bias study in virtual reality demonstrates how interdisciplinary collaboration can lead to mechanism identification and intervention design aimed at reducing racialized shooting. Overall, our symposium demonstrates how examining technology-based datasets with novel data analytic tools benefits both public good and scientific understanding.

130. Narrating Social Justice: Interrogating Educational Inequities for Minoritized Youth
Tanzina Ahmed, David Caicedo, Renata Strashnaya, Tanzina Ahmed, David Caicedo, Renata Strashnaya

Narrative inquiry is a research methodology that investigates issues of social justice and related inequities faced by racially, economically, and socially minoritized students in higher education (Daiute, 2014, Daiute & Kreniske, 2016, Lucic, 2016). By focusing on the stories of diverse and often minoritized students, narrative research reveals the survival mechanisms of a subaltern student body who challenge deficit discourses of development (Patel, 2015, Ware, 2006). Our work examines various narratives generated by diverse young people taking part in different educational activities - activities which include navigating the injustices of a Hispanic Serving college institution, reviewing the meaning of “illegal alien” as an undocumented student, and making sense of the transition to college within a broader social ecology. Our work uses narrative inquiry and mixed-methods techniques in innovative ways to understand how minoritized students examine issues of social justice to direct their academic, social, and emotional development over time - especially in the face of significant adversity and injustice within educational and related contexts. Furthermore, our research highlights how narrating helps both students and scholars evaluate, navigate, and negotiate the challenges minoritized youth experience across diverse academic institutions.

131. Negotiating Marriage and Marital Plans Among Chinese LGBQ Young Adults
Jianmin Shao, Esther S. Chang, Chuansheng Chen, Ellen Greenberger

Marriage as a developmental task might have become less important for heterosexual emerging adults (Arnett, 2007). Yet, for sexual minority young adults in societies where same-sex marriage is not allowed, marriage might be of particular importance. Based on in-depth interviews with 47 LGBQ young adults (20 cis-women, M = 22.57, SD = 2.58) from Mainland China, the current paper examined their negotiations of marriage and marital plans. Open-ended questions included: (1) What does marriage mean to you? (2) Do you have any particular marital plan between now and 10 years from now? (3) Why do you choose this plan? Why not consider other options? (4) To what extent is this plan important to you? Why? We conducted thematic analysis, results showed that individuals who articulated desire for same-sex marriage wanted legal recognition and related benefits, whereas individuals who would choose contract marriage (i.e., gay man marry lesbian) and heterosexual marriage aimed to fulfill familial obligations, avoid familial pressure, and adapt to heteronormative society for personal survival. A few also questioned marriage as an institution and did not intend to marry. Subthemes of marital plans and reasons for such plans will be discussed in details within the context of globalizing China.

132. Short-Term Parental Expectations and Academic Achievement Among Immigrant and Non-Immigrant Youth
Trenel Francis, Diane Leslie Hughes, Hirokazu Yoshikawa

Today, about a quarter of all children in U.S. public schools are children of immigrants. Despite experiencing certain economic and social obstacles, many immigrant children perform remarkably well academically. High long-term parental expectations, commonly referred to in literature as aspirations, are heavily studied as possible explanations for their stellar performance. However, previous research has shown that both immigrants and U.S.-born parents have high aspirations for their children. Less is known about short-term parental expectations. Using data from the Early Adolescent Cohort (EAC)
study, the present study is the first to investigate the association between immigrant status, short-term parental expectations about current effort in school, classroom behavior, passing, and excelling, and their association with academic achievement among 1,339 immigrant-origin and non-immigrant-origin youth from 7 NYC public schools. Preliminary results suggest that students with immigrant parents perceive their parents to have higher expectations for only passing and excelling. Structural equation modeling results will be presented to show whether these short-term parental expectations mediate the relationship between immigrant status and academic achievement.

133. Reframing the Mind and Embracing the Cultures of Integrity and Equity
Kizito N. C. Okeke, Richard La Fleur

The cultures of hate, violence, and inequalities, which have regularly engulfed the experiences of humans in the civilized-world, leading to many atrocities and dehumanizing ordeals, have marred our history beyond imagination. Ours, should rather be the era of better world and better humanity, if only the lessons gleaned from our dark ages and shamefully-regrettable histories of these dehumanizing cultures were well assimilated and genuinely applied in the economy of life and nation building. This paper implicates the inordinate, extreme economic-interests and lopsided, pseudo economic policies as the catalysts in the spread of these cultures of hate, violence, and inequalities, and it proffers a reevaluation of the concept of achievement and success in human existence as foundational in the realization of a better humanity and a better world.

134. Role of Perceived Blameworthiness in Stereotype Content and Social Policy Support
Brittany Paige Mihalec-Adkins, Laura Ruth Parker

While the stereotype content model posits that two fundamental dimensions of stereotype content (i.e., warmth and competence, Fiske, Cuddy, Glick, & Xu, 2002) underlie intergroup attitudes and affect, we posit that a third independent dimension - perceived culpability or blameworthiness (e.g., Dijker & Koomen, 2007) - may play a unique role in determining people's affective reactions to and support for social policies benefiting outgroup members. Specifically, we were interested in whether perceived blameworthiness emerged as a distinct and orthogonal dimension of social perception. Furthermore, we posited that perceived blameworthiness would uniquely undermine support for social policies, such that people endorse less support for social policies benefiting groups seen as highly responsible for their outcomes (e.g., substance-dependent individuals, parents involved in the child-welfare system) compared to groups seen as less responsible for their outcomes (e.g., elderly, people with mental illness). Results will offer insights into the role of blameworthiness, above and beyond warmth and competence, in social perceptions, and as well as allow initial exploration into how these perceptions might ultimately undermine the supports available to vulnerable groups (i.e., via social policies).

135. Social Mobility Affects Social Projection Between and Across Social Classes
Maryam Bin Meshar, John Sciarappo, Marika Yip-Bannicq, Yaacov Trope

Social mobility is the ability to traverse social distance within a social hierarchy. In this study, we investigated how social mobility affect social projection—that is, expecting similarities between oneself and others—within and across different social class groups. We hypothesized that social mobility, as opposed to social immobility, would broaden one's scope of identification and increase social projection to a related out-group (e.g., upper class) but reduce social projection within one's own group (e.g., working class). We recruited working class participants from TurkPrime panels. After manipulating social mobility beliefs, participants estimated the percentage of people in either the working class or upper class who shared their beliefs and preferences. Results partially supported our hypotheses: working class participants projected less to their own group when social mobility was believed to be on the rise as opposed to on the decline. However, social projection to the upper class did not differ significantly between social mobility conditions despite a trend in the predicted direction. Exploratory analyses and implications are further discussed.

136. Social Network Diversity and Media Consumption Shape Enjoyment of Off-Color Racial Humor
Katlin Bentley, Tammy English

Off-color humor is often considered a socially acceptable outlet for aggression and societal criticism, however, it is unclear what factors predict emotional responses and joke evaluation. Familiarity with the group being targeted (e.g., close relationships with other-race people or heavy media consumption) could lead to more favorable evaluations of racially-charged comedy through stereotype de-stigmatization. In Study 1, undergraduates (N=161) were filmed while viewing a Black or White comedian discussing a racial or nonracial topic. Social network diversity was associated with increased positive emotion expression and greater enjoyment of routines featuring Black comedians. In Study 2, M’Turkers (N=165) listened to an Asian
or White comedian whose material targeted these racial groups. People with high social network diversity and heavy media consumers showed a strong preference for the Asian ingroup clip (i.e., an Asian comedian targeting Asians), and increased media consumption was associated with a greater tendency to endorse racial stereotypes when listening to an Asian comedian. Findings indicate that the number of other-race people in one’s social network and TV viewing habits moderate enjoyment of these jokes, however, media consumption may have notable consequences for audience assumptions about racial stereotypes.

137. Social Networks and Older Gay Hispanic Men’s Aging Health Concerns
Dionne Stephens

Although identified as important for aging (Chang, Wray, & Lin, 2014, Sneed & Cohen, 2014), no studies have social networks utilized by older Hispanic gay men. This study sought to identify the current and desire social networks older Hispanic gay men perceive as influencing their health and aging experiences. These findings indicate that aging Hispanic gay men utilizing of social networks are consistent with social network theory (Berkman & Glass, 2002). Overall, it was found that participants prioritized social networks’ importance for and influence on their aging related health outcomes similarly. Partners, family and close friends, healthcare providers, and gay community spaces emerged as key social networks that aging gay Hispanic men used to negotiate their health concerns. The availability and usage of social networks for this populations are clearly informed by their experiences with sexual orientation, ethnicity, and social class status. Findings have implications for healthcare providers and intervention designers working with aging marginalized populations.

138. Socio-Analysis and Transformative Education to Overcome Internalized Social Oppression
Azril Bacal Roij

The synergy of Socio-Analysis (C.W.Mills) with Transformative Education (Paulo Freire) provide a meaningful frame for a praxis of social, trans-personal and personal transformation. The intersection of public and private spheres creates awareness concerning engagement as citizens. The intersection of history and biography empowers previously unaware individuals to become agents of historical change, in order to re-define reality, envisage and construct other possible worlds. The intersection of cultural and personality makes one aware of one’s deep and oppressive conditioning and therefore the need to unlearn oppression. The intersection of social structure and social identity enables one to appraise the equal values of all human beings and socio-cultural diversity.

139. Socioeconomic Status, Racial Identity and Achievement Motivation in Black Youth
Darlena York, Blake Ebright, Stephanie Rowley

Considerable research demonstrates the positive relation of racial identity to achievement motivation in Black youth (Chavous, et al., 2003). Racial Centrality (race is important to one’s self-concept) and Private Regard (racial pride), especially, have been related to classroom engagement and GPA (Adelabu, 2008, Wittrup, et al., 2016). Little research considers the role of social context in the functioning of racial identity. The proposed exploratory study of 305 Black sixth-grade students asks whether racial identity operates differently for youth from different socioeconomic backgrounds. Students completed the Multidimensional Inventory of Black Identity (Sellers, 2013), classroom engagement (Wellborn & Connell, 1990), academic self-concept, and self-reported grades. Private and Public Regard (how others see Blacks) were positively related to classroom engagement and parent education was positively related to GPA. Correlations by parent education (BA or not) showed that low SES students had a stronger connection between Private Regard and achievement outcomes than high SES students. Concomitantly, students from better educated families had a stronger link between Public Regard and outcomes. Results suggest that youth from lower SES families rely more on their own views of Blacks in shaping behavior and those from higher SES families attend more to external cues about their group.

140. Stopping Animal Abuse: A Partnership Between Public Policy and Psychology
Adam Duberstein, Evan MacAdams, Cassidy Slade, Nina Carry, Brooke Colman

According to most state laws, psychologists and other mental health professionals have the obligation to report abuse of a child, senior citizen, or other vulnerable person. This presentation explores the idea of implementing a policy that psychologists also serve as mandatory reporters of animal abuse. Several reasons exist which support a policy that mandates psychologists to report the mistreatment of nonhuman animals. Much research has demonstrated a strong link between violence directed towards animals and violence directed at human beings (Ascione & Shapiro, 2009, DeGue & DiLillo, 2009, Long, Long, & Kulkarni, 2007). Currently, neither the American Psychological Association Code of Ethics nor any individual state or federal law orders psychologists to report animal abuse. However, if animal abuse is reported, psychologists...
can assist law enforcement in uncovering the mistreatment of both humans and animals. Additionally, perpetrators of animal abuse are more likely to engage in intimate partner violence (Gupta, 2008), as well as display characteristics of Antisocial Personality Disorder and Conduct Disorder (Mock, Kazdin, & Kessler, 2006). Through a mandatory reporting policy, psychologists can partner with lawmakers in order to create early interventions which can stop the maltreatment and neglect of both animals and humans.

141. The American Dream: “Have to be Asleep to Believe It”?
Aldrin Vinton, Bethany Howard, Jennifer Bentz, Jessica Cox, Wendy R. Williams

A core tenant of President Trump’s campaign was that the American Dream was “dead,” but that America could be “great” again if they voted for him. Because social class boundaries are seen as permeable, individuals may not understand the structural impediments to individual mobility promised by the American Dream. Yet, low-income students provide an interesting group in which to examine this issue. Their current social position indicates that they may have personal experience with the structural impediments to individual mobility, but their educational opportunity may provide them with the (mis) understanding that group boundaries are permeable. Ninety-five low-income students were asked to report their beliefs about economic opportunity and the American Dream. Results revealed that despite believing that the average American would be no better off in five years, they believed they would be significantly better than where they are now and better than the average American in five years. In addition, support for the belief that hard work leads to success was a significant predictor of a competitive American Dream ideology (i.e., for one to “win,” others must lose). The results reveal important insights into support for the American Dream among low-income students.

142. The Impact of Sleep and Opioid Usage in Chronic Pain Populations
Nina Slota, Jamie Williams, Stephanie Jenkins

Most media coverage of the opioid “Public Health Emergency” focuses on individuals who are taking opioids illegally. However, research should address the needs of chronic pain patients taking medically-supervised opioids, so that these individuals are not overlooked in policy debates. Otherwise, opioid policy which will impact their quality of life will not reflect their needs. These potential policy changes are yet another issue that people with chronic pain may need to manage. Many individuals with pain experience sleep problems, which may exacerbate problems with daily cognitive and social functioning. In addition to typical social roles, many individuals with chronic pain manage stigma/ableism, doctor-patient relationships, and the impact of policies on their medical decision-making. Juggling all these demands may stress chronic pain patients. Participants will complete the following questionnaires: the Pittsburgh Sleep Quality Index (Buysse, et al., 1989), the Stigma Scale for Chronic Illness (Rao, et al., 2009), and the Patient-Doctor Relationship Questionnaire (Van der Feltz-Cornelis, et al., 2004). Additionally, open-ended questions about their treatment decisions, experiences with medically-supervised opioids, and pain-related stressors will be created specifically for this project. Without this research, future policies may create barriers to treatment for one population who is actually helped by these legal medications.

143. The Importance of Marriage Equality for Chinese LGBQ Young Adults
Jianmin Shao, Yougyin Zhu, Hongyu Chen, Esther S. Chang, Chuansheng Chen, Ellen Greenberger

The right to marry for sexual minority individuals has been one of the central focuses of many LGBT movements in the past decade. Whereas many countries in North America and Europe achieved marriage equality, sexual minority individuals in most Asian countries still struggle to marry under current laws. For example, despite rapid economic development, progresses regarding LGBT issues have been stagnant in Mainland China, the country estimated to have the largest sexual minority population. Thus, drawing on data from semi-structured interviews with 47 LGBQ young adults (43% cis-women, M = 22.57, SD = 2.58) in Mainland China, the current qualitative study examined meanings and importance of marriage equality for sexual minority individuals themselves. Open-ended interview questions included (1) Do you think legalization of same-sex marriage in China is necessary? (2) Is marriage equality important to you and the community? Why or why not? Thematic analysis was conducted, results revealed that most LGBQ young adults perceived marriage equality in China as important and necessary, emphasizing legal and medical benefits, improvements of human rights, security in relationships, and potential recognition by families and society. Subthemes regarding importance of marriage equality will be discussed under the Chinese sociocultural context and the global context.
144. The Role of Greed and Socioeconomic Status in the Well-Being.
Darren R. Bernal, Shana G. Walden

There is a non-linear association between income and levels of subjective well-being (Diener and Oishi, 2000). Variations in socioeconomic status and social connectedness are associated with differences in well-being (Marmot, 2004, Yoon et. al., 2012). Buddhist Psychology predicts that higher levels of greed will produce lower levels of psychological well-being and social connection (Wallace & Shapiro, 2006). Similarly, desire for stimulus-driven and hedonic pleasures such as acquiring material goods is linked with lower levels of well-being (Wallace and Shapiro, 2006). We hypothesized that dispositional greed would be negatively associated with social connectedness and would moderate the association between social connectedness and well-being, with a stronger relationship between social connectedness and higher well-being in individuals with low dispositional greed. Participants recruited through Amazon's Mechanical Turk crowd-sourcing portal were assessed on their general, physical, social, and psychological well-being, social connectedness, dispositional greed, subjective social status, and objective socioeconomic status. Regression analysis of 434 adults supported an association between greed, social connection, and well-being. Results also supported the hypothesis that greed would moderate the association between social connectedness and well-being. This study makes the novel contribution of examining dispositional greed as a target of intervention to improve well-being and social connectedness.

145. Trauma and LOC Predictors of Help-Seeking in Alaska Native Communities
Jorene Olrun

The purpose of this proposed study is to examine the predictive relationship of trans-generational trauma and LOC on help-seeking and use of mental health services in the AN/AI population. Cheng et al. (2013) did a meta-analysis of collectivistic cultures regarding locus of control and coping, where acceptance was a common strategy in stressful situations as opposed to action-oriented behaviors found in more individualistic orientations. Generalizability and comparative studies may lead to subsequent studies as in the studies on other cultures (Kira, et al., 2014). This is a non-experimental, correlational study using psychometrically valid measures to examine predictive relationships among the variables. Convenience sampling strategies will be used making available both web-based and paper-and-pencil versions of the questionnaires will be available. Survey research is best suited for correlational and predictive analyses like Multiple Regression. Descriptive statistics and bivariate correlations among the predictors and dependent variables will enable me to determine the most appropriate multivariate technique. The Cumulative Trauma scale will be used to test for transgenerational trauma. Levenson's Internal-External (I-E) scale will assess LOC. Help-seeking will be assessed using Ayalon and Young's (2005) questionnaire, Inventory of Attitudes toward Seeking Mental Health Services, or similar scales. Link to my Quantitative study, http://academicguides.waldenu.edu/doctoralcapstoneresources/Ph.D.psychology/

146. Unintentional Shootings by Toddlers: Relationship to Gun Laws and Guns
Hana Watari, Eric S. Mankowski, Makenna Rivers

In the U.S., levels of household gun ownership, guns per capita, and the number of gun deaths are relatively quite high when compared to other nations. In this study, we analyzed all 70 accidental shootings by toddlers (aged 0-3) from 2015 to 2016 using incident data reported by Everytown for Gun Safety. These shootings were not evenly distributed across states. To predict where shootings occurred, we examined gun safe storage laws and child access prevention laws. Eleven states have safe storage laws that either require gun locks to accompany private or dealer sales, to be locked when stored, or locks to meet standards. Twenty-seven states have child access prevention laws that impose criminal liability when guns are stored negligently or a child gains access to a gun. Analyses showed that unintentional shootings by toddlers were positively correlated with the permissive (or entire lack) of a state’s gun safe storage laws. Shootings were not correlated with guns per capita, however, the number of guns was positively correlated with enacting more stringent safe storage laws. Implications for the prevention of unintentional toddler shootings and gun violence are discussed.
148. Why Don't “Real Men” Learn Languages?
Kathryn E. Chaffee, Nigel Mantou Lou, Kimberly A. Noels, Joshua W. Katz

Large gender disparities in participation still exist across many university subjects and career fields, but few studies have examined factors that account for gender gaps in female-dominated disciplines. We examined two possible causes of gender segregation in female-dominated academic majors, in particular foreign languages. In experiment 1 (N=189), we found that stereotype threat did not harm men's language aptitude or sense of belonging to language learning contexts. Study 2 tested a possible alternative cause of the gender disparity in foreign language learning, since threats to masculinity can lead men to distance themselves from femininity, and traditional gender ideologies have been related to gender-stereotypical occupational choices, we examined these factors. Using a masculinity threat manipulation, we investigated how masculinity threat and masculinity ideology interact to predict men's language learning interest among 182 undergraduate men. We found that masculinity threat led to less interest in foreign language study and less positive attitudes towards foreign language learning among men who also held traditional masculinity beliefs. We conclude that rather than competence stereotypes, traditional masculine gender roles may be a major factor pushing men to avoid “feminine”-typed domains such as foreign language learning.

8:40 AM – 9:55 AM
Symposium . . . . . . . . . . . . . . . . . . . . City Center A
Evidence-Based Strategies to Promote Positive Social Change
Chair: Katelin H. S. Neufeld

Talk 1: A Perspective Taking Intervention Following the 2016 U.S. Presidential Elections
Rezarta Bilali, Erin B. Godfrey, Esther Burson

Perspective taking is an effective strategy to reduce intergroup prejudice. In this study, we examined whether perspective taking (and perspective giving) can build bridges between Trump and Clinton supporters following the 2016 presidential elections. Participants included a diverse sample (N =559) of Trump and Clinton supporters recruited through MTurk one month after the election. Participants were randomly assigned to the (1) perspective-taking, (2) perspective-giving, or (3) control condition. In the perspective-taking condition, participants put themselves in the shoes of a typical Trump or Clinton supporter, and imagined and wrote about that person's experiences, feelings and thinking that influenced their voting decision. Compared to Clinton supporters, Trump supporters revealed more positive out-group outcomes (e.g., higher tolerance, less resentment, more willingness for contact). Across groups, perspective taking increased warmth, perceived similarities, as well as evaluations of out-group morality and friendliness. Both perspective taking and perspective giving increased out-group tolerance, and reduced resentment. We are currently conducting content analyses of the perspectives taken and given. The positive effects of perspective taking are surprising in light of the generally negative content of the taken perspectives (e.g., negative evaluations and meta-stereotypes, use of counter-arguments, refusal or inability to take the other's perspective).

Talk 2: The Promise of Forum Theatre for Reconciliation: Evidence from Liberia
Katelin H. S. Neufeld, Friederike Feutche, Rezarta Bilali, Agostino Mazziotta

In post-conflict contexts, reconciliation is often both a much desired yet very difficult process. In the current research, we tested whether forum theatre (Boal, 1989) tailored to target communities could promote reconciliation in Liberia. Together with local actors, we designed an interactive play to increase intergroup trust. We chose trust because it is key to reconciliation (Shnable & Ullrich, 2016); further, qualitative data from 41 key community informants suggested intergroup trust was lacking. To disentangle whether any effects were due to the reconciliation play specifically, we also designed an interactive
play to promote good hygiene practices (another issue identified in the interviews). Thus, we randomly assigned 218 Liberian adults to attend one of three community events: A reconciliation play, a hygiene play, or a discussion. We measured attitudes pre- and post-interventions. Controlling for prior attitudes, we found that both plays (vs. no play) increased participants’ sense of community and community-related collective action intentions; however, only the reconciliation play increased participants’ trust in and willingness to live near members of their least-liked outgroup. Thus, interactive theatre experiences that bring groups together can promote community-mindedness; to address tense intergroup attitudes, though, it may be necessary to tailor the play content accordingly.

Talk 3: A Novel Socratic Activity Creates Lasting Change in Anti-Muslim Hostility
Emile G. Bruneau, Nour Kteily, Emily Falk

Collectively blaming a group for the actions of individuals licenses vicarious retribution against any group member. In intergroup contexts, this can stimulate a cycle of reciprocal violence. In an initial study, the authors find that the degree to which Americans collectively blame Muslims for individual acts of terrorism predicts anti-Muslim hostility. Then, using a video ‘intervention tournament’ (N=1958) and replication (N=778), they show that one approach - revealing the hypocrisy of blaming all Muslims for terrorism, but not all White people or Christians for the actions of White/Christian extremists - reliably diminishes the intergroup bias in collective blame of Muslims, while other more intuitively appealing intervention strategies fail. A novel interactive activity (N=585) and replication (N=593) provide supporting evidence for the proposed psychological mechanism of the intervention, and completely eliminate the intergroup bias in collective blame. Finally, the authors demonstrate with a pre-registered study and nationally representative samples (N=600) that (1) the collective blame hypocrisy activity has a similarly powerful effect on reducing collective blame of Muslims in Spain, (2) the effects endure over time, and (3) reductions in collective blame mediate downstream changes in anti-Muslim policy support and anti-Muslim behavior, even one month after the intervention.

Talk 4: Ingroup Hypocrisy and Preventing the Use of Torture-Derived Information
Caroline E. Drolet

The current study used hypocrisy induction at the group-level to encourage support for human rights. People derive their self-concept, in part, through their group membership. Observing an ingroup member who does not live up to an important ingroup standard (e.g., supporting human rights), should arouse dissonance in observers because the ingroup member’s hypocritical behaviour threatens the positive ingroup image. This dissonance should then motivate ingroup observers to behave in a way that is consistent with the ingroup’s position, thus repairing the group’s image and reducing dissonance. In the current study, participants read about a Canadian MP (ingroup member) who advocated for the right to humane treatment then hypocritically promoted torture, or a Canadian MP who advocated for that right and discouraged torture, or a neutral event. All participants then filled out a measure of dissonance and responded to a scenario about an interrogation involving torture. Those who read about the hypocritical MP, compared to the neutral condition, were significantly more opposed to using the torture-derived information from the interrogation, and this effect was mediated by dissonance. These results suggest that, for countries that support human rights, drawing attention to ingroup members’ relevant hypocrisy might encourage ingroup support for human rights.

Symposium . . . . . . . . . . . . . . . Marquis Ballroom A

Immigrant Representations in the Making
Chair: Kay Deaux

Talk 1: Immigrant Representations in the United States: Capturing the Heterogeneity
Özge Savaş, Ronni M. Greenwood, Benjamin T. Blankenship, Abigail J. Stewart, Kay Deaux

Immigration researchers have long had an interest in national stereotypes (Deaux, 2006). Previous studies, using predefined adjective lists, have established clear distinctions in social representations of immigrants from different ethnic backgrounds (e.g. Katz & Braly, 1933; Leslie, 2005). We used a bottom-up approach to capture the breadth of stereotypes or schemas about various immigrant groups. The resulting five-factor solution of immigrant schemas includes “vulnerable,” “national drain vs. asset,” “worthy,” “individually vs. socially competent,” and “sociable.” Furthermore, immigrant groups can be characterized in terms of factor profiles that reflect a hierarchy of social desirability. Documented immigrants are viewed as less vulnerable, more worthy, sociable, socially competent, and as national assets; in contrast, undocumented immigrants are seen
as more vulnerable, less worthy and sociable, but individually competent, and as drains on national resources. The profiles of European-American immigrants, such as German, British, Irish, Polish, and Canadian looked more similar to the profiles of documented immigrants; while the profiles of non-European-American immigrants, such as Mexican, Arab, South Asian, Nigerian, and Syrian more closely resembled to the profiles of undocumented immigrants and refugees. The implications of these results for capturing the heterogeneity of attitudes and stereotypes about immigrants in psychological measurements will be discussed.

**Talk 2: Immigrant = Refugee: Stereotype Content of Immigrant Groups in Ireland**
Ronni M. Greenwood, Özge Savaş, Benjamin T. Blankenship, Abigail J. Stewart, Kay Deaux

What do immigrants confront when they arrive in Ireland? The answer depends, in part, on the immigrant's membership in other intersecting dominant and subordinate social categories such as nationality, gender, sexual orientation, occupational status, and others. Beginning from the assumption that immigrant stereotype content varies as a function of these intersecting social categories, we took a bottom-up approach to examine Irish people's stereotype content of immigrants from different social groups. We obtained a four-factor solution to stereotype content of 31 immigrant groups: “national drain (vs. asset)”, “vulnerable”, “undesirable”, and “traditional”. Compared to the singular category “immigrant”, European and American immigrants were viewed as less of a national drain and less vulnerable compared to other groups. Refugees, asylum seekers, and undocumented immigrants were viewed as more of a national drain, more vulnerable, and more undesirable than documented immigrants; and undocumented immigrants were viewed as more undesirable than the singular “immigrant” category. The profile pattern for “refugee” most closely matched the singular “immigrant” category, suggesting that when Irish people think “immigrant”, they think “refugee”. Comparisons with findings from a U.S. sample will be discussed to highlight the importance of context to stereotype content.

**Talk 3: Racial Stereotypes and Black Immigrants’ Attitudes toward African Americans**
Shaun Wiley

When they arrive in the United States, Black immigrants contend with stereotypes based on ethnicity (e.g., Dominican, Nigerian, Jamaican) as well as race (i.e. Black). However, not all Black immigrants see themselves as possessing both ethnic and racial identities. Some identify with African Americans, whereas others see themselves mainly in ethnic terms. In the present study, I examine how Black immigrants’ own racial identity moderates the effect of racial stereotypes on their attitudes towards African Americans. In response to being the target of racial (versus ethnic) stereotypes, Afro-Latino immigrants who identified strongly with African Americans reported more positive attitudes to the group. Afro-Latino immigrants who identified less strongly with African Americans reported less positive attitudes, in contrast. Racial stereotypes can make Black immigrants’ attitudes towards African Americans much better or much worse. The direction depends on immigrants’ own racial identity.

**Symposium: Improving Women's Outcomes in STEM: Interventions, Caveats, and Future Directions**
Chair: Sarah D. Herrmann

**Talk 1: A Role Model Intervention Improves Women’s STEM Performance and Persistence**
Sarah D. Herrmann

Past research demonstrates that limited representation of women decreases women's feelings of belonging in STEM majors. The effects of these differences are evident in the gender breakdowns in tertiary education and beyond; as of 2012, women made up only 41% of doctoral degree recipients, 32% of postdoctoral fellows, and 37% of faculty in STEM fields. This may perpetuate the gender gap, as fewer women graduate students and faculty serve as role models for the next generation of women in STEM. While past interventions have improved women's performance in STEM, they have been time-consuming and limited in reach. This research tested a brief, scalable online intervention that consisted of a letter from a female role model who normalized concerns about belonging, presented time spent on academics as an investment, and exemplified overcoming challenges on academic performance and persistence. The intervention was implemented in introductory psychology (Study 1, N = 258) and chemistry (Study 2, N = 68) courses. Relative to the control group, the intervention group had higher grades and lower failing and withdrawal rates.
Talk 2: Culturally-Relevant Growth Messages Unexpectedly Undermine Women’s Help-Seeking in STEM
Giselle Laiduc, Rebecca Covarrubias, Ibette Valle

Women leave STEM majors at higher rates than men. This may be due to problematic messaging in gateway courses such as 1) mismatches between the cultural norms of students and those of the learning context and 2) fixed ideas about ability as unchangeable. Study 1 investigated how culturally-relevant, growth messages impacted help-seeking behavior and grades in a gateway STEM course. Undergraduate students (168 men, 285 women) were randomly assigned to receive an email invitation to a peer-led tutoring program that included factual information (control), growth messages, or culture-matching growth messages emphasizing effort and interdependence. Tutoring sign-ups, number of sessions attended, and grades were collected. Moderated-mediation analyses showed no impact of messaging on men’s sign-ups. Yet, growth messages increased sign-ups relative to the control for women, which led to more sessions attended and, subsequently, higher course grades. Unexpectedly, the culture-matching growth condition decreased sign-ups for women. To explore this finding, Study 2 utilized open-ended surveys with students from the course (161 men, 268 women) to examine perceptions of peers. Chi-square analyses revealed more women perceived peer interactions as competitive than men. Programs should implement growth messages to recruit more women and to improve collaboration in peer learning.

Talk 3: Peers, Norms, and Belonging for Women in STEM
Tara C. Dennehy, Nilanjana Dasgupta, Toni Schmader, Hilary B. Bergsieker

Women in engineering and computer science, among other STEM fields, frequently encounter messages that they do not belong. Although many studies have highlighted the protective benefits of same-gender role models and experts for women in STEM, less research has focused on the role of peers. We discuss the how same-gender peers can help to inoculate the self-concept, focusing on a longitudinal peer mentoring intervention for women in engineering. These findings suggest that female, but not male, mentors who are near-peers can help to protect women's feelings of belonging, self-efficacy, and career aspirations in engineering. However, we argue that we should not discount the potential benefits of engaging men to support women in STEM. We propose that—although there may be unique benefits of same-gender peers as mentors for women in STEM—there may also be unique benefits of male peers as allies. We introduce the Stereotype Dispersal Model, which affords the prediction that male peers would be especially beneficial as allies to women in STEM to the extent that their behavior signals an inclusive shift in local cultural norms. We discuss this model in relation to data from a new survey of men and women in engineering and technology organizations.

Talk 4: We are In This Together: Presence of Stigmatized Allies Buffer Against Stereotype Identity Threats
Kim E. Chaney, Diana T. Sanchez, Jessica D. Remedios

Past research has demonstrated that ingroup test administrators buffer against the negative effects of identity threat on working memory as they are believed to be less likely to hold negative stereotypes about ingroup members. The present research examined, for the first time, whether the presence of a stigmatized outgroup test creator similarly mitigates the cognitive interference stemming from identity threat. Across four studies we demonstrate that White women perceive both a White female and a Black male test creator as less likely than White men to hold negative stereotypes about women's intelligence (Study 1, 2), especially if women were high in stigma solidarity (Study 3, 4), mitigating cognitive interference (Study 2, 4). Thus, we contend that stigmatized individuals, especially those high in stigma solidarity, perceive similarly stigmatized outgroup members as less likely to hold negative ingroup stereotypes about intelligence, buffering against identity threats in such settings. This adds to a growing literature identifying the conditions under which intra-minority relations can serve to expand contextual cues that signal identity safety.
Symposium .......................... Grand Ballroom 1

Psychology and Neoliberalism: Existence, Implications, and Resistance
Chair: Anjali Dutt, and Discussant: Alyssa Zucker

Talk 1: The Social Psychology of Neoliberalism
Karim Bettache, Chi-yue Chiu, Peter Beattie

Neoliberal ideology has forced upon unwitting subjects a world where competition is maximized, state intervention is minimized, and financial success and profit embody the Holy Grail. A meritocracy to the extreme, where those who fall behind, regardless of forces outside their power, are deemed personally responsible for their misery. Yet, the ideology that is so invasive in virtually all domains of human existence has received scant attention within the Psychological Sciences. Therefore, we are currently working on a special issue for the Journal of Social Issues entitled The Social Psychology of Neoliberalism, wherein a team of promising academics from across the globe attempt to face this issue head on. In our presentation we will provide a summary of all contributions that cover three domains in which Neoliberalism impacts our psychology: (1) Cultural dominance and the homogenization of cultures, (2) Neoliberalism, values and morality, and (3) Neoliberalism, social inequality and social justice. We argue that Neoliberalism has a detrimental effect on the sustenance of cultural diversity, the maintenance of our classic morality of fairness, justice, and ethics of interdependence, and socio-economic equality across the globe.

Talk 2: Neoliberal Relationality: Love as Mutual Growth or Obligations of Care
Darlingtina K. Atakere, Sara Estrada-Villalta, Glenn Adams

What implications does neoliberalism have for the experience of relationality and love? We propose that neoliberal individualist models of self/society-the default standard of hegemonic psychological science-promotes growth-oriented approaches to relationality that emphasize romantic self-expression, exploration, and mutual fulfillment as the foundation of love. In contrast to this putative standard, the embedded-interdependent constructions of self/society that are typical of Majority-World settings promote care-oriented approaches to love and relationality that emphasize dutiful attention to obligations for mutual support. We investigated these ideas in a study about conceptions of love and elder care among N = 212 participants from U.S. settings. Results revealed hypothesized patterns, such that a neoliberal orientation to love—which we operationalized as a value emphasis on expression, exploration, and emotional support versus sacrifice, obligation, and material support—was negatively associated with authoritarian (but not reciprocity) filial piety, and positively associated with a tendency to prioritize care to spouse over care to mother in a relationship dilemma. We discuss implications of results for conceptions of well-being and human development at levels of individual and society.

Talk 3: Resisting Neoliberalism Through Liberatory Care
Danielle Kohfeldt, Anjali Dutt

SPSSI originated as a group to unite psychologist interested in reducing societal inequities and promoting social justice. The society’s development, however, coincides with the proliferation of neoliberal policies and ideology characterized by individualistic values that run counter to many of the aims of justice-oriented psychologists. In light of the contemporary socio-political landscape, this talk advances an ethics of care model as a path forward for psychologists interested in resistance to neoliberalism and the promotion of liberatory transformation. We illustrate liberatory care as a guide for social change via analyses of interviews with two different groups involved in transformation-oriented projects to improve the well-being of their communities (i.e., Latinx youth in the United States involved in an activist art project and women in rural Nicaragua involved in feminist organizing). Using thematic analysis of the interviews, we illustrate that an ethics of care framework both guides the actions of these groups, and offers an alternative focus for psychologists interested in promoting transformation towards more healthful and just societies. We aim to contribute to promoting justice-oriented change by empirically demonstrating the role of care oriented-communal values as counter to neoliberal inequity in promoting liberatory practices.
Interactive Discussion . . . . . . . Grand Ballroom 3

“Microaggressions in the Classroom:” Video-Based Research and Training
Yolanda Flores Niemann, Alvin Akibar, Everett Moore, Kyjeila Latimer

This interactive discussion will be based on the video produced by Yolanda Flores Niemann (video link - https://youtu.be/ZahlxW2CIQ). The video highlights students’ testimonials about microaggressions they have experienced in the classroom and/or in the surrounding college community where they work, eat, and purchase needed groceries and supplies. Students poignantly discuss microaggressions they have experienced based on race, gender, gender identity, nationalism, and religion. The video was posted on Youtube for easy and free access in Spring, 2017 and, as of this writing, has 11,077 views. It is being used for training of faculty, staff, and students in various parts of the country. For this session, we will play the video, which is eighteen minutes in length, and discuss reactions we are hearing from training sessions and student group presentations. In addition, we will discuss the formal training and subsequent longitudinal research we conducted, based on this video, for all campus residence hall staff. We will engage session participants in a discussion of how we may conduct empirically driven research on microaggressions committed against university students, faculty, and staff. We will also facilitate discussion on effectiveness and drawbacks of various types of training relevant to microaggressions.

Interactive Discussion . . . . . . . Grand Ballroom 6

Using CBPR to Eradicate Inequities Facing Black Girls
Britney G. Brinkman, Kathi Elliott, Sara Goodkind, Andrea Joseph

A report generated in Allegheny county reveals that Black girls experience inequities in the educational, juvenile justice, child welfare, and healthcare systems (Goodkind, 2016). Some mirror national data, while others are more extreme, including the fact that Black girls are 11 times more likely than White girls to be referred to the juvenile court, while nationally Black girls are three times more likely than White girls. A local collaboration of service providers and university researchers has formed to address these inequities. Led by the Gwendolyn J Elliott Institute (GJEI; the research and training department of the Pittsburgh based non-profit Gwen’s Girls), the Black Girls Equity Alliance (BGEA) seeks to engage in community based research, policy advocacy, and community outreach and education to improve the outcomes for Black girls and change the systems in which they experience racism, sexism, classism, etc. In this interactive discussion, we will provide an overview of the formation of the GJEI and the BGEA and provide a few examples of current projects. We will then lead a discussion on engaging in community-university partnerships, posing questions related to: sharing power and addressing privilege, making CBPR a “win-win” for community and university members, and engaging in rigorous community-based research.
**15-Minute Presentation**

**Grand Ballroom 2**

**Populism, Authoritarianism, and Political Polarization**

**Political Polarization in Response to Boredom and Disillusionment**

Eric R. Igou, Wijnand A. P. van Tilburg, Paul J. Maher

In a series of studies, we investigated the impact of specific affective experiences on political polarization. We argue that experiences such as boredom and disillusionment function as threats to one's meaning system. Consistently, we predicted that people strive to re-establish a sense of meaningfulness when they have such experiences. Political ideologies, and in particular the adherence to left- versus right-wing beliefs, can serve as source of meaning. Accordingly, we tested the hypothesis that these experiences, boredom and disillusionment, are associated with stronger adherence to left- versus right-wing beliefs, resulting in enhanced extreme political polarizations. The results of six studies support our hypothesis. In three studies we have demonstrated that state boredom (experiment) as well as trait boredom (trait) are associated with polarized political orientations. Study 1 was an experiment on campus of the University of Limerick using 97 participants. Studies 2 and 3 adopted correlative designs to examine 859 and 300 Irish participants off-campus (in Limerick), respectively. All studies showed the predicted polarization effect, and consistent with our framework, the effect was mediated by search for meaning in life.

Two additional, independent studies investigated the role of disillusionment, a rather strong threat to one's meaning system, on political polarization. Specifically, we examined the effect of the Brexit decision in the EU referendum in the UK and the effect of the Trump victory in the US presidential election on people's experience and their political views. Study 4 adopted a quasi-experimental design using 108 UK citizens (Prolific Academic) regarding the EU referendum on Brexit with 2 assessments after the referendum. Study 5 adopted a quasi-experimental design using 406 US citizens (M-Turk) regarding the US presidential elections. In Study 5, we asked participants for their personal preferences before election-day and re-assessed their judgments after the outcome. As predicted, participants who favored alternative outcomes - who also showed disillusionment - demonstrated greater political polarization in their political judgments. Interestingly, these disillusionment effects remained relatively constant over time. The results of all studies will be discussed with regard to meaning threat experiences and political judgments.

Finally, in Study 6, we experimentally induced disillusionment and measured political activism in line with political ideologies. The study was conducted on MTurk with 335 participants in the USA. As predicted, disillusionment increased political activism and this effect was mediated by a search for meaning in life, consistent with our general idea that meaning threats increase the reliance on political ideologies as psychological tools as part of a meaning repair process.

**Restrictions of Human Rights Due to Perceived Threat: A Meta-Analysis**

Kevin R. Carriere

A growing sentiment of xenophobia and populism from fears of terrorism and globalization has encouraged individuals to believe that an inconsistent application of civil liberties is not something to be feared, but something to be sought after. We disregard the principle that protection for some is not protection for all. This fundamental disregard for liberty in the face of fear, uncertainty, and threat is a complex issue. This present study aims to quantify the effect of perceived threat in relation to civil liberties and human rights, and test various moderators and mediators within this relationship, including social dominance orientation, right-wing authoritarianism, and gender using a meta-analysis. A comprehensive search using PsychInfo (1806-2017), Academic Search Premier (1975-2017), ProQuest Political Science (1932-2017), EconLit (1991-2017), Sociological Abstracts (1954-2017), and Social Sciences Full Texts (1984-2017), providing 15,770 results with 2,280 duplicates. Exclusion criteria brought it down to 2,351 and inclusion criteria dropped the number to 354. Results, implications, and discussion of future directions will be discussed.
Authoritarian Themes in the 2016 U.S. Presidential Primary Election
Michael E. Vallerga, Eileen L. Zurbriggen

The 2016 U.S. Presidential Primary was atypical in several ways including the nomination by the Republican Party of Donald Trump, a billionaire lacking government experience with a record of tweets and speeches that appealed to white nationalists and raised questions about autocracy and authoritarianism. We developed a coding system for authoritarian themes based on the original nine dimensions described by Adorno, Frenkel-Brunswik, Levinson, and Sanford (1950): Conventionalism, Authoritarian Submission, Authoritarian Aggression, Anti-introspection, Superstition and Stereotypy, Power and Toughness, Destructiveness and Cynicism, Dangerous World, and Sex. We content coded ten speeches from nine candidates (six Republicans and three Democrats) who remained competitive beyond the first of the presidential primaries. Compared to Democratic candidates, Republican candidates made more statements that coded for Power and Toughness (t(61.6)=7.83, p<0.001), Sex (t(59)=2.67, p=0.009), and Authoritarian Submission (t(71.5)=4, p<0.001). Compared to Democrats, Donald Trump had more Power and Toughness (F(8,81)=22.56, p<0.001) and Sex themes (F(8,81)=8.41, p<0.001); Ted Cruz had more Authoritarian Submission themes (F(8,81)=6.21, p<0.001). Democratic candidates had more statements opposing Conventionalism themes (t(38.36)=−3.19, p=0.003). These are discussed in relation to Duckitt’s and Sibley (2010) dual-process motivational model. Possible implications are discussed for understanding how authoritarian themes in political speech relate to actions of authoritarian regimes.

10:10 AM – 11:25 AM

Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 6

Building Bridges Between Minorities: Lessons from Global North and South
Chairs: Rashmi Nair, Jaboa Lake

Talk 1: The Effects of Majority-Minority Contact and Minority-Minority Contact on Minorities’ Ally Activism
Michelle Sinayobyte Twali, Julia Tran

Research in intergroup contact has found that positive contact between members of majority and minority groups play an important role in reducing intergroup prejudice for majority group members (Pettigrew & Tropp, 2006). However, for minority/disadvantaged group members, positive contact with majority group members has the unintended effect of reducing the motivation for members to engage in collective action (Dixon, Levine, Reicher, & Durrheim, 2012). What is less clear is the role that intra-minority contact can have on minority-minority solidarity. The present survey study examined this question in the context of Asian Americans’ support for ally activism on behalf of African Americans. Specifically, we examined whether positive intergroup contact with African Americans (versus positive contact with White/European Americans) predict support for affirmative action and the Black Lives Matter movement, and whether this relationship is mediated by comparative victim beliefs (namely, inclusive and exclusive victim consciousness; Vollhardt, 2009) and structural awareness (Gurin, Miller, & Gurin, 1980). We predicted that positive contact with African Americans would predict greater engagement in ally activism by strengthening structural awareness and perception of inclusive victimhood, and weakening perception of exclusive victimhood. Consistent with past literature (Dixon et al., 2012) we expected that positive contact with White Americans would predict lower engagement in ally activism by weakening structural awareness and perception of inclusive victimhood, and strengthening perception of exclusive victimhood. This project highlights how minority-minority contact can facilitate minority-minority solidarity through perceived similarities in collective victimization. Implications of the results for minority-minority solidarity will be discussed.

Talk 2: Intraminority Support for and Participation in Race-Based Collective Action Movements
Jaboa Lake, Kimberly Kahn

Recent increases in public awareness of excessive use of force by police against unarmed minority suspects spurred a number of collective action responses, including protests and the Black Lives Matter (BLM) movement. Though these responses often address police use of force against Black people, a number of non-Black racial minorities have declared solidarity with the movement. This study examines the influence of various social psychological factors on support for and participation in protests and social justice movements, and how the influence of these factors vary by race. Participants from racial minority
Talk 3: How Can Policymakers Build Meaningful Coalitions Between Disadvantaged Minorities?
Rashmi Nair

Although social psychology has made great strides in understanding harmony and hostility in the context of majority-minority relations, research on minority-minority relations remains scarce. Moreover, this scarce research has taken a singular approach - meaning analysis has focused on factors linked with single-identity groups and while those intersecting identities have remained unexamined. Furthermore, this research has predominantly focused on western contexts using quantitative approaches that prioritize deductive over inductive analysis. Addressing these gaps, this presentation brings findings from two qualitative studies - Study 1 included 33 individual interviews; Study 2 involved 12 focus groups - conducted among two under-researched minorities, namely Dalits (“lower”-caste Hindus) and Muslims in India. These studies examined various ways in which Dalits and Muslims perceived experiences linked with their intersecting identities. Using a combination of inductive and deductive thematic analysis, analysis revealed three beliefs linked with intersecting identities that can shape minority-minority relations: intersectional privilege, intersectional qualitative difference, and intersectional competitive victimhood. These beliefs associated with intersecting identities can serve as additional sources of tensions and solidarity between minorities along with beliefs linked with single-identity groups. Importantly, bridging the gap between psychological research and public policies, I will discuss the implication of these findings for policymakers.

Symposium..........................Grand Ballroom 2

Engaging Diversity and Community in the Liberal Arts Classroom
Chairs: Carolyn Weisz and Kathryn Oleson

Talk 1: Using Experiential Learning and Equity Lenses to Teach Assessment Methods
Carolyn Weisz

Undergraduate psychology students are eager to develop sophisticated understandings of diversity and research methods and to put that knowledge to use. Many programs, however, do not provide courses on assessment methods or research with diverse populations. This presentation will describe an undergraduate course on assessment methods and community-engaged research intended to fill this gap. Students in the course learn about a range of topics not typically covered in traditional methods courses, including theory-based assessment (e.g., Chen, 2012), community based participatory action research (e.g., Stoudt, Fox, & Fine, M, 2012), grounded theory, and intersectionality (e.g., Warner, 2008). A key element of the course is an experiential learning project in which students will conduct a quantitative and qualitative assessment of the fourth quadrennial Race & Pedagogy National Conference which will take place on the University of Puget Sound Campus in September, 2018. Teams of students will conduct interviews and focus groups with local community constituents (e.g., k-12 teachers, Race & Pedagogy Institute Community Partners) and analyze data from electronic surveys. A goal of the course is increase students’ knowledge about culturally-responsive and justice-oriented research approaches, and their awareness of their own positionality as learners and scholars with regard to culture and power.

Talk 2: Implementing Universally-Designed Practices in a Diverse First-Year Student Writing Course
Michelle Nario-Redmond

Universally-designed learning (UDL) pedagogy emphasizes the value of multiple ways of representing information, assessing progress, and engaging diverse students, because no one size fits all. This presentation describes how UDL was implemented in a freshman disability-studies seminar called Freak, Gimp, Crazy, Crip. Specific course goals were developed to inform curricular redesign while incorporating a new mobile initiative whereby all students (and professors) were provided with Ipads to stimulate innovation in teaching and learning. My primary goals were to (1) expose students to the principles/practices of UDL via assignment choices, team-based, student-generated and other quizzing, shared notes, and varied classroom
spaces; (2) provide structured opportunities to test the iPad’s accessibility features and novel applications (e.g., Speak Screen, Captioning, Dictation, Notability), and (3) evaluate impact through student reflections of how their performance and engagement depended on both personal factors (e.g., learning strengths, goals) and context-specific constraints (e.g., classroom arrangement, assignment format, and evaluation method). Following the 12-week term, student perceptions of their learning strategies, self-advocacy projects, college identification, satisfaction, and commitment to retain were compared to baseline to inform future course iterations. Results and implications for collaborative learning, academic hardiness, along with unexpected benefits and challenges will also be discussed.

Talk 3: Introducing Intergroup Dialogue Techniques in a Social Stigma Psychology Course
Brooke Vick

Difficult dialogues about sensitive topics in classroom settings involve strong emotions, conflicting views and values, and the potential for identity threat. This presentation describes how Intergroup Dialogue (IGD) techniques were introduced into a psychology course on social stigma to facilitate an environment for discussing such topics. Before implementing these techniques, I completed a 40-hour training in Intergroup Dialogue and learned how to train others. I then incorporated IGD techniques into my seminar, bridging our usual focus on psychological science with students’ personal experiences and backgrounds. My thinking was not only that these techniques would help students engage around these sensitive issues but also provide a rich educational opportunity to intentionally learn about others’ perspectives on living with marginalized identities. I incorporated exercises to promote three skills: active listening; inquiry to learn another’s story while not challenging it; and affirmation of the value of what one has heard. These techniques encourage students to see their experiences as meaningful and as acknowledged by their professor and peers. The psychological science serves as a foundation for the course with the IGD techniques making the course more inclusive and sending a clear sign to students that all they bring to the class is valued.

Talk 4: Faculty and Student Perceptions of Discomfort in Higher Education Classrooms
Kathryn Oleson, Eileen Vinton, Sidney Buttrill, Robert Murphy, Alexa Harris, Tianfang Yang

In the current political climate in the United States, students and faculty must be prepared to discuss difficult and discomforting materials in classrooms with diverse groups of students. How do faculty and students co-create and manage discomfort in higher education classrooms in ways productive for learning? The popular media often presents faculty and students’ viewpoints on discomfort and safety as opposed to one another, yet little systematic research has examined both perspectives. We discuss national qualitative and quantitative research exploring the perceptions and classroom experiences of faculty and undergraduate students. Our focus is on individuals’ understanding of classroom discomfort, safety, challenge, and learning. We include both qualitative and quantitative approaches given that the definitions of a safe classroom space and the relationship between safety and learning are poorly understood (Barrett, 2010). This research demonstrates misperceptions about group (faculty-student) differences with discrepancies between perceived and actual differences. In addition, it is apparent that language employed to discuss these issues (e.g., “intellectual safety”, “trigger warnings”) is used in complicated and contradictory ways. A richer understanding of faculty and student perceptions may lead to better communication about the thorny dynamics that occur in the learning environment.

Symposium . . . . . . . . . . . . . . . . . Grand Ballroom 1

Sex Offenders: Exploration of Public Perceptions and Policy Implications
Chair: Kristan N. Russell

Talk 1: While the Media is Instilling Fear of Sexual Offenders, Our Policies are Getting Stricter. Is this Really Making Us “Safer”?
Marissa Bykowski

Sexual crimes are notoriously known to be among the worst type of crime a person can commit against another. Those who commit these crimes are perceived to be the worst type of offenders by the public, (Pickett, Mancini, & Mears, 2013), law enforcement, (Higgins & Ireland, 2009) and other offenders, (Ricciardelli & Moir, 2013)). In a day and age where access to news articles and media coverage is available 24 hours a day and can be retrieved immediately, it is important to consider the level of neutrality and accuracy within the reports provided. The purpose of this paper is to explore the role media outlets play in the development of the public’s negative perception of sexual offenders through its instillation of fear and the perpetuation
of myths regarding this population. This preservation of moral panic drives legislatures to develop stricter policies regarding sex offender registration and community notification, which has limited empirical backing. Are these policies really giving the public an illusion of safety, or is it further perpetuating fear of these individuals?

**Talk 2: Illusion of Safety: Exploring Public Perceptions of Sex Offender Registration**

Kristan N. Russell, William Evans

Sex offender registration policies in the United States have arisen through strong public support. Despite positive intentions, significant flaws of the current system have been identified including the lack of evidence for its effectiveness. Due to their publicly driven nature, examining public perceptions of registration policies is needed. This study expands upon previous research by developing and testing two scales that capture perceptions of safety related to sex offender registration and support for registration policies. Developing these measures allows future researchers to replicate and compare results across studies. Through our analyses, we found that females and parents reported accessing registries more often than males and non-parents. Results indicated that increased perception of safety is directly associated with higher levels of support for sex offender registration. We explored the potential impact of introducing educational information regarding the costliness and ineffectiveness of registration systems, and found that respondents were resistant to this information, with their overall perceptions of safety and support for registration not significantly impacted. We explain this dismissal of incongruent information through the theory of motivated reasoning. Findings can aide future researchers to examine alternatives to sex offender registration or identify strategies to impact the current perceptions of the public.

**Talk 3: Public Perceptions of Juvenile Sex Offenders: Implications for Policy**

Victoria A. Knoche, Kristan N. Russell, Shawn C. Marsh

Sex offender registration and notification is the most prominent example of the U.S. legislature enacting policies to target sex offending. However, applying these policies to juvenile sexual offenders (JSOs) has resulted in various negative collateral consequences in terms of mental health, harassment, school issues, living instability, and risk of reoffending. Researchers have identified that the public may hold substantial misperceptions of JSOs (e.g., they are resistant to treatment). Thus, our research utilized an online survey to examine the perceptions of a nationally representative sample of 125 members of the public. This survey was designed to capture the accuracy of the public’s perceptions of JSO’s recidivism rates, trends in offending, and frequency of offending. Further, we examined support for either rehabilitative (e.g., treatment) or punitive (e.g., sex offender registration) responses to sex offenses committed by youth, and explored public perceptions surrounding why juveniles commit sexual offenses. As part of this session, we also will discuss a current study in progress that further compares perceptions of juvenile and family court judges’ perceptions with those of the public sample. We will detail potential policy-implication of this line of research, as well as provide recommendations for future research and potential directions for policy reform.

**Interactive Discussion**

**Bridging across Identities: An intersectional Approach Towards Privilege Awareness**

Sahana Mukherjee, Aian Villicana, Kevin Delucio

Psychological research suggests that viewing social inequity as dominant-group privilege (versus subordinate-group disadvantage) enhances dominant-group members’ support for social change. However, this perspective is frequently resisted because viewing inequity as dominant-group privilege can be threatening to dominant-group members’ self-images. In our research and teaching, we have examined how intersectional consciousness-recognition of low status in one dimension and high status in another dimension—can promote perceptions of privilege and support for collective action. For example, we have preliminary evidence indicating that when White women are reminded of their subordinate-group status they detect more instances of racism and White privilege, compared to White men. Privilege perceptions in turn predict support for action. We draw upon this line of work in our classroom spaces through discussing privilege and disadvantage; considering an intersectional approach towards increasing students’ awareness of structural roots of inequality. During this discussion, we would like to stimulate reflections on the challenges of teaching privilege, with a particular focus on not further alienating marginalized students. We plan to showcase some classroom strategies for discussions on privilege, oppression, and intersectionality. Finally, we will consider the interplay between teaching and research; discussing strategies to integrate one’s teaching and research on topics of privilege.
Interactive Discussion ............. City Center A

Homelessness: Expanding the Narrative and Protecting Rights
DeBorah Gilbert White, Ann Aviles, Eric Tars

The issue of homelessness continues to be a growing social and justice issue for those experiencing it, and the city, state, and national stakeholders seeking to address it. Stereotypes, myths, prejudice, and discrimination influence and shape the conversation about how people experiencing homelessness are engaged in communities. Legislation and campaigns are being developed to protect people’s humanity, dignity, self-respect, and rights. This discussion shares how collaborative efforts between community organizations, educators, legislators, and national groups and organizations can address social issues such as homelessness by developing policy, promoting awareness and education, and ending its criminalization. The session will share the collaborators journey toward ensuring that housing status does not harm life options and opportunities. The pending Homeless Bill of Rights for the State of Delaware, McKinney-Vento Homeless Assistance Act, and the National Housing Not Handcuffs Campaign are central to the conversation. The presenters bring unique perspectives to their collaborative work; DeBorah Gilbert White is founder of HerStory Ensemble, a community-based organization working with women and homelessness, and a associate professor with the University of Phoenix, Ann Aviles is author of “From Charity to Equity:Race, Homelessness, & Urban Schools”, and a professor at the University of Delaware, and Eric Tars, is senior attorney with the National Law Center on Homelessness and Poverty.

15-Minute Presentation. ....... Marquis Ballroom A

Intergroup Relations

The Ironic Effect of Regulatory Non-Fit on Confrontations of Racism
Rayne Bozeman, Robyn Mallett

Confronting can reduce racial prejudice (Czopp et al., 2006). However, several barriers prevent people from spontaneously confronting (Ashburn-Nardo et al., 2008). We attempted to persuade participants to confront racism by showing them a message framed either in terms of promoting egalitarianism or preventing prejudice (Trawalter & Richeson, 2006). Consistent with a regulatory-fit effect, we expected persuasiveness to depend on whether the message frame matched recipients’ regulatory-focus (Phills et al., 2011). Regulatory Focus Theory differentiates the fundamental motivational concern for safety and security (i.e., prevention focus) vs. growth and advancement (i.e., promotion focus). A between-subjects ANOVA revealed a significant crossover interaction, F(1, 186) = 4.71, p = .03. Contradicting predictions, we found a non-fit effect. When participants were primed with a prevention focus, they were more willing to confront after receiving a message to promote egalitarianism, compared to a message to prevent prejudice. In parallel, when participants were primed with a promotion
focus, they were more willing to confront after seeing a prevention message compared to a promotion message. Acting to counter opposing forces, such as reconciling the non-fit between regulatory focus and message frame, increases people’s engagement. Regulatory non-fit may have posed a challenge that participants were motivated to overcome.

**Investigating Men’s Reactions to the Reappropriation of Sexist Slurs**  
Morgana Lizzio-Wilson, Annamaria Klas

Reappropriation involves members of a stigmatized group referring to themselves using a negative label to diminish its derogatory meaning. We investigated whether women reappropriating the term ‘slut’ influenced men’s perceptions of female sexuality. Five hundred and ninety men read a vignette in which a man called a woman a slut. The woman reappropriated, rejected, ignored, or expressed embarrassment in response to the label. Men evaluated the woman as most powerful when she reappropriated or rejected the label, and were most sympathetic when she expressed embarrassment. While there were no other direct effects, numerous indirect effects were found. Perceptions of power predicted less dehumanization of the woman in the scenario and weaker endorsement of the sexual double standard in the reappropriation condition compared to the ignore and embarrassed conditions, respectively. In contrast, men were most sympathetic when the woman responded with embarrassment, which predicted greater collective action intentions, decreased dehumanization, endorsement of the sexual double standard, victim blaming, and their intentions to use the label to negatively describe women. These findings highlight the importance of emotions in prejudice reduction and collective action, and suggest that women can strategically employ empowering and vulnerable responses to sexism to garner men's support.

**A Social Identity Model of Residential Diversification: Northern Ireland Data**  
Clifford Stevenson

Social psychological research on residential diversification has neglected its impact on community identity and overlooked the very different identity experiences of new and existing residents within diversifying neighbourhoods. The present research examines how incoming and established residents relate to their changing community in the increasingly desegregated city of Belfast, Northern Ireland. Analysis of interviews with 24 residents (12 Protestant long-term residents, 12 Catholic incomers) from an increasingly mixed neighbourhood identified asymmetrical concerns and experiences among each group: incomers reported undergoing an ‘identity transition’ between communities and were mainly concerned with fitting in, while long-term residents faced an ‘identity merger’ within their neighbourhood and were concerned with the continuity of their local community’s identity. However, both groups reported benefitting from the support of their new neighbours. A survey of residents in this area supports these findings: for incomers (n=324), community identification predicts positive attitudes towards long-term residents via the formation of new group memberships and increased social support; for long-term residents (n=114), community identification predicts positive attitudes towards incomers via perceived collective continuity of identity and support. The results underscore the importance of shared neighbourhood identification for residential diversification, even when identity processes for new and existing group members are asymmetrical.

**15-Minute Presentation . . . . . . Grand Ballroom 3**

**Prejudice Reduction**

**How Normalization of Extreme Political Views Leads to Political Tolerance**  
Nima Orazani, Michael Wohl, Bernhard Leidner

We tested the effects of priming people with the normalization of the extreme version of their political ideas as opposed to their opponents’ on political tolerance and desire for continued exposure to their own extreme political views. In Study 1, Americans (N=284) were told that far-right political figures are appearing on mainstream media with increased frequency. Counterintuitively, results showed that normalization of the far-right increased tolerance of right-wing people towards opposing political views as well as desire for continued exposure to far-right political views. These effects were mediated by (reduced) collective angst for conservative ideas. In Study 2, Americans (N=294) were primed with increased media exposure of far-left political voices. As political affiliation became more right-wing, tolerance of opposing political views as well as desire for continued exposure to far-left views decreased. These effects were mediated by (increased) collective angst for conservative ideas. Results suggest that normalization of extreme views from one’s own side of the political spectrum, surprisingly, increases tolerance of opposing views and the desire to consume extreme views. However, the opposite is true when the normalized extreme views are from the opposite side of the political spectrum. At the heart is collective angst for one’s political perspective.
System Justification and Changes in Beliefs about Migrants Over Time
Justin P. Friesen, Danielle Gaucher, Katelin H. S. Neufeld, Victoria M. Esses

The number of displaced individuals worldwide is at an all-time high, therefore it is increasingly important to understand the psychological and motivational underpinnings of beliefs, such as stereotypes, about migrants within host countries. System justification theory proposes and finds that people are motivated to see their sociopolitical systems as legitimate, and they will engage in various psychological mechanisms that rationalize and defend the status quo (Jost & Banaji, 1994; Kay et al., 2009). We investigated whether people will adopt migrant-related beliefs that are system-sanctioned—that is, promoted or espoused by the government in power—as a function of system-justification motivation. Using three waves of nationally representative cross-sectional surveys conducted in Canada (total N = 1080), we found that a national government and policy change toward a pro-migrant stance produced more positivity in stereotypes about migrant groups—and most strongly increased as a function of individuals’ level of system-justification. These effects persisted controlling for variables such as social dominance orientation and political orientation. Although the system justification motive is often understood as a barrier to social change, these findings illustrate circumstances in which it might facilitate acceptance of immediate change that preserves the broader system.

Representing Colonial History in a Canadian Urban Indigenous Community
Scott D. Neufeld, Michael T. Schmitt

How, and why, might a social group choose to represent its collective history when that history includes significant victimization by an outgroup? Employing a social identity approach, we showed how preferences for certain representations of colonial history were guided by group interest in a sample of 35 urban Indigenous participants from Vancouver, Canada. Thematic analysis identified three themes in interview and focus group transcripts. First, participants expressed concern that painful, victimization-focused representations of colonial history would harm vulnerable ingroup members, and urged caution when representing colonial history in this way. Second, while colonial history was clearly painful and unpleasant for all participants, many nevertheless felt that brutal representations of colonial history could serve the interests of their group by bolstering ingroup pride when representations also emphasized the resilience of Indigenous peoples. Finally, participants described how brutal representations of colonial history could help transform intergroup relations with non-Indigenous outgroups in positive ways by explaining present challenges in Indigenous communities as the result of intergenerational trauma. We discuss findings in terms of their relevance for ingroup agency and their implications for public representations of colonial history.

Participation in Inclusive Diversity Efforts Benefit Intergroup and Integration Outcomes
Tiffany N. Brannon

In 1967 Martin Luther King, Jr. reaffirmed a vision of integration as ‘an opportunity to participate in the beauty of diversity.’ Drawing inspiration from King’s vision, across two datasets with White and Asian college students (N=1957, N=1324), the present research finds support for the power of participation in inclusive diversity efforts associated with marginalized groups (i.e., Latina/o and African Americans) to benefit intergroup attitudes. Specifically, participating in an academic course or activity that involves Latina/o or African American culture is related to greater outgroup closeness and more supportive perceptions of policies that address inequality. Perceptions of policies included attitudes toward the merits of affirmative action, use of multicultural (versus colorblind) approaches to diversity, and endorsement of structural (versus individual) explanations for inequality. These results held controlling for other types of contact (i.e., outgroup friendships, roommates, interactions), college-level demographic diversity, and prior intergroup attitudes and diversity exposure. The discussion explores the importance of engagement in inclusive diversity efforts for achieving full integration, not just representation, among individuals from marginalized groups within mainstream settings. Policy implications of the present findings for inclusive diversity efforts within mainstream settings (K-12 schools, universities) including minimizing backlash to such efforts is also discussed.
Social Representations of Self Within the Context of Type 2 Diabetes Experiences in Ghana
Ama de-Graft Aikins, Regional Institute for Population Studies, University of Ghana

Anthropological, sociological, literary and psychological studies have produced multidisciplinary evidence on the complex representations of self in African contexts. This body of work remains to be critically synthesised and included in the psychological literature on self and self-construal. A specific area that provides important insights is research on chronic illness experiences: as physical capabilities, identities and relationships change over a long period of time in response to prolonged illness, individuals and their significant others experience complex changes to their biographies and life trajectories. In this lecture I present insights from two social psychological studies of social representations of type 2 diabetes conducted in Nkoranza, Kintampo and Accra, Ghana. For both studies, qualitative data – interviews, focus group discussions, family case studies, observations - was gathered from adult men and women with type 2 diabetes, lay individuals and healthcare providers. Conceptually, the studies drew on biographical theories of chronic illness (e.g. Bury, 1982), body-self (e.g. Scheper-Hughes and Lock, 1987) and ‘cognitive polyphasia’ (Moscovici, 1961/1976; 2000). Three key insights emerged from the analysis of social knowledge of type 2 diabetes and the everyday strategies of managing and reconstructing body-self within the context of illness experiences: (1) representations of self spanned independent, interdependent and relational categories depending on illness status; (2) interdependent relationships were viewed as spaces of psychosocial and therapeutic risk; and (3) body-self constituted a knowledge modality that shaped illness action. I will consider the contribution of these study insights to the critical social psychological literature on self and identity, as well as to public/global health concerns about developing culturally appropriate chronic illness interventions in Africa.
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