Dear SPSSI Community,

While the COVID-19 pandemic has forced us to cancel our in-person meeting this year, it has also made clear that our community’s work is more important than ever. In countries around the world, people are using their collective voices to stand against injustice and demand change. The pandemic and recent protests against police violence and discrimination against Black, Brown, and Indigenous peoples show that there is a thirst for anti-racist, pro-equality action. In this critical moment, we are taking a moment to reflect on our conference theme, Making the Invisible Visible: Transformative Research and Social Action.

Many people are grappling with realities that they did not know existed, did not fully understand, or did not want to acknowledge prior to the national and global conversations about bias and discrimination. For some, this means contending with the reality of contemporary racism. For others, it means recognizing that even within the communities that have pushed for social change, certain experiences and voices have been rendered invisible. It has become increasingly clear that building a healthy society necessitates taking care of our most vulnerable members. As we noted in our call for proposals, as scientists, activists, and policymakers, we have a responsibility to make space for these voices and work with these communities.

Many of the submissions you will find in this program take this call to heart. The presentations include an array of diverse topics, including intersectionality, sexual violence, structural racism and discrimination, immigration, decolonization, incarceration, poverty, weight stigma, transgender issues, climate and environmental justice, and many more. Much of this work includes populations that are largely overlooked in psychological research and practice. Additionally, our keynote speakers planned to address the legal and social challenges of ending violence against Native American women and girls (by Mary Katherine Nagle, JD) and the experiences of intersex people navigating the medical system and family relationships (by Dr. Georgiann Davis). All of these submissions help to create space for peoples whose voices have been silenced. We are incredibly proud to belong to a community that plays an active role in improving our science and society by engaging such topics through research, activism, and policy.

At a time when many people are asking how they can be helpful to the movements that are creating much-needed societal change, we want to take a moment to thank our community. The work you are doing is important in this moment, and it is critical to reimagining society and creating equitable futures. We are honored to stand beside you in the fight for justice and hope that you continue to share your knowledge and to make the invisible visible.

While we are disappointed not to see you in Denver this year, we encourage you to read about the exciting and changemaking work included in this program and reach out to authors for further discussion.

In health, solidarity, and hope,
Laura Brady, University of Michigan
Arianne Eason, University of California, Berkeley
Conference Program Co-Chairs
MAKING THE INVISIBLE VISIBLE: Transformative Research and Social Action

SPSSI Honors

2020 DISTINGUISHED SERVICE TO SPSSI AWARDS
Jamie Franco-Zamudio, Spring Hill College
Margo Monteith, Purdue University

2020 OTTO KLINEBERG AWARD
Nicole Stephens, Northwestern University
Maryam Hamedani, Stanford University
Sarah Townsend, University of Southern California
Awards for teaching students a contextual theory of difference can help them succeed

Honorable Mention: Nicolas Geeraert, University of Essex
Ren Li, University of Maryland
Colleen Ward, Victoria University of Wellington
Kali Dems, University of Essex
A Tight Spot: How Personality Moderates the Impact of Social Norms on Sojourner Adaptation

Honorable Mention: Rezarta Bilali, New York University
Johanna Vollhardt, Clark University
Victim and Perpetrator Groups' Divergent Perspectives on Collective Violence: Implications for Intergroup Relations

2020 SPSSI ACTION TEACHING AWARDS
Victoria Burns, Florida International University
Reducing Sexual Assault on Campus
Eric Jones, Grand Valley State University
Teaching Research Methods with an Anti-Hunger Project

2020 SPSSI ACTION TEACHING GRANTS PROGRAM
Jessica Cundiff, Missouri University of Science and Technology
Leah Warner, Missouri University of Science and Technology
A Classroom Activity to Teach about Gender Inequity in the Workplace

August Hoffman, Metropolitan State University
Environmentally Sustainable Activities in the Age of Covid-19: Improving Healthy Foods Access to Marginalized Communities

2020 TWO-YEAR COLLEGE TEACHING AND MENTORING EXCELLENCE AWARD
Lisa Kirby, Collin College, The Texas Center for Working-Class Studies

2020 SPSSI FELLOWS
Asia Eaton, Florida International University
Bonita London, Stony Brook University
Michael Hendricks, George Washington University, Washington Psychological Center, Washington, DC
Michelle Nario-Redmond, Hiram College

2020 SAGES GRANTS PROGRAM
Beatrice Krauss, City University of New York
Addressing cognitive bias in medical diagnosis: From education to review to practice and policy
Rosemary Hays-Thomas, University of West Florida
A Psychological Approach to the Management of Organizational Diversity and Inclusion, an Update

2020 APPLIED SOCIAL ISSUES INTERNSHIP PROGRAM
Nihan Albayrak-Aydemir, London School of Economics and Political Science
Exploring the role of perceived and actual identity recognition on the career trajectories of Turkish Muslim women

Nicolyn Charlot, Western University
Congressional Briefing to Support Trauma- and Culturally-Informed Immigration Policies
Nicola Gailits, University of Toronto
Voices No Escuchadas (Unheard Voices): Storying the Mental Health Impact of Migration
Rebecca Griffith, University of Kansas
Violence, Hostile Attribution Bias, and Working Memory in Justice-Involved Youth
Anna Weicker, The Wright Institute
Losing a family member to police violence: An exploration of family needs following death by law enforcement

2020 OUTSTANDING TEACHING AND MENTORING AWARDS
Dawn Goel, Marshall University
Rupert Nacoste, North Carolina State University
2020 OTTO KLINEBERG AWARD
Nicole Stephens, Northwestern University
MarYam Hamedani, Stanford University
Sarah Townsend, University of Southern California
Difference Matters: Teaching Students a Contextual Theory of Difference Can Help Them Succeed
Honorable Mention: Nicolas Geeraert, University of Essex
Ren Li, University of Maryland
Colleen Ward, Victoria University of Wellington
Kali Dems, University of Essex
A Tight Spot: How Personality Moderates the Impact of Social Norms on Sojourner Adaptation
Honorable Mention: Rezarta Bilali, New York University
Johanna Vollhardt, Clark University
Victim and Perpetrator Groups’ Divergent Perspectives on Collective Violence: Implications for Intergroup Relations

2020 INNOVATIVE TEACHING AWARD
Masi Noor, Keele University

2021 SPSSI SPEAKER AT THE NATIONAL INSTITUTE FOR TEACHING OF PSYCHOLOGY (NITOP)
Apryl Alexander, University of Denver

2019 TWO-YEAR COLLEGE TEACHING AND MENTORING EXCELLENCE AWARD
Mariana Molina, Miami Dade College

2019 LOCAL- AND STATE-LEVEL POLICY WORK GRANTS PROGRAM
Jaboa Lake, Portland State University
Kimberly Kahn, Portland State University
Michael Zhang, Metropolitan Public Defenders
Leni Tupper, Metropolitan Public Defenders and Portland Community College
Clearing records, clearing paths: Individual, community, and policy benefits of trauma-informed free expungement clinics
Jessica Smith, Hayley Cleary and Sarah Raskin - Virginia Commonwealth University
Assessing School Safety in the Age of Threat Assessment: A Virginia Policy Study
Patrick Grzanka, The University of Tennessee Knoxville
Increasing Support for Comprehensive Sex Education in East Tennessee: A Deep Values Canvassing Project

2019 SUSAN DUDLEY AWARD
Rachel H. Farr, University of Kentucky
Diverse LGBTQ Parents with Adolescent Children: Identity, Discrimination, Family Relationships, and Health Outcomes

2019 MICHELE ALEXANDER EARLY CAREER AWARD
Apryl Alexander, University of Denver

2019 TEACHING RESOURCES AWARD
Jessica Cundiff, Missouri University of Science and Technology
Using Debates to Foster Critical Thinking
Laura Dryjanska, Biola University
‘Usies’, not selfies: The Process, Not the Outcome Teaching Activity
Jessica Salvatore, Sweet Briar College
Re-evaluating the status of ‘myths’ relating to social issues

2019 SEAS GRANTS PROGRAM
Kim Case, University of Houston-Clear Lake
Social Issues Academic Peer Mentoring Retreat
Michele Schlehofer, Salisbury University
Developing Skills in Translating Social Science Research into Advocacy

2019 KURT LEWIN AWARD
Ervin Staub, University of Massachusetts at Amherst
Witnesses/Bystanders: The Tragic Fruits of Passivity and Generating Active Bystandership in Children, Adults and Groups

2019 GORDON ALLPORT INTERGROUP RELATIONS PRIZES
Jay van Bavel, New York University and Andrea Pereira, Leiden University
The Partisan Brain: An Identity-Based Model of Political Belief
Honorable Mention: Gordon Hodson, Richard Crisp, Rose Meadly, Megan Earle
Intergroup Contact as an Agent of Cognitive Liberalization

2019 LOUISE KIDDER EARLY CAREER AWARD
Kimberly Kahn, Portland State University

2019 SOCIAL ISSUES DISSERTATION AWARD
Christine Nittrouer, Rice University
Allies as Intermediaries: Strategies that Promote Hiring People with Intellectual Disabilities
Miao Qian, University of Toronto
Reducing Implicit and Explicit Racial Biases among Young Children
2019 SAGES GRANTS PROGRAM
Louis Penner, Karmanos Cancer Institute
Understanding the Causes of Racial Healthcare Disparities
Using a Video Archive of Racially Discordant Medical Interactions

Michele Wittig, California State University, Northridge
The Santa Monica Policing Reform Project

2019 APPLIED SOCIAL ISSUES INTERNSHIP PROGRAM
Kristen Brock-Petroshius, University of California Los Angeles
Changing Dominant Carceral Attitudes: A Community Organizing Field Experiment

Katherine M. Griffin, University of California Los Angeles
Beyond Bridges: Understanding and combating poverty related stigma in rural non-profitservices

Jessy Guler, University of Kansas

Brittany Mihalec-Adkins, Purdue University
Parents’ Experiences of and Engagement in Child Protective Interventions: Research to Improve Advocacy

Jacqueline Moses, Florida International University

Talia Sandwick, City University of New York
On Our Terms: Students, Parents, and Educators Take Back the Conversation about School Safety and Accountability

2019 OUTSTANDING TEACHING AND MENTORING AWARD
Asia Eaton, Florida International University

2019 OTTO KLINEBERG AWARD
Jonas Kunst, University of Oslo
John Dovidio, Yale University
Ron Dotsch, Utrecht University
White Look-Alikes: Mainstream Culture Adoption Makes Immigrants ‘Look’ Phenotypically White

2019 INNOVATIVE TEACHING AWARD
Leah Warner, Missouri University of Science and Technology
Honorable Mention: Ryan Pickering, Alleghany College
Honorable Mention: June Gruber, University of Colorado Boulder
Honorable Mention: Salena Brody, University of Texas at Dallas

2019 SPSSI TEACHING GRANTS
Madeline Brodt, University of Massachusetts Boston
Kim Case, University of Houston Clearlake

2019 SPRING CLARA MAYO GRANTS PROGRAM
Jason Chin, University of California, Los Angeles
Can a common racial minority identity overcome group self-interest?: Asian Americans and support for affirmative action

Samantha Gnall, Georgia Southern University
Who Deserves to be in STEM? How Threat and Confirmation of the Gender Hierarchy Impact Helping Behavior towards Prospective STEM Majors

Maya Godbole, Community University of New York
Sex Discrimination Policies as a Gateway to Women’s Representation

2019 FALL CLARA MAYO GRANTS PROGRAM
Sarah Jackson, Florida International University
Dialect Usage in Telephone Interviews: Using White Standard Dialect Increases Perceived Hirability

Adam Stanaland, Duke University
Hands Up, Who Shoots? How Colorism and Endorsement of Masculine Norms Affect White Men’s Shooter Bias

Brenda Straka, Duke University
‘Identity Politics.’ Psychological and political implications of the Hispanic/Latino Census Box

Marissa Walter, Acadia University
An Examination of the Frequency of Affectionate Touch and its Health Associations Within Interracial vs. Intraracial Relationships

2019 SPRING GRANTS-IN-AID PROGRAM
Analia Albuja, Rutgers University
When you ask me where I’m from: Bicultural people’s discrimination attributions for identity questioning

Mason Burns, University of Indianapolis
Increasing Receptivity to Bias Feedback and Bias Regulation: The Role of Construal Level

Gabriel Camacho, University of Connecticut
Believing Claims of Discrimination: The Effect of Race and Attributions

Randl Dent, Virginia Commonwealth University
Is therapy for me?”: Black Emerging Adults’ Perceptions of Therapy Inclusivity and Their Willingness to Utilize Mental Health Services

Adam Dunbar, University of Delaware
Racial Bias, Perceptions of Pain, and Criminal Justice Decision Making
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urmitapa Dutta</td>
<td>University of Massachusetts Lowell</td>
<td>Documentation as Resistance: Citizenship Crisis and Belonging in Northeast India</td>
</tr>
<tr>
<td>Keri Frantell</td>
<td>University of Tennessee Knoxville</td>
<td>Mountain Highs and Holler Lows: Substance Use and Suicide in Rural Appalachian LGBTQ+ Youth</td>
</tr>
<tr>
<td>Adam Maughan</td>
<td>University of Tennessee Knoxville</td>
<td>Demonstration Bias: Does Freedom of Speech Apply to Black Protesters?</td>
</tr>
<tr>
<td>Stephanie Hargrove, George Mason University</td>
<td>Holistic Healing Outcomes: Exploring Thriving for Black Women Survivors of Gender-Based Violence</td>
<td></td>
</tr>
<tr>
<td>Maryam Hussain</td>
<td>University of California Merced</td>
<td>Discrimination and ambulatory blood pressure: In-the-moment experiences of Latinx immigrants</td>
</tr>
<tr>
<td>Antonya Jackson</td>
<td>University of California Los Angeles</td>
<td>Freedom Schools as a Counternarrative Model: Understanding What African American Girls Need</td>
</tr>
<tr>
<td>Ummul-Kiram Kathawalla, Elizabeth Long</td>
<td>University of Minnesota Twin Cities</td>
<td>Culturally-Specific and Non-Cultural Predictors of Mental Health: Experiences of Discrimination and Life Stress for Muslims living in America</td>
</tr>
<tr>
<td>Cheryl Dickter</td>
<td>College of William and Mary</td>
<td>The Effect of Framing Inequality as Ingroup Privilege on White Bystander’s Confrontation of Racism</td>
</tr>
<tr>
<td>Tessa Dover</td>
<td>Portland State University</td>
<td>Stigma as a Barrier for Labeling and Reporting Sexual Violence</td>
</tr>
<tr>
<td>Ann Huffman</td>
<td>Northern Arizona University</td>
<td>Using the “Dialogue Check” Intervention to Increase Open and Less Biased Political Dialogue</td>
</tr>
<tr>
<td>Tao Jiang</td>
<td>Ohio State University</td>
<td>Love is not a battlefield: Nonzero-sum beliefs and response to conflict in romantic relationships</td>
</tr>
<tr>
<td>Kristyn Jones</td>
<td>City University of New York</td>
<td>To Review or Not to Review: The Effect that Reviewing Body-Worn Camera Footage has on Stakeholder’s Perceptions of Officer Credibility</td>
</tr>
<tr>
<td>Tatyana Kaplan</td>
<td>University of Nevada Reno</td>
<td>Bridging the Minority Influence Gap: The Roles of Social Identification and Prototypically</td>
</tr>
<tr>
<td>Ebony Lambert</td>
<td>Virginia Commonwealth University</td>
<td>Can school be a source of trauma? Assessing academic traumatic stress as a mechanism underlying the health outcomes of Black undergraduate students</td>
</tr>
</tbody>
</table>

2019 FALL GRANTS-IN-AID PROGRAM

Yasemin Acar, University of St. Andrews
Re-Examining Reappropriation: Politicizing Symbols and their Effects on Continuing Collective Action

Vivienne Badaan, New York University
Imagining Better Societies: A Social Psychological Framework for the Study of Utopian Thinking and Collective Action

Fanie Collardeau, University of Victoria
Exploring Shame Across Diverse Contexts and Cultures: The Impact of Discrimination and Culture on State Shame

Jennifer Paruk, Michigan State University
Evaluating the Predictive Validity of the YLS/CMI using Self-Report and Official Data

Kristan N. Russell, University of Nevada Reno
Courtesy Stigma: Examining the Collateral Consequences of Sexual Offenses and Subsequent Policy on Partners of Sexual Offenders

Bryan Thornton, University of California Los Angeles
Stigma and Learning Disabilities in the High School Context: The Impact of Self-Stigma and Structural Stigma on Psychological and School Outcomes

Natalie Wittlin, Yale University
Men Act Masculine, Women Look Feminine: Investigating the Physical Femininity Imperative

Noelle Malvar, City University of New York
Let’s Talk: Increasing Individuals’ Willingness to Engage in Intergroup Dialogue Through a Growth Mindset Intervention

Angela Meadows, University of Exeter
Representation and positive role models in a stigmatised domain: Fat exercisers, self-efficacy, and future selves

Andrea Negrete, University of Virginia
A Qualitative Examination of Latinx Immigrant Late Adolescents’ Critical Consciousness in the Transition to Adulthood
Hannah Lind, University of Alabama
*Investigating prosecutorial tunnel vision: An examination of confirmation*

Katlyn Milless, City University of New York
*Unraveling the Double-Bind: An Investigation of Black and Latina Women in STEM*

Faye Nitschke, University of Queensland
*Understanding the emotional victim effect: How does female adult rape complainant emotional demeanour prejudicially influence credibility judgements?*

Mukadder Okuyan, Clark University
*“I care about equality, but this is too much!” Do egalitarians claim discrimination when they perceive threat to their advantaged status?*

Yanet Ruvalcaba, Florida International University
*Cyber Dating Abuse Victimization Among Latinx Emerging Adult Men and Women: The Relationship Between Cyber Dating Abuse, In-Person Abuse, Risky Health Behaviors, and Mental Health*

Lina Saud, Rutgers University New Brunswick
*Selective Memory and the Violation of Muslim Americans’ Civil Liberties*

Michael Thai, The University of Queensland
*A dual pathway model of trust in social justice research conducted by researchers from marginalized groups: The role of perceived vested interest and psychological standing*

Ha Ngan Vu, Emory University
*Vietnamese-American Parents’ HPV Vaccine Uptake for their Adolescent Children—An Examination of Practice-, Provider-, and Patient-Level Influences*

P-Melissa Washington-Nortey, Virginia Commonwealth University
*Securing a Successful Future for Children with Developmental Disabilities in Ghana and Zambia: A Study of Parental Expectations, Behaviors, and Community Resources*

Brandon Weiss, Georgia Southern University
*Identifying and Addressing Mental Health Needs of Rural Sexual and Gender Minorities*

SPSSI would like to express special thanks to the following people for their invaluable work toward the development of this program and other conference activities that could not ultimately take place in Denver, CO this summer. Although we could not see these events through in person, we recognize your vision and efforts which remain critical to our 2020 footprint and legacy. We appreciate you very much!

**PROGRAM CO-CHAIRS**
Laura Brady, University of Michigan
Ariane Eason, University of California, Berkeley

**SPSSI PRESIDENT**
Stephanie Fryberg, University of Michigan

**SPSSI COMMITTEES**
Diversity Committee
Executive Committee
Graduate Students’ Committee
Early Career Scholars’ Committee
Internationalization Committee
Policy Committee

**SPSSI STAFF**
Anila Balkissoon, Executive Director
Justin Belsley, Administrative Manager
Sarah Mancoll, Policy Director

**AMC NETWORK**
Elizabeth White, Jill Pierce, and Rose Draper

**EVENT PARTNER**
Embassy Suites Downtown Denver
The following in-person activities were being planned for our summer event. Again, we thank those of you who worked to plan toward these cancelled events:

**2020 Diversity Workshop**

Hearing from and Workshopping from SPSSI Members with Diverse Backgrounds

SPSSI’s third Diversity Preconference aims to help SPSSI’s diverse members and those with diversity-related interests to develop professional skills within academia, policy/applied areas, social justice, and in the overlap of the three. Participants will broaden their perspectives on new and emerging trends and how addressing these trends can assist in action-oriented and effective science. This preconference will provide a space for members to share with, learn from, and find community with other SPSSI members from underrepresented and marginalized groups.

Half of the day will include talks from diverse speakers on issues relevant and of interest to SPSSI members, with the other half focused on breakout activities in smaller groups for attendees to workshop with others and facilitate robust and courageous conversation about new and emerging trends in diversity.

Organizers: Members of SPSSI’s 2020 Graduate Student Committee Chaired by Jaboa Lake, Portland State University & 2020 Diversity Committee Chaired by Kimberly Kahn, Portland State University

**2020 Policy Workshop**

Psychology, Law, and Public Policy: Examining the Relationships Among Psychology, Law, and Public Policy at the Local, National, and International Levels

The goal of the workshop is to introduce policy-relevant perspectives and skills to SPSSI Summer Conference attendees at various career stages and to build capacity in areas typically overlooked in traditional academic settings. The 2020 Policy Workshop will focus on Psychology, Law, and Public Policy: Examining the Relationships Among Psychology, Law, and Public Policy at the Local, National, and International Levels. Within this framework will be three major areas of focus: Criminal justice (especially criminal justice reform); alternative dispute resolution; and religious discrimination.

Organizers. Richard Wiener, MLS, PhD, Ashley Votruba, JD, PhD, and Carey Ryan, PhD (University of Nebraska/Lincoln) in partnership with SPSSI Policy Committee Co-Chairs Katya Migacheva, PhD (RAND) and Linda Silka, PhD (University of Maine); Members of SPSSI’s Policy Committee; and SPSSI Policy Director Sarah Mancoll, MS.

**Other Highlighted Events:**

2020 Kurt Lewin Award Address
2020 Presidential Address with Dr. Stephanie Fryberg
Diversity Committee Welcome Breakfast
Kickoff Reception sponsored by our Early Career Scholars’ Committee, Graduate Student Committee, and Internationalization Committee

**Graduate Student Programming:**

Mentorship Lunch Series
International Member Meet-Up in Partnership with Internationalization Committee
Get Involved! Table Meet & Greet Student Opportunity
MAKING THE INVISIBLE VISIBLE:  
Transformative Research and Social Action

15 MINUTE PRESENTATIONS

#NotAllWhites: Liberal-leaning Whites Racially Disidentify Under Trump-Related Group-Image Threat
J. Doris Dai, University of Washington
Arianne Eason, University of California, Berkeley
Laura Brady, Stephanie A. Fryberg - University of Michigan

Donald Trump won the 2016 presidential election, in large part, due to support from White Americans. This win created a new socio-political reality in which White Americans as a group became associated with Trump and his anti-egalitarian views. Four studies (N=3245) explored how liberal-leaning Whites negotiate the conflict between their personal egalitarian values and their racial group's association with Trump’s anti-egalitarian views (i.e., group-image threat). We provided evidence that such Trump-related group-image threat led liberal-leaning more than conservative-leaning Whites to racially disidentify (Studies 1-3). In turn, racial disidentification predicted greater signaling of egalitarian beliefs (i.e., expressing intentions to advocate for racial equality and support policies designed to benefit racially minoritized groups; Study 3). Finally, Study 4 expanded the scope of Trump-related group-image threat by demonstrating that liberal-leaning Whites also disidentified when the threat was framed as their racial group’s opposition to Trump’s impeachment, and such disidentification predicted greater egalitarian behaviors (i.e., monetary donations to organizations that promote racial equity). These results suggest that the process of negotiating Trump-related group-image threat has implications for both White Americans racial identities and ongoing efforts to achieve racial equality.

(Trans)gender Stereotypes: Content and Consequences of Cross-Racial Transgender Stereotypes
Kristina Howansky, Anna Moorhead, Sam Green - St. Mary’s College of Maryland
Leigh Wilton, Skidmore College
Danielle Young, Manhattan College

Transgender individuals, particularly individuals from racial minority groups, are among the most heavily stigmatized individuals in American society. Despite this pervasive stigmatization, transgender people have remained all but invisible in gender research. Limited work has expanded the literature of gender stereotypes to include transgender individuals and no work to date has explored the unique ways gender stereotypes may be applied to transgender racial minorities. In Study 1, cisgender individuals (N = 212) produced unique stereotypes, such as mentally ill and confused, about transgender, but not cisgender, populations. Stereotypes for transgender individuals also included stereotypes related to both cisgender men and cisgender women. In Study 2, transgender people (N = 330) rated the unique stereotypes about their group more negatively than cisgender people (N = 193) rated the same stereotypes. These data highlight distinct ways that transgender people, who represent one of the most stigmatized social groups, experience stigma through stereotype application. In Study 3 (N = 807), we identified that the trans-specific stereotypes generated in Study 1 replicate across racial groups, although differences in gender specific stereotypes emerged between racial groups. Discussion includes policy implications of stereotype endorsement and how research including nontraditional gender identities advances diversity science.
A Social Identity Approach to Understanding NIMBYism in Online Discourse
Scott Neufeld, Simon Fraser University

Far more than mere negative attitudes towards an outgroup, prejudice and stigma are powerfully reconceptualized within the Social Identity Approach (SIA) as tools of ingroup power utilized to consolidate particular visions of ingroup identity in response to fears of outgroup threats (Tajfel & Turner, 1979; Reicher, 2007). The SIA has rarely been applied to municipal NIMBY (Not In My Backyard) disputes over the position of people experiencing homelessness and forced to use drugs in public, a highly vulnerable yet much-maligned social group. This qualitative study analyses two years (2015-2017) of collected online discourse (local news articles, petition comments, social media, emails to city councilors) concerning the evolving tensions around a large homeless encampment and proposed social housing development in a small city in Western Canada. Thematic analysis of this material demonstrates how the SIA enables us to understand NIMBYism and stigma towards homeless drug users as a battle for ex/inclusion in the contested social category of citizen (Hopkins, Reicher, & van Rijswijk, 2015). Furthermore, the slippery, shifting narratives supposedly justifying the lack of supports for marginalized people in the community cannot hide the stark implication in these narratives of exclusion that they are not a part of us.

Amplifying Santa Cruz Community Voices on Health and Incarceration
Roxy Davis, Jenny Reardon - UC Santa Cruz

From 2012 to 2016, there were five preventable deaths in the Santa Cruz County jails, more than twice the national per capita average. Following these deaths, concerned community members reached out to university researchers to investigate. In this study, formerly incarcerated community members were interviewed about their health-related experiences in the Santa Cruz jail, including their access to healthcare, the quality of the care they received, and the impact of the jail environment on their physical and psychological health. Results were coded using inductive thematic coding, and key themes include difficulty getting care, low quality of care, maltreatment by jail staff, and jail as a harmful environment. Implications and suggestions for change will be discussed.

An Intersectional Investigation of Women’s Experiences of Attributional Ambiguity
Katlyn Milless, CUNY Graduate Center
Daryl Wout, John Jay College, CUNY

A series of studies elucidates the experiences of Black, Latina, Asian, and White women during an ostensible interpersonal interaction and subsequent experiences of attributional ambiguity. Research on intergroup perceptions and attributional ambiguity have often overlooked issues of intersectionality, or the unique experiences arising from being a “multiply marginalized other”. These studies assess how shared ingroup identity modulates perceptions of safety and the attributions made to interactions with others. First, these studies demonstrate women’s differential perceptions of safety with individuals with whom they share partial ingroup status with (i.e., shared race, but not gender or vice versa), full ingroup status (i.e., shared race and gender), or full outgroup status (i.e., White men). Additionally, this work uncovers how these differential perceptions of safety affect attributions of ambiguously negative feedback from different groups with varying shared identities. Overall, the current work adds a necessary complexity to thinking about intergroup relations through an investigation of the nuances in the level in which people have shared identities and how this informs interpretations of environmental cues and the use of attributional strategies. This work has potential for application in a variety of applied contexts, especially those that are evaluative such as education and the workplace.

Assessing Climate and Maximizing Diversity Efforts in STEM Doctoral Programs
Giselle Laiduc, Emily Hentschke - UC Santa Cruz

People from historically marginalized backgrounds (e.g., women, people of color) experience high rates of discrimination in STEM fields (Pew Research Center, 2017). This runs counter to highly-publicized, well-funded equity, diversity, and inclusion (EDI) efforts that seek to reduce bias in these fields. To gain a deeper understanding of perceptions of the climate in STEM graduate programs, we conducted a needs assessment of EDI issues at a large research university. Doctoral students in the physical and biological sciences participated in an online survey (n=156) and follow up interviews (n=20) examining
psychological wellbeing, discriminatory experiences, and perceived departmental climate, including efforts to address EDI issues and suggestions for improvement. Our analyses indicate that students’ assessment of how their departments prioritized EDI issues negatively predicted their perceptions of climate, belonging, and well-being. Analysis of interview and open-ended survey questions echo these findings, highlighting the unintended consequences of promoting EDI issues in shallow ways (e.g., underequipped faculty, the persistence of myths about minority advantage). We discuss strategies for sharing findings with campus leadership, including concrete recommendations from doctoral students themselves about how to meaningfully promote supportive, inclusive, and equitable initiatives.

**Bearing Witness, Structural Violence and Solidarity: Grassroot Organizers and Activists Experiences in the Immigration Rights Movement**

Peiwei Li, Rakhshanda Saleem - Lesley University

Decades long anti-immigrant politics and practices have taken a tremendous toll on individuals and families who attempt to flee violence and extreme poverty (Brabeck, Lykes, & Hunter, 2014). Detrimental ripple effects reverberate across immigrant communities and transnational borders (Chacon, 2011). Against this backdrop, this critical qualitative study documents immigrant grassroot organizers’ and activists’ experiences as they navigate the intersections of legal, political, economic, cultural and transnational implications, as well as complex ethical and moral dilemmas as they emerge in their work. Grounded in richness of narratives, we bear witness of lived experiences of immigrants, refugees, and asylum-seekers, and engage in critical analysis of structural violence, as embedded in systems of oppression in institutions and policies (Farmer, 2004; Galtung, 1969). We also theorize the concept of solidarity (Honneth, 1996; Mohanty, 2003), which is called for but not always successful in current social movements. This grapples with what it means to form genuine allyship and to authentically join political, economic, and social struggles for recognition, redistribution, human rights, and freedom for all (Fraser, 2003). Most importantly, through this work we hope to make an impact on the ground toward critical consciousness raising and actions (Feirie, 1972).

**Beyond a Single Story: Resettled Refugees Construct Meaning of Wellbeing**

Andrea Belgrade, Mari Kira, Fiona Lee - University of Michigan

While recognizing the negative and sometimes traumatic experiences refugees faced in their lives, we seek to understand how refugees construct their sense of wellbeing. We studied this topic using two studies: a photovoice project with 14 adolescent refugees (age 12-18; Middle Eastern) and semi-structured interviews with 56 adult refugees (age 18-64; Somali, Hmong, and Middle Eastern). We conducted a thematic analysis and found that relative to psychological theory, stability was far more central and multifaceted than previously described. We explore stability as a construct inclusive of peace of body, peace of mind, rootedness in oneself, and rootedness in meaningful connections. We also describe the participants experience with stability over time. The participants’ experience with instability influenced their value of this wellbeing dimension, however it was apparent that stability remained an important aspect of wellbeing even when refugees perceived their lives to be presently stable. We conclude by discussing stability as a complex concept that is not simply achieved in order for people to experience other higher forms of wellbeing as suggested in most wellbeing theories, but rather something people are constantly seeking and valuing, even when basic needs are met.

**Beyond Self-Report: Assessing Bystander Responses to Sexual Risk using Virtual Reality**

Sarah Eagan, Hanna Grandgenett, Joshua E. Zosky, David DiLillo, Sarah Gervais - University of Nebraska, Lincoln

To address sexual violence on college campuses, many universities implement bystander intervention training programs. While self-reported behaviors are the metric for evaluating these programs, they are vulnerable to bias. The aim of the present study was to evaluate a novel approach of assessing bystander intervention behaviors towards sexual violence. Using virtual reality (VR) technology, we observed behavioral responses to sexual risk situations in an ecologically valid environment. Participants first completed a series of measures related to bystander behaviors. At a two-week follow-up, participants were immersed in a VR-based house party. Responses were recorded during neutral and sexually risky scenes. Analyses indicate that intervention behaviors in VR were positively associated with self-reports of prior bystander training, intervention efficacy, sexual risk perception, and positive social norms toward bystander intervention (r scores ranged from .30 to .35; all ps < .05).
However, intervention behaviors in VR were not associated with self-reported bystander attitudes or previous intervention behaviors. The distinction between self-reported behavior and behavior in VR highlight the incongruity of assessing actual bystander behaviors through secondary measures. Implications of these findings for testing the efficacy of bystander intervention programs on college campuses will be discussed.

Black in Higher Education: Racial Microaggressions, Negative Emotions, and Coping
Jessica DeCuir-Gunby, Whitney McCoy - NC State University
Stephen Gibson, Virginia Commonwealth University

It is common for African American students to experience racial microaggressions in predominately White institutions (PWIs). These experiences can elicit a variety of negative emotions (e.g. anger or sadness) and can lead to race-related stress or racial trauma. In order to understand the students’ experiences, using purposive sampling, we recruited 15 participants (11 women and 4 men) from PWIs across the United States to share their stories. Findings indicated that participants experienced a variety of racial microaggressions within their respective PWIs, including racial microassaults (e.g. ascription of intelligence, assumption of criminality, and pathologizing cultural values/communication styles) and racial microinvalidations (e.g. myth of meritocracy, colorblindness, and denial of individual racism). The women participants often experienced gendered racial microaggressions (e.g. beauty and sexual objectification, silenced and marginalized, strong Black woman stereotype, and Angry Black woman stereotype) as well. Overall, the negative emotions exacerbated the experiencing of racial microaggressions, resulting in the constant engagement of coping mechanisms, particularly maladaptive coping (e.g. over eating). The participants’ stories illustrated the centrality of racism as well as the importance of examining intersecting identities within higher education. In addition, their stories highlighted how racism-related stress is a pressing public health issue on PWIs.

Characteristics of Men’s Claims of Gender Discrimination
Noely Banos, Graziella Benson, Vanessa Volpe - North Carolina State University

The #MeToo movement has incited a national conversation about what types of behaviors constitute gender discrimination, defined by social scientists as gender-based behaviors that contribute to an unfair and intimidating environment (Bibbit-Zeher, 2011). Although White cisgender men earn more and have higher rates of social mobility than their female counterparts, their claims of gender discrimination have risen to 41% (American National Election Study, 2016). In order to understand the potential societal impacts of their claims, it is critical to understand how these men describe personal experiences with gender discrimination. This qualitative study examined the responses of 29 White cisgendered heterosexual men (Mage =19.6) who reported at least one experience of gender discrimination. Inductive coding was used. The following themes emerged: exclusion from female only groups/events (33%), accusations of promiscuity (7%), criticism for partaking in female only occupations (11%), violation of gender norms (11%), and criticism for upholding gender norms (26%). This research adds to the understanding of how White cisgender men constitute personal experiences of gender discrimination. Furthermore, the situations described were of lower severity than those historically described by women. The implications of these experiences being considered gender discrimination may undermine the evaluation efforts and seriousness of public policy interventions.

Children and Climate Change: Examining Learning and Action through Photovoice
Stephanie Lam, Carlie D. Trott - Community & Organizational Research for Action (CORA), Department of Psychology, University of Cincinnati
Emmanuel-Sathya Gray, Leyla June Ashraf, Caletta Brandt, Christine Li Shi - Department of Psychology, University of Cincinnati

Climate change disproportionately impacts the world’s most vulnerable and marginalized populations, including children and youth, yet these groups are often the least likely to have a voice in climate change decision-making and action. Many youth participatory action research (yPAR) projects demonstrate the impact children have as agents of change in their community, however, research documenting their capabilities in tackling climate change to build a sustainable future is scarce. This study
explores how photovoice, a participatory action research methodology, helped children (ages 10 to 12) learn about, connect with, and take action on climate change in their local communities. Specifically, thematic analysis (Braun & Clarke, 2006) was used to examine audio-recorded photovoice discussions taking place during a fifteen-week after-school climate change education and action program implemented across three research sites in the Mountain Western U.S. Analyses show that children acquire knowledge and are inspired by climate change by making connections to their personal lives and interests. Moreover, findings suggest that children were able to transform a complex, negative topic into positive action in their local community while having fun. This evidence underscores the importance of yPAR for sustainability and, more generally, employing generationally-inclusive decision processes to tackle wicked problems.

Citizens Evaluate Political Candidates Based on Values More than Identity
Hui Bai, University of Minnesota

This paper compares whether citizens evaluate political candidates based on the match of their political values (i.e., political ideology) or political identity (i.e., party identity) with that of politicians more. In other words, this paper investigates how much the predictive power of a citizen’s political value and political identity on support for a candidate interact with the candidate’s ideology or the candidate’s party affiliation. Four types of match are proposed and compared: A. participant’s ideology-politician’s ideology match; B. participant’s party-politician’s ideology cross match; C. participant’s ideology-politician’s party cross match; and D. participant’s party-politician’s party. Overall, evidence (total N = 45,538 across five studies, two of which are experimental) suggests that: 1. The effect of ideological match (A) is large, robust, and consistent; 2. The moderating effect of the politician’s ideology (A and B) is more powerful than the politician’s party affiliation (C and D) except during the final stage of a presidential race (when A and D are similar); 3. A citizen’s party identity may guide them to support a politician whose ideology is congruent with the party that the citizen identifies with (B), but it is less so for the reverse of it (less evidence for C).

College as a Little Equalizer: First-Gen Graduates Have Poorer Outcomes
Ana Kent, Federal Reserve Bank of St. Louis

Using two household surveys from the Federal Reserve Board, we found that growing percentages of U.S. adults have bachelors degrees, but the share who are first-generation has declined. Without a healthy flow of first-gen graduates, college may become as likely to perpetuate intergenerational inequality as to reduce it. We also find that college degrees boost income and wealth for first-generation graduate families more in percentage terms than for families with more than one generation of graduates (i.e., continuing-generation). Notwithstanding, this college premium is not enough for first-generation graduates to overcome the financial head start having college graduate parents provides. Even after attaining a degree, families headed by first-gen grad have lower income and wealth than do similar continuing-generation families. Using regression and mediation we clarify these relationships and determine the relative importance of mother’s versus father’s education in adult children’s financial outcomes. The strong links between parents’ education, wealth and a family head’s own education raise concerns about a strengthening feedback loop that may harden class barriers and make mobility more difficult for future generations. We conclude that college may be considered a little equalizer as opposed to the great equalizer.

Colorism in Context: Differential Effects of Gender on Skin Tone Bias
Diane-Jo Bart-Plange, Sophie Trawalter - University of Virginia

The present work documents colorism discrimination against dark-skinned people that privileges lighter skin and gendered colorism in domains where perceptions of gender are relevant. In Studies 1 (n=107) and 2 (n=117), participants categorized Black and White target faces by gender and race. Results revealed that dark skin facilitated gender categorization for men but hindered it for women, and the influence of skin-tone on errors was larger for women. In Studies 3 (n=120) and 4 (n=129), participants evaluated Black target faces along various social dimensions (e.g., liking, threat, attractiveness) and in the context of various relationships (e.g., as a potential dating partner, friend, neighbor, co-worker). Results revealed colorism across all social dimensions; participants rated dark- (vs light-) skinned targets less positively. This skin-tone bias was more pronounced for women in gender-salient domains; namely, on ratings of liking, threat, and dating preferences. Taken together, this work sheds light on another facet of racism; i.e., colorism. Like racism, colorism is gendered but in different and nuanced ways. The present work thus contributes to a fuller understanding of how racism manifests and its understudied differential impact on Black women.
Comparing Partisan Voters and Non-Voters in 2016/2018 Elections
Benjamin Blankenship, James Madison University

Many scientific studies and a great deal of emphasis in popular media has been focused on comparing the political and psychological profiles of partisan voters (i.e. Democrats and Republicans) and non-voters in U.S. elections. However, many fewer studies have examined predictors of voting/non-voting behavior of the same individuals across multiple elections. In this study we used psychological and political variables, using a longitudinal sample with 218 individuals and data collected from 6 waves of data collection, to statistically predict voting and non-voting behavior in the 2016 and 2018 elections. Results indicated that there are many notable psychological differences between these groups, though many important similarities also emerged across the elections. For instance, in both elections, higher levels of trust in the media were associated with a greater likelihood to be a non-voter compared to voting Republican, but this variable was not associated with a reciprocal likelihood of voting Democratic, as was expected based on previous research. Such results indicate that different factors are likely associated with political engagement on the right and the left, when comparisons are made to non-voters. This research helps expand previous research, which has primarily focused on comparisons between partisan voters.

Connecting Black Adolescents Media Exposure and Intimate Partner Violence Attitudes
Lolita Moss, L. Monique Ward - University of Michigan
Stephanie Rowley, Teachers College, Columbia University

Black adolescents report higher rates of intimate partner violence victimization (IPV) and heavier media exposure than youth of other races. Mainstream media often feature demeaning and sexualized portrayals of women. Might this media exposure contribute to beliefs about women that also shape perspectives toward IPV? To test these notions we surveyed 505 Black adolescents (M age=15.7), investigating how consumption of 48 popular television programs may relate to acceptance of IPV. We tested two potential mediators that have been implicated in both acceptance of IPV and popular media consumption: the heterosexual script, a set of beliefs wherein men are constantly seeking sex and women are passive, sexual gatekeepers; and the Jezebel stereotype, which posits that Black women are lascivious and hypersexual. Results from a parallel mediation analysis showed that heavier exposure to the 48 TV programs indirectly influenced acceptance of IPV through the heterosexual script and endorsement of the Jezebel stereotype. In addition, television exposure significantly predicted acceptance of IPV. These findings shed light on the understudied contributions of gender and racial ideologies to teens ideas about relationship violence. Future directions include the development of critical media literacy programs targeted for African American youth.

Consequences of Interminority Rejection for Group Identification and Well-Being
Tom Ball, Ludwin Molina, Nyla Branscombe - University of Kansas
Barrett Scroggs, Penn. State University Mont Alto

The rejection-identification model (RIM; Branscombe et al., 1999) suggests group identification mitigates the negative effects of perceived discrimination on psychological well-being. The RIM has not been applied to instances of interminority rejection/discrimination by one subgroup toward another subgroup (e.g., a Gay African American perceiving racial discrimination within his LGBT community). How do members of intersecting minority groups cope with this form of discrimination? We address two questions here. First, do the predicted relationships between constructs in the RIM replicate for interminority rejection? Second, how does interminority rejection relate to identification with the discriminating ingroup? This question leads us to examine a relationship that does not exist in the original RIM. We test these questions using structural equation modeling on a secondary dataset including respondents (N = 3,300) who identify as members of both a racial and sexual minority. We consider implications of interminority rejection for people who belong to intersecting minority groups and conclude with recommendations for extending research on this issue.
Continual Collective Betrayal Trauma: A New Theoretical Approach to Examine Experiences of Racialized and Gendered Police Violence
Melissa Barnes, University of Oregon

Racialized and gendered police violence is a pernicious problem for Black Americans. This violence can be understood as three theoretically different traumas: betrayal trauma (Freyd, 1996), vicarious trauma (McCann & Pearlmann, 1990), and collective trauma (Aydin, 2017). I integrate these concepts to develop a new theoretical understanding of Black Americans experiences of discriminatory police violence. Discriminatory police violence includes a violation, or a betrayal trauma, of forced dependence that Black Americans have on law enforcement. Law enforcements use of discriminatory violence to maintain social control forces the Black community to be dependent on this institution for survival. Police violence is a community-level, or collective, trauma that impacts group members through both direct and vicarious means. Learning about Black community members being racially profiled and violently attacked by police may evoke psychological distress for community members who were not the direct targets of the violence. In some communities collective trauma has never ended. The Black community, for example, endured historical collective trauma and also faces current traumatic police violence. My theoretical approach assimilates three distinct types of trauma to provide an intersectional, multicultural research framework to critically examine the psychological consequences of indirect exposure to gendered and racialized police violence.

Critical Consciousness among Youth Organizers: Links to Developmental Competencies and Educational Outcomes
Andres Pinedo, Erin Elliot, Matthew Diemer - University of Michigan
Sara McAlister, New York University

Structural limitations on youth of colors academic opportunities and the psychological challenges associated with stigma fuel the persistence of racial disparities in academic achievement (Oyserman & Lewis, 2017; Reardon et al., 2019). Recently, youth organizing (YO) has been proposed as a method for narrowing these disparities (Kirshner & Ginwright, 2012). YO refers to the practice that actively engages marginalized youth in confronting institutional discrimination and dehumanization which constrain their lives (Ginwright & James, 2002). Adolescents involved in YO have reported greater school relevance and increased academic engagement (Cammarota, 2007; Medriatta, Shah, & McAlister, 2009). Yet, while there is evidence linking YO to academic outcomes, little is known about the psychological processes that underlie these relationships. This study will examine how critical consciousness critical reflection & critical motivation functions to promote developmental competencies (i.e., self-efficacy & contribution) among adolescents involved in YO across various U.S. cities. We predict that critical reflection and critical motivation will predict developmental competencies which will in turn predict educational aspirations and school engagement. Longitudinal structural equation modeling will be applied to assess these relationships across two waves of recently collected data. This study will clarify pathways to academic success among youth of color.

Decolonized Futurity: The Agency of Richmond and the Utility of Unsilenced Narratives
Cathryn Richmond, Virginia Commonwealth University

Resilience in the context of stressful life experiences is critically important, particularly for members seldom-heard groups. One potential protective factor suggested by Triple Quandary Theory and the Chicana feminist concept of a new mestiza consciousness relates to a tolerance for ambiguity which allows one to simultaneously exist in multiple realities and reimagine the future. Native feminist theorists have reframed the concept of futurity to reconceptualize the future of sovereignty, a critical move toward decolonization. Thus, theorists have suggested the utility of desire-based research, as desire for something involves thoughts of not yet or not anymore, conveying a past that is inextricably tied with the future. As such, the ways in which seldom-heard voices conceptualize the future is critically important in order to forward the overall project of decolonization. Thus, the current study utilizes a desire-based approach to explore the ways in which seldom-heard voices contribute to decolonization via their visions of the future. Specifically, qualitative analysis guided by the principles of grounded theory explored following question: How do the ways in which urban caregivers conceptualize the future of themselves and their families reflect the colonized history of Richmond, Virginia? Findings and implications will be discussed.
Development of a Campus Climate Survey for Higher Education Employees
William Flack, Bucknell University
Kevin Swartout, Georgia State University
Kathryn Holland, University of Nebraska, Lincoln

The Administrator-Researcher Campus Climate Consortium (ARC3) is a group of university student affairs administrators, Title IX coordinators, and gender-based violence researchers. In 2015, the ARC3 developed and pilot tested (Swartout, Flack, Cook, Olson, Hall Smith, & White, 2019) a modular survey containing established scales for assessing sexual harassment, stalking, dating violence, and sexual violence along with scales for assessing common academic, social, and institutional responses to gender-based violence. Widespread use of the ARC3 survey led to requests for a version of the survey that could be used by faculty and staff in higher education. In this paper, we describe the process used to adapt the survey for this purpose and the initial testing of the adapted version. A comprehensive approach to understanding and eliminating gender-based violence in higher education will require attention to all relationships in which differences of power may lead to victimization. We will offer a faculty-staff version of the ARC3 survey in order to make available a flexible set of measures that can be used to assess the prevalence of such experiences and the effects of educational and structural intervention efforts.

Development of Identity Shifting for Black Women Scale: Preliminary Results
Danielle Dickens, Maria Jones - Spelman College
Naomi Hall, Winston-Salem State University

Black women in science, technology, engineering, and mathematics (STEM) encounter not only racism but also sexism which poses barriers which can hamper their career advancement. To cope with experiences of discrimination, Black women may alter how they act and talk (code switching) to fit in within a given environment, which is known as identity shifting. The purpose of this current research is to develop and validate an instrument to measure identity shifting among Black women, particularly in STEM. A 35-item instrument was developed to assess identity shifting based on previous literature, interviews, feedback from focus groups, and cultural experts. Exploratory factor analysis was conducted with a sample of 350 Black women enrolled in STEM undergraduate and graduate programs or working in the STEM field. A second independent sample of Black women in STEM is currently being recruited to conduct confirmatory factor analysis. Preliminary results indicate that the instrument is composed of 6 factors and supports the utility and cultural relevance of identity shifting among Black women. This instrument can be used to inform programmatic decisions in STEM educational programs and can facilitate interventions that promote healthy identity development and management among Black women.

Dialect Usage in Telephone Interviews: Using Standard Dialect Increases Hirability
Sarah Jackson, Asia Eaton - Florida International University

Racial discrimination takes many forms, including discrimination against group-typical traits and practices. This presentation aims to review empirical reasoning and results of our current study that examines dialectical discrimination in personnel selection settings. This study integrates two current social issues: racism and prejudice in the workplace. Reviewed literature draws on theories and frameworks in social psychology and linguistics to contribute to the industrial-organizational psychology literature and further best practices in personnel selection. In this between-subjects experiment, participants (140 White men who have assisted in hiring) listen to an audio tape of a male job applicant responding to an interview question, in one of three distinct dialects (Standard English, Southern English, and Urban English), and respond to various measures. This study tests the effects of dialectical styles on candidate hirability, competency, and likeability in a telephone-based personnel selection context. Moreover, we examine how inferences about candidate race explain this relationship, and how participants levels of modern racism interact with their racial inferences to predict candidate ratings. Findings from this study could help inform workplace policy aimed at reducing discrimination among marginalized groups within personnel selection settings and inform best hiring practices.
Disclosure Communication and Support Strategies when Revealing a Concealable Stigma  
Hannah Douglas, Macquarie University

The importance of receiving positive social support following the disclosure of a concealable stigmatised identity (CSI) is well documented. When disclosing a sexual minority identity, mental health disorder, or a sexual assault experience, the type of support giver—either positive or negative—can impact depression symptoms, HIV course, and future disclosure decisions. Despite the crucial role that social support plays in the process of revealing a hidden stigma, very little is known how someone with a CSI communicates desired support when disclosing. Drawing from empirical work of simulated disclosures (N = 33) and naturalistic data from support Subreddits, I will discuss how individuals communicate desired social support from their confidants, including close others (friends/family), professional others (boss/professor), and online communities. Content analysis suggests that the functional distinctions between each context impacts the type of social support they sought and the language used. When disclosing a CSI to close others, participants asked for emotional support whereas disclosures to professional others elicited practical support. In online communities, individuals were more likely to seek advice, including on interpersonal disclosure itself. Altogether, these results highlight the differences in social support communicated and expected across contexts, practical implications are discussed.

Do You Really Mean That? Evaluating the Underlying Motives in Personal Diversity Statements  
Ellen Carroll, Alyssa Croft, Tammi Walker - University of Arizona

From universities to major corporations, many institutions cite an inclusive environment as a collective goal. Recently, institutions have started requiring applicants to submit diversity statements as a method of vetting their commitment to inclusivity. Despite their frequent use, no studies have investigated whether diversity statements (as used in hiring/admissions practices) are effective. We examined whether diversity statement evaluators are able to discern an applicant’s motives to be nonbiased using only the statement as reference. Assuming an applicant’s goal is to be hired/admitted, it would serve them well to construct a favorable statement. The applicant may have external motivations at heart when writing a diversity statement (in this case, the threat of losing out on a potential job opportunity as a result of not conveying a commitment to egalitarianism; Plant & Devine, 1998). In Part 1 (N = 250), participants wrote a personal diversity statement and completed measures of underlying motivation. In Part 2 (data collection ongoing at the time of submission), three independent reviewers will evaluate one statement each and give their perceptions of the writer’s motivations. We will then combine the reviewers’ reports into a single measure of perceived motivation and correlate this with the writers’ self-reported motives.

Ecological Dynamics of Violence In Honduras  
Franklin Moreno, University of California, Berkeley

The violence and insecurity associated with gangs known as maras in Honduras (Seelke, 2016) is widely acknowledged as an impetus for why people flee and migrate out of the country (O'Connor, Batalova, & Bolter, 2019). Such complexity of the violence results not only from the threats posed by maras, but also from responses by governmental agencies (i.e., the police) and other sectors of society that impact youth living in these communities. This paper examines implications for moral psychological models informing policy and prevention efforts in Honduras and argues that recognizing heterogeneity in the social expectations about violence is vital for research and practice. I draw from my fieldwork with youth between the ages of 10 and 18 in San Pedro Sula, Honduras to discuss how these expectations represent clusters of ecological risk and protective factors that emerge and adapt to youth in corresponding and contradictory ways. For instance, in certain contexts they may feel a sense of protection from violence by certain authority figures yet feel threatened by the same authority figures in others. Overall, youth seek to adapt and make sense of both criminal and legal forms of violence, as much as these external threats adapt to them.
Educating about Political Gender Bias Increases Identification with Female Politicians
Amanda Mosier, Indiana University-Purdue University Indianapolis

The purpose of this study was to investigate mechanisms that may encourage individuals to identify with, support, and vote for female politicians. Participants watched an informational module about gender bias in politics or a control module on giant pandas and then evaluated a profile of a female politician. Our results demonstrate that when women learned about political gender bias, they were more likely to feel that they had shared experiences and faced similar bias as the female politician, which ultimately led to increased identification. Identifying with the politician in turn encouraged women’s support for and interest in campaigning and voting for the female politician. This finding was expected and replicates past research. However, we aimed to identify mechanisms that might also help men support female politicians. Along this line, we found that after learning about gender bias, men also expressed more interest in campaigning and voting for the female politician, but this was due to increased feelings of empathy for the female politician. Overall, these findings suggest that educating individuals about gender bias in politics can help promote identification and can increase interest in working with and voting for women in politics among both men and women.

Effect of Threat Salience on Defensive Reactions of Liberals/Conservatives
Han Jung, Illinois State University

The development of the theories of threat and defense has revealed that conservative prejudice is a type of defensive reactions in which people attempt to protect egos and status quo from social threats, which stem from the interactive mechanism between the various situational backgrounds related to threat and the dispositional factors that make individuals more sensitive to threat. However, some studies have shown that dispositional liberals or people with dispositional traits known to be relatively insensitive to threats are rather more likely to be affected by threat priming. Therefore, I will propose the successive three studies to further analyze the theoretical points of this study. Study 1 will check whether the same result can be replicated when the threat stimuli are matched with a goal as the ingroup favoritism, and Study 2 will attempt to induce a different aspect of the defensive reaction to the threat stimuli. Finally, Study 3 will test whether these priming effects can be significant even in the long term and will allow participants to respond identically to equivalent stimuli over time.

Embracing an Intersectional Sex Positive Framework in Psychology
Apryl Alexander, University of Denver

Since sexuality is a major aspect of one’s life, it is important for clinicians to understand their clients’ experiences with sexuality. Although there is no widely accepted definition of sex positivity (Kaplan, 2014), sex positivity has been described as when individuals (or groups) emphasize openness, nonjudgmental attitudes, freedom, and liberation from sex-negative attitudes and paradigms (Cruz, Greenwald, & Sandil, 2017; Donaghue, 2015). Despite sex positivity being a framework that celebrates inclusiveness and diversity in its approach to sexuality (Burnes et al., 2017b), intersectionality is largely absent in research and discussions surrounding sex positivity, as well as its application in clinical and counseling psychology. Although a sex positive framework should incorporate intersectionality, marginalized individuals have largely been excluded in sexuality research that has historically focused on Western, educated, industrialized, rich, and democratic (WEIRD) populations. There is a growing movement to incorporate sex positivity into training programs. Further, many training programs do not have a required human sexuality course to prepare trainees to fully provide culturally competent care. The presentation will discuss how to integrate an intersectional sex positive framework into clinical training and supervision, as well as research and clinical practice.

Emergency Providers Emotions, Triggers, and Effects on Psychiatric Patient Care
Nathan Huff, Ezekiel Kimball, Edwin Boudreaux, Hannah Chimowitz, Guanyu Liu, Linda Isbell - University of Massachusetts Amherst

Due to lack of community-based care, patients with mental illness increasingly seek help in Emergency Departments (EDs). This widespread shift of care to EDs creates challenges for both patients and healthcare providers, which can compromise patient safety, contribute to healthcare disparities, and fuel stigma. It is critically important to investigate specific factors that
Endorsing Certain Masculine Norms Shapes Decisions Regarding New Male Contraceptive
Katherine Lacasse, Rhode Island College
Theresa Jackson, Bridgewater State University

Within society, masculine gender norms are often salient and distinct, dictating how men should act in various circumstances including their health and contraceptive decision-making. However, men differ in how much they endorse specific norms and some norms are more relevant than others depending upon the decision context. We examined how endorsement of specific masculine norms are linked to the affective and cognitive processes that lead to mens decisions regarding a new male contraceptive. U.S. male college students (N=151) completed an online survey. They read a description of a long-acting reversible male contraceptive, then completed questionnaires measuring their affective and cognitive responses, conformity to nine masculine norms, and willingness-to-try the contraceptive. Participants reported greater willingness-to-try the contraceptive when they reported low endorsement for masculine norms regarding power over women and heterosexual self-presentation, and these effects were consistently mediated by reduced belief that the contraceptive would negatively impact sex. Positive emotions also predicted willingness-to-try but were unrelated to masculine norms. This work highlights how individual mens conformity to specific gender norms can impact health decision-making processes, and we can utilize these insights to improve the precision of health interventions aimed at men.
Incarceration may contribute to greater disparity in health outcomes for adolescents. Actigraph, structured interview, and electronic daily diary reports of sleep were collected for incarcerated and non-incarcerated Hispanic adolescents. Results suggest incarcerated adolescents were consistently poorer sleepers, with lower self-ratings of sleep quality and more frequent night-wakings (via actigraph), whereas non-incarcerated adolescents showed greater variability in their sleep quality across the week. These findings underscore the importance of examining sleep among incarcerated juveniles, as these youths exhibited poorer sleep quality and more frequent night-wakings than non-incarcerated youth. To the degree that incarceration impairs adolescent sleep, there may be unintended health consequences for juvenile inmates that may actually increase offending, as prior research suggests sleep quality may precede or exacerbate behavior problems (Meijer et al., 2010; Pieters et al., 2014).

Experiences of Misrecognition among French Muslim who Wear a Hijab
Caroline Da Silva, Andreea Ernst-Vintila - Université Paris-Nanterre

After the recent terror attacks in France, antimuslim acts increased and Muslim women became a main target. The visibility of those who wear a hijab became a recurrent and controversial societal issue, even among feminists. Drawing on the social representations and social identity conceptual frameworks and the notion of misrecognition, we explored the relationship between the meanings of the hijab for them and how they experience the way it is represented in French mainstream society. We ran a thematic analysis of focus group discussions (46 young French Muslim women who wear a hijab, M = 20.46; SD = 2.26). While for themselves wearing a hijab accentuates and engages their Muslim identity in uniquely French ways, they shared an experience of misrecognition by other French, which limits their range of behaviour (possible jobs, etc.), and hinders their rights to equal opportunities, ironically contradicting France’s claim of equality as fundamental value of the French Republic. We understand such misrecognition as a recurrent, yet trivialised, intersectional violence against them which impacts their behaviour in ways that are similar to other violent trauma (avoidance, anticipation, etc.). Understanding misrecognition as violence that hinders human rights points to a need for policies to address these issues.

Factors Influencing the Perceived Acceptability and Identification of Reproductive Coercion
Morgana Lizzio-Wilson, Shannon Stuart, Barbara Masser - The University of Queensland

Reproductive coercion refers to behaviours aimed at establishing and maintaining power and control over a woman by interfering with her reproductive autonomy. However, little is known about what factors influence its identification. We examined whether endorsement of sexist attitudes, and the type and severity of reproductively coercive behaviours influence their recognition and perceived acceptability. Four hundred participants completed the Ambivalent Sexism Inventory, and then read one of four vignettes describing an instance of reproductive coercion in a heterosexual relationship. Behaviour type was manipulated such that a man forced his female partner to continue with an unwanted pregnancy or stop using contraceptives during sex. These behaviours were enacted using overt (i.e. unambiguously demanding) or covert force (i.e. emotional manipulation). As expected, participants who more strongly endorsed sexist attitudes were more likely to view these behaviours as acceptable and non-abusive when they were enacted covertly, especially in relation to continuing an unwanted pregnancy. This suggests that traditional gender beliefs interact with specific features of reproductively coercive behaviours to influence their recognition. That is, certain behaviours are perceived as less obvious forms of coercion which may fit with traditional relationship schemas that entitle men to benevolently control and influence women’s reproductive choices.

Faculty Gatekeepers: Diversity Intervention-Resistance to Action Model
Jessi Smith, Jennifer Poe - University of Colorado Colorado Springs
Dustin Thoman, Felisha Herrera Villareal, Peter McPartlan, Melo-Jean Yap - San Diego State University

Transforming higher education spaces to broaden participation of oppressed students in the sciences requires turning our attention to faculty gatekeepers. We ask: when and why do faculty adopt classroom practices that help reduce inequalities? A faculty’s decision to help by transforming their curriculum led us to Thomas and Plaut’s instantiation of Latan and Darley’s (1970) classic decision model of helping. We thus introduce the Diversity Intervention-Resistance to Action Model; a four-input social-cognitive model to predict faculty decisions to implement (or not) a diversity-enhancing intervention in their science classroom. The four inputs are: 1) notice there is underrepresentation 2) interpret the need for diversity as an immediate problem 3) assume responsibility to address underrepresentation and 3) know how to intervene. We review the
model and present preliminary evidence from a national sample of biology faculty using a mixed method approach. We end by articulating the promise of moving beyond the boundaries of investigator-initiated interventions to consider scalable, faculty-initiated intervention implementation. We must consider faculty gatekeepers to ensure a robust and thriving next generation of highly trained, diverse, science researchers whose lived experiences are given voice and lasting influence in the advancement of innovation and discovery.

**Flexitarian and Meat-Reduction NGOs as Messengers of Meats Impact**

Joel Ginn, Brian Lickel - University of Massachusetts Amherst

Meat consumption has detrimental effects on human and environmental health, as well as animal welfare. However, the public may be less aware of their dietary consequences. Governmental climate guides often do not suggest meat reduction as a mitigation strategy and many NGOs are unwilling to tackle meat consumption. Newer movements focused on reduction, not elimination, of meat consumption aim to promote change while avoiding anti-vegetarian stigma. However, there is little research on the effectiveness of these movements. In 3 studies, participants read a message about meat issues that either promoted meat reduction or vegetarianism. In Studies 1 and 2 this message came from either someone who reduces meat consumption or a vegetarian. In Study 3, the message came from either a reduction-focused NGO or a vegetarian NGO. Reduction-focused messages from reduction-focused messengers were more accepted by participants than vegetarian messages from vegetarian messengers. Additionally, participants reported that they were more likely to share the reduction messages and reported being more willing to reduce meat consumption after reading the reduction messages. These findings show that focusing on a message of reduction may be more effective in promoting widespread change, despite promoting a smaller behavioral change.

**Follow the Money: Racial Crime Stereotypes and Willingness to Fund Crime Control Policies**

Adam Dunbar, University of Florida

Prior studies documenting support for criminal justice reform juxtaposed with the continued implementation of punitive policies, many of which disproportionately impact Black communities, raises questions about whether the public is more willing to invest in carceral approaches to crime control when those practices are more likely to impact people of color. In a set of studies, the current research assesses how people allocate money across a variety of crime control policies and evaluates how those decisions are influenced by perceptions of racial disparities in the U.S. prison population. The two studies also explore how support for those budgetary decisions is influenced by concerns about crime. Findings indicate that presenting participants with information about racial disparities in the prison population does not affect policy support, but that attitudes about race still play a role in crime control policy preferences. Findings from Study 1 reveal that participants who believe violent crime is more of a Black phenomenon typically invest more into carceral interventions and less into therapeutic interventions. However, this relationship is contingent on the policy options offered (Study 2). Implications for policy debates and future research directions are discussed.

**Fostering Students: Home, School, and Behavioral Transitions for Students in Foster Care**

Emma Espel, Paul Smokowski - RMC Research Corporation
Julia Dmitrieva, University of Denver

Changing schools is associated with worse academic and behavioral outcomes for students (e.g., Dmitrieva, Espel, & Smokowski, 2019; Coladarci & Hancock, 2002), particularly for students who are in foster care that also experience abrupt school changes, adverse childhood experiences, and a need for support (Clemens, Klopenstein, Lalonde, & Tis, 2018). This study explored how foster care and related school transitions influence school-based problem behavior for 132,470 Oregon students in grades K-8 across 9 years. Preliminary analyses suggest students in foster care were more likely to display problem behavior, receive exclusionary discipline, and experience more school transitions over time than their peers who were not in foster care. School transitions, independent of foster care involvement, were related to student problem behavior and exclusionary discipline. Multilevel structural equation models (Preacher, Zyphur, & Zhang, 2010) accounting for time, students, and cross-classified schools will test a mediation model that suggests foster care impacts student behavior problems
via school-related transitions. Analyses will control for referral type from child protective services, mental health treatment programs, substance use and abuse programs, and school characteristics. Implications and future directions focused on school safety and supporting students in foster care will be discussed.

Fragile Heterosexuality
Martha Lucia Borras Guevara, Keon West - Goldsmiths, University of London
Thomas Morton, University of Copenhagen
Katy Greenland, Cardiff University

Previous research demonstrates that majority group categories are perceived as more fragile. Four studies (N1=90, N2=247, N3=502, N4=1176) investigated whether this was the case for heterosexuality (majority group) relative to homosexuality (minority group). Support for fragile heterosexuality was found using various methods: sexual orientation perceptions of a target (Study 1), free-responses concerning behaviours required to change someones mind about a targets sexual orientation (Study 2), agreement with statements about men/womens sexual orientation (Study 3) and agreement with gender neutral statements about sexual orientation (Study 4). Neither participant nor target gender eliminated or reversed this effect (Studies 3 and 4). Additionally, we investigated explanations of asymmetrical perceptions of sexual orientation. Differences in fragility perceptions of sexual orientation were moderated by estimates of the gay/lesbian population; higher estimates decreased the difference between the (higher) perceived fragility of heterosexuality and the (lower) perceived fragility of homosexuality.

Gendered Racisms Impact on Black Womens Mental Health
Maria Jones, Danielle Dickens - Spelman College
Gihane Jérémie-Brink, William Paterson University
Veronica Womack, Northwestern University

Possessing two marginalized identities puts Black women at risk of experiencing combined discrimination known as gendered racism. Increased gendered racism is associated with poorer mental health in Black women. To cope, Black women often engage in identity shifting- adjusting ones behavior to conform to norms- which is linked to poorer mental health. Paradoxically, having a strong sense of ones gendered racial identity has been theorized to potentially protect Black women from the detrimental effects of gendered racism. Therefore, the purpose of the present study is to examine the role of identity shifting and gendered racial centrality on the established link between gendered racism and mental health outcomes- anxiety and depression. 234 participants, between the ages of 18 and 35, completed an online survey to assess their experiences of gendered racism, identity shifting, gendered racial centrality, and symptoms of anxiety and depression. Moderated mediation analyses yielded an indirect effect of identity shifting on gendered racism, predicting higher rates of anxiety but not depression. Gendered racial centrality was not a significant moderator in the present model. Identity shifting may be a maladaptive coping strategy as it could make feelings of being inauthentic more salient and therefore increase hypervigilance and anxiety.

Health Care Settings and Sexual Harassment Considering Class and Position
Jessica Kiebler, Lilia Cortina - University of Michigan

The purpose of our research was to understand health care professionals experiences of sexual harassment in a hospital setting. Within hospitals, where one's power is highly dependent on their position, we wanted to understand what affect this might have on peoples experiences with and reactions to sexual harassment. Through data collected from health care professionals with various positions, we analyzed how experiences of sexual harassment were affected by ones socioeconomic background and current position within the hospital. We anticipated that those who held lower positions and were from lower socioeconomic backgrounds would be more likely to experience sexual harassment (including each subtype in the Sexual Experiences Questionnaire: Coercive, Unwanted Sexual Attention, and Crude). Additionally, we expected that these groups would be less likely to report experiences of sexual harassment when they did occur for fear of potential retaliation, and if they did report they would experience more actual retaliation compared to those who held higher positions within the hospital and those from more economically privileged backgrounds. I will discuss how both position and class matter in similar and distinctive ways to experiences of harassment, as well as, how harassment is dealt with and understood.
How College Students Base Their Self-Worth on Academics Differentially Impacts Well-Being
Jason Lawrence, Joseph Gonzales, Kelly Sutherland - UMass Lowell

Going to college is viewed as key to social mobility. Yet, many students are vulnerable to maladaptive outcomes (stress, test anxiety, impaired self-esteem, demotivation) that threaten their chances to thrive in college. Some theorists suggest that students who base their self-worth on academics are particularly vulnerable. Other theorists, however, argue that academically-contingent self-worth (ACSW) is essential to student motivation. We recently posited that this conflict may be due to different ways that students tie their self-worth to academics. In support of our framework, we first found evidence for a bifactor structure of ACSW: a general ACSW factor consisting of items assessing self-worth boosts and drops from academic successes and failures; a positive-contingency factor consisting only of items assessing self-worth boosts from successes. Then we found that the higher participants scored on the general ACSW factor the higher their stress and test anxiety, and the lower their self-esteem. Conversely, the participants scores on the positive-contingency factor were unrelated to stress and test anxiety, but positively related to self-esteem. Neither factor predicted motivation. These findings have implications for the development of targeted interventions focusing on students well-being and academic success.

Identity, Memory of the Civil War and Support for Reparations in Guatemala
Sara Estrada-Villalta, Universidad del Valle de Guatemala
Glenn Adams, University of Kansas

Research across the world has found evidence of a mutually constitutive relationship between social identities and shared representations of the past (Figueiredo, Martinovic, Rees & Licata, 2017; Licata & Klein, 2010). Across four studies, we explored the relationship between ethnic and national identity and engagement with the memory of the Civil War in Guatemala, and with support for social justice policies aimed at repairing harms against civilians. In Study 1 (N=215), identification with the Indigenous social category was associated with positive attitudes towards historical memory and with greater support for reparative policy. In Study 2 (N=164), identification with the Indigenous category, particularly a sense of solidarity and commitment, was again related to more positive attitudes and support for reparations. In the final two studies, we measured (Study 3, N=167) and manipulated (Study 4, N=204) a sense of shared heritage with Indigenous Peoples. Such sense of shared heritage was associated with increased Indigenous identification, which in turn predicted positive attitudes towards memory, as well as increased support for reparations. We discuss the implications of these findings for our understandings of social identities and their relationship with collective memory, as well as for local struggles for transitional justice in the Guatemalan context.

Imagining a Sustainable World and Engaging in Environmental Activism
Michael Schmitt, Joshua Wright, Caroline Mackay, Scott Neufeld - Simon Fraser University

Building from social identity theory (Tajfel & Turner, 1979), we considered the role of peoples access to cognitive alternatives to the environmental status quo in other words, their ability to imagine a different relationship between humans and the natural world than currently exists. In Study 1 (N = 386), we developed a measure of cognitive alternatives to the environmental status quo, and found evidence for its reliability and validity. The ability to imagine cognitive alternatives was associated with relevant social identity and environmental variables including perceived legitimacy of the environmental status quo, pro-environmental consumer and activist behavior, and beliefs in anthropogenic climate change. In Study 2 (N = 393), we confirmed the factor structure of the scale and found that it was a strong predictor of environmental activist identification and self-reports of activist behaviour, explaining variance beyond extensive control variables. Study 3 (N = 1029) replicated these findings with a measure of actual behaviourwriting and signing a pro-environmental letter to a government official. Results suggest that the ability to imagine cognitive alternatives to the environmental status quo might have important implications for whether people engage in pro-environmental collection action to mitigate climate-change and other environmental problems.
Increasing Male Allyship and Reducing Sexism Through an Identity-Based Intervention
Peter Fisher, Tiffany Brannon - UCLA

Traditional cultural narratives of masculinity are constraining and can lead to harmful intra-and intergroup consequences. To address the consequences of holding unexamined traditional beliefs about masculinity, the present research investigates theory-based intervention strategies that highlight the complexity of masculine identity and motivate allyship behavior. Specifically, the present research contextualizes masculinity as a social identity that has consequences for motivations and behaviors which can be leveraged for social change. It tests the potential for three intervention strategies that (1) target awareness of male privilege, (2) model more inclusive ways to express masculinity, or (3) combine both methods to expand male self-identified participants own definition of masculinity. Studies 1 and 2 (n=160) test the effectiveness of the different intervention strategies in expanding the definition of masculinity among male-identified college students. Additionally, Study 2 (n=106) tests whether the intervention strategies reduce conformity to harmful masculine norms. Comparisons of the tested intervention strategies reveal insights related to shifting attitudes and allyship behavior including conformity to sexist masculine norms and interest in joining a consent-focused organization. Real-world implications and future research directions for leveraging masculinity as a target for interventions are discussed.

Individual Differences in First-Generation Students’ College Preparedness and Wellbeing
Jason Lawrence, Joseph Gonzales, Matthew Hurwitz, Elliott Botelho, James Kilgo - UMass Lowell

First-Generation (FG) college students often come to college with uncertainty about their efficacy to achieve and their belonging. Consequently, they are vulnerable to other wellbeing threatening experiences (stress, poor academic and life satisfaction). Our research seeks to add to this literature by both identifying key individual differences in FG student vulnerability, and examining whether ethnicity and gender moderate these effects. FG students completed an online survey one week prior to their first college semester. We tested for individual differences using our bifactor model of academically-contingent self-worth (ACSW) containing: a general ACSW factor consisting of items assessing self-worth boosts and drops from academic successes and failures; a positive-contingency factor consisting only of items assessing self-worth boosts from successes. Results provided evidence that the higher participants scored on the general ACSW factor the higher their stress, and the lower their efficacy, academic satisfaction, and life satisfaction. Conversely, the participants scores on the positive-contingency factor were positively related to belonging, efficacy, motivation, and academic satisfaction. There was no evidence that ethnicity or gender moderated these effects. These findings have implications for the development of targeted interventions to increase FG students sense of college preparedness and wellbeing.

Intergroup Threat and Support for Trans Women Accessing Women-Only Spaces
Robert Outten, Marcella Lawrence-Ramos - Trinity College
Timothy Lee, University of Kansas

Although spaces once reserved for cisgender women are becoming increasingly accessible to trans women, few studies have examined cisgender womens responses to such changes. Drawing on social identity perspectives, we examined if heterosexual cisgender womens support for policies granting trans women access to women-only spaces depended on whether they appraised trans women as a threat to women. In study 1, participants read one of two articles about a trans-inclusive bathroom bill (trans women can access women-only bathrooms vs. expanding gender-neutral bathrooms). In study 2, participants read one of two articles about a womens colleges admissions policy (accept applications from trans women vs. deny applications from trans women). In both experiments individuals completed measures of intergroup threat and indicators of policy support. Across both studies participants reactions to the articles were moderated by intergroup threat. Specifically, participants who were not particularly threatened by trans women were significantly more supportive of the policies when they were framed as granting access to trans women. Alternatively, highly threatened individuals were significantly less supportive of the policies when they were framed as providing access to trans women. We discuss the implications of these findings for social policies and gender relations.
Intersecting Effects of Gender, Ethnicity, and Class on Childrens Aspirations
Jeongeun Park, University of Bristol

Gender, ethnicity, and socioeconomic status (SES) are the structural factors that can constrain childrens occupational aspirations (OAs). This study expands the literature by longitudinally examining how the intersection between gender, ethnicity, and SES affects a change in the OAs during middle childhood and early adolescence. This study used the data from the UK Millennium Cohort Study (MCS), collected at age 7, 11, and 14 (n=13,000). The MCS follows the lives of children born in the UK in 2000/2001. Applying intersectionality as an analytic tool and drawing on social and developmental psychology theories, the OAs were quantitatively examined from three different perspectives: gender, ethnic and class typicality. Results from multilevel growth curve analysis showed significant and complex variations in the development of typical or atypical aspirations as a function of multiple group memberships. Especially, the intersectional analysis revealed hidden multiple disadvantaged and privileged subgroups showing unequal trajectories of aspirations at the early stage of career development. In the unjust gender, ethnic and class-segregated employment context, this study suggests that theory and public policy cannot fully address early inequalities appearing through aspirations without considering the implications of multiple group belongings and heterogeneity within social categories.

Intimate Partner Violence: Provider Stigma Towards Race and Socioeconomic Status
Laura Lopez-Aybar, Lauren Gonzales - Adelphi University

Existing research suggests there are significant rates of stigma and discrimination toward intimate partner violence survivors. Experiences of stigma may also vary depending on survivor demographic characteristics, including race and socioeconomic status. This study recruited a sample of 80 survivors with histories of receiving mental health services related to IPV. Participants completed an electronic survey measuring reported experiences of discrimination, stigma, and overall satisfaction with treatment. Data has been collected and is being currently analyzed. Analyses will evaluate experiences of stigma, with race and socioeconomic status as moderators. Findings have the potential to inform policy and service provider training when working with IPV survivors, including consideration of culture and specific needs of the population.

Invisible Voices: First-Generation Latinx Student Messages to Family about College
Ibette Valle, Rebecca Covarrubias, Giselle Laiduc - University of California, Santa Cruz

With growing university enrollment of low-income, first-generation (FG) Latinx students, there is increased interest in how they negotiate school-family relationships, including communication with family. Prior work has focused on parents as cultural translators of the college process. Little work has examined the reverse process: how FG students embarking on the college journey inadvertently become cultural translators to parents. This project sought to capture what aspects of their experience these students want to translate to family. Specifically, we explored what low-income, FG Latinx students (n=109) across three transition stagespre-transition (i.e., high-school seniors; Study 1), in-transition (i.e., college freshmen; Study 2), and post-transition (i.e., college graduates; Study 3)wanted their families to know about college. Thematic analysis of open-ended responses suggests that pre-transition messages included uncertainty about the transition and reassurance to parents that they should trust them while post-transition messages included feeling accomplished. Three messages were consistent among all samples: college is challenging, family motivates them, and their support is critical. In illuminating unspoken messages that FG students wish they could share with their families, this work highlights the need for university family programming to provide a space for such communication.
Is “Manning Up” Bringing Boys Down? Boys Media Use, Gender Beliefs, and Well-Being
Erick Aguinaldo, L. Monique Ward, Val Kutchko, Leanna Papp - University of Michigan

Adolescence is a critical period for the shaping of gender beliefs and media use, with American teens consuming nearly 8 hours of media a day. However, mainstream media is dominated by narrow portrayals of masculine gender roles that center on aggression, power, and virility; frequent exposure to this content is linked to holding more traditional gender beliefs. Internalizing these narrow masculinity norms has been shown to be problematic for boys social relationships, predicting higher levels of violence and risk-taking. Might these masculinity norms also predict diminished mental health? Indeed, media use has been associated with higher levels of depression and anxiety in adolescents. Accordingly, we administered a national survey to 672 boys aged 13-18, to test together in one model relations between television viewing (3 scales), gender beliefs (3 scales), and well-being (anxiety, depressive affect, hostility). We also tested the model separately among Asian (n = 217), Black (n = 257), and White (n = 198) boys. Media use predicted boys gender role attitudes in the overall sample. However, group differences emerged with regards to the direct impact of gender role attitudes on well-being as well as the indirect effect of media use on well-being.

It’s (Not) Just a Phase: Predicting Legitimizing Attitudes about Bisexuality
Janice Habarth, Alexandra Barkin, Sandra Trafalis - Palo Alto University
Lucia Moore, Well Clinic

Previous research suggests that delegitimizing attitudes about bisexuality are prominent in both sexual minority and heterosexual populations and may be more frequently experienced by bisexual people than microaggressions, overt hostility, or stereotypes. Further, exposure to delegitimizing attitudes is associated positively with psychological distress among bisexual people. Yet, we know little about individual and demographic predictors of (de)legitimizing attitudes about bisexuality. The current study aims to fill this gap, with particular attention to demographic and personality predictors of legitimizing attitudes about bisexuality. The current analyses are based on a survey of adults in the Midwestern U.S. (N = 407), with recruitment aimed to maximize diversity in political and sexual orientation. Via logistic regression, we observed greater likelihood of endorsing legitimizing attitudes about bisexuality among women vs. men and among plurisexual (e.g., bisexual, pansexual, queer) vs. monosexual (e.g., gay, lesbian, heterosexual) participants. Notably, gay/lesbian and heterosexual participants did not differ in legitimizing attitudes about bisexuality. Further, among monosexual participants, heteronormative attitudes and beliefs were associated negatively with legitimizing attitudes about bisexuality. Future research, community, and clinical recommendations in this presentation will include consideration of legitimizing attitudes about bisexuality in general population as well as sexual minority social contexts.

Juvenile Solitary Confinement in Nebraska: Perceptions vs Reality
Julie Wertheimer, Richard L. Wiener - University of Nebraska-Lincoln

Nebraska law requires correctional facilities to document every time a child is placed in solitary room confinement. 9,001 incidents of solitary confinement were reported in Nebraska between July 2016 and September 2019. Analyses of these data show that Nebraska juveniles are confined for an average of 31.69 hours per incident, and that Black and Latinx youth experience confinement at disproportionately high rates. In order to compare the Nebraska publics perception of juvenile solitary confinement to the states actual use of the practice, researchers conducted an online community survey of 1,000 Nebraskans. Results suggest the actual durations of confinement in Nebraska are five times greater than the Nebraska population believes youth should be and are actually confined. Further, while the Nebraska sample believed that solitary confinement should be used only when the youth poses a threat to himself or others, administrative reasons accounted for nearly 30 percent of the reported incidents. Thus, a disparity exists between the beliefs of the Nebraska voters regarding the use of juvenile solitary confinement and the actual state of the law. The policy implications of these analyses suggest the need for legislation restricting the use of juvenile solitary in Nebraska. Implications for other states are discussed.
Lessening the Stigma of Support: A Community-Based Collaboration Study
Katherine Griffin, UCLA
Hilary Snyder, Northern Vermont University
Angela Zhang, LISTEN Community Services
Lindsey Nenadal, California State University, Chico
Zoe Montague, St. Johnsbury Academy
Alyson Young, Dartmouth College

Stereotypes about government and non-profit benefit recipients abound (Bullock, 2014). These stereotypes drive American policy debates and impact the 40 million Americans living in poverty (Pengelly, 2018). Beyond the policy impactions, individuals who receive services often feel stigmatized by non-profit and government workers and frequently cite stigma as a reason why they do not seek out the services (Quint, et al., 2018). Therefore it is important for organizations and government offices to consider possible ways to alleviate these stresses and improve experiences for vulnerable populations.

Using a community-based collaboration model, the current study sought to understand the stigma experienced by individuals and families receiving support in rural communities, an often under-researched population (Quint, et al., 2018), in order to inform professional development. We interviewed and are currently analyzing the experiences of 13 individuals who receive services from our partner non-profit. Emerging themes include the importance of respect, small acts of support, and understanding. Following analysis, the research and non-profit teams will design a professional development (PD) session for non-profit staff focused on understanding and reducing stigma impacting benefit recipients. Our presentation will focus both on the interview and PD components of the study.

LGB Hiring Discrimination
Teal Russeau, Sara Groth, Lizi Zhong, Emily Boswell-Strain, Mary Kite - Ball State University

The Supreme Court is currently evaluating whether employees can be legally fired for their sexual orientation or gender identity, threatening to dehumanize millions of LGBTQ Americans (R.G. & G.R. Harris Funeral Homes v. EEOC, Altitude Express v. Zarda). Badgett and colleagues (2009) found that 43% of LGB respondents and 57% of transgender respondents reported experiencing discrimination in the workplace. However, very few experimental studies have examined this discrimination. One limitation has been the difficulty of manipulating applicants sexual orientation in a believable way. The current study explores different methods for determining the ways LGB individuals come out in the hiring process based on subtle cues in their applications. We will also explore how readily participants notice this information. These applications will ultimately be used to evaluate the level of discrimination of sexual minority applicants in the hiring process. We will determine which application materials are viewed as legitimate according to the skill and education level of the applicants, and whether the applicants gender and sexual orientation are consistently recognized and recalled. We also expect that LGB applicants will be rated less favorably than the heterosexual applicants in terms of hirability. This study is projected to yield data next semester.

Long-Term Impacts of Female Peer Mentors for Women in Engineering
Deborah Wu, Nilanjana Dasgupta - University of Massachusetts Amherst
Kelsey Thiem, Ball State University

Previous studies find that members of underrepresented minority groups in specific academic fields report decreased feelings of belonging and confidence. To mitigate these negative effects, it is important to examine 1) interventions that have benefits for students achievement-oriented self-concept and 2) how long these benefits last. In a multi-year longitudinal field experiment, we tested the effectiveness of an intervention for women in engineering as they face large underrepresentation in college and encounter negative stereotypes regarding their academic ability. Women in engineering were assigned a female peer mentor, a male peer mentor, or no mentor during their first year of college. Although mentorship only lasted for one year, women reported their sense of belonging, self-efficacy, motivation, and advanced degree intentions in engineering each year they were in college. Using hierarchical linear modeling, we found that female (but not male) peer mentors consistently protected womens sense of belonging, self-efficacy, motivation, and advanced degree intentions from their entrance in college through graduation, whereas those without mentors reported significant declines on these outcomes. In sum, we find evidence that a mentoring intervention during the first year of college has long-lasting benefits for college women in engineering.
Look beyond the Individual: Identifying Comprehensive Strategies to Address Poverty
Jennifer Engler, Perri Druen, Laura Steck - York College of PA

Despite decades of efforts to address poverty, initiatives have generally been minimally effective and poverty rates in the United States remain stable. Even with an understanding of the multiple causes of poverty, solutions have typically focused on addressing deficits at the individual level. This study examined the types of poverty solutions that would be generated by professionals following participation in a poverty simulation that exposed them to some of the structural challenges of life near the poverty line. We sought to determine whether this exposure would be associated with a greater number of structural solutions. Despite exposure to the structural causes of poverty during the simulation, participants continued to most frequently suggest individual-level solutions, though results did yield some notable differences by participant group. These findings suggest a persistent tendency to address the complex social issue of poverty utilizing individual-level strategies. This single-tiered approach is incomplete and, results of many initiatives suggest, unsuccessful. The importance of a more comprehensive approach to address poverty is discussed.

Low-income, Youth of Color Discriminatory Experiences in Schools and Neighborhoods
Tiffany Lockett, Rebecca Covarrubias - University of California, Santa Cruz

Research has documented that teachers hold higher expectations for White and Asian students compared to Black and Latinx students (McKown & Weinstein, 2008). Consequently, racial biases influence the use of harsh discipline, as Black students are more than three times as likely to be suspended than White students (Okonofua & Eberhardt, 2015). Additionally, academic institutions are increasingly using law enforcement to execute school discipline, leading to higher rates of school-based arrests (George, 2015). This study explores the ways that low-income youth experience discrimination. Eighty-two youth (63.4% Male, 36.6% Female; 61% Black, 19.5% Latinx, 14.6% White, 4.9% Asian; ages of 12-18) completed open-and close-ended survey items measuring their experiences with discrimination. Responses on close-ended items revealed that Latinx and Black youth experience more school- and police- discrimination relative to White and Asian students. Thematic coding of open-ended responses corroborated these findings. We constructed four themes related to school discrimination (adverse teacher-student relationships, misconceptions about teachers actions, discretionary treatment from teachers, racism) and three themes related to police discrimination (disrespect, racial prejudice, criminal profiling). These findings add to existing literature by making visible students narratives about their discriminatory experiences in real-world settings.

Maintaining Educational Inequality: Fixed Mindset and System Legitimating Beliefs
Laura Brady, Stephanie A. Fryberg - University of Michigan

In the past 40 years, racial and social class achievement gaps have been among the most pressing and persistent issues in U.S. education. While the causes of educational inequality are multifaceted, the current paper examines how individuals mindsets relate to their likelihood of legitimizing and upholding unequal social systems, specifically in the domain of education. Meta-analyses of 15 original studies, including K-12 staff members (k = 8; N 2,001) and college students (k = 7; N 2,725), demonstrated that the belief that intelligence is a stable, fixed characteristic (i.e., endorsing a fixed mindset) consistently predicted greater likelihood of legitimizing educational inequality via four different measures of legitimization. We found that individuals who endorse a fixed mindset about intelligence 1) more strongly endorse system legitimizing beliefs, 2) perceive educational institutions as having less responsibility for shaping students outcomes, 3) minimize the importance race within educational contexts, and 4) offer less support for redistributive educational policies (i.e., policies aimed at creating more equitable outcomes for students). Taken together, these results suggest that fixed mindsets about intelligence undermine efforts to change unequal social systems, ultimately reinforcing educational inequality and achievement gaps.
Making Gender Visible in Quantitative Research
Melissa Marcotte, Martha Cicho, Valentina Castrillon, Talia Fargnoli, Rebecca Smith, Nathan DeSalvo, Elizabeth Feather - Rhode Island College

Researchers have long operationalized gender as a categorical variable, usually limiting participants to male, female, and the offensive other option. Worse, many still conflate gender identity with biological sex (Garvey et al., 2019). This not only leads to gender-diverse people being invisible in research, but it also limits our ability to understand which dimensions of gender are truly impactful. While open-ended responses or multi-item scales may be a socially progressive approach and necessary for gender-based research (e.g., Bauer et al., 2017), it may be unsuitable and statistically unfeasible for quantitative researchers in other areas. In this presentation, we will discuss the benefits of reframing the constructs as a series of unipolar scales, which not only grants participants the flexibility in selecting an accurate and comprehensive self-definition, but also allows quantitative researchers to account for more variance between individuals (Magliozi et al., 2016), illuminating which aspects of gender, if any, impact the outcome of interest. We will provide guidance on making a priori decisions on which aspects of gender (e.g., identity, expression, perception of others) to include based on theoretical considerations, and provide examples from our current study on how these constructs interact.

Mapping EEOC Litigations: An Analysis of Workplace Sexual Harassment Charges
Erin O’Callaghan, University of Illinois Chicago

Sexual harassment in the workplace is a widespread epidemic in the United States that is predominantly experienced by women and women of color. While #MeToo has reinvigorated the discussion of workplace sexual harassment, reporting options are limited, and the Equal Employment Opportunities Commission (EEOC) is often the only legal or financial remedy for response to workplace sexual harassment. Additionally, little is known about the broader geographic context of sexual harassment charges within the United States. The current study seeks to address this gap by mapping litigation data from the EEOC in the years 2015 and 2018, both prior to and following the resurgence of the #MeToo movement. Data obtained from the EEOC comes from press release announcements posted on their website. The site of sexual harassment, whether the press release indicated a suit or a settlement, and (for 2018) the presence of a state law limiting non-disclosure agreements were mapped for 2015 and 2018 utilizing QGIS software. Confirming previous research, the majority of cases were for sexual harassment and retaliation charges, though most complaints did not stem from major U.S. cities, contrary to expectations. Implications for future research on mapping sexual harassment and EEOC policy implications will be discussed.

Mapping Safety: Social Services and the Criminalization of Sex Workers
Veronica Shepp, University of Illinois at Chicago

Because sex work is criminalized in the United States, sex workers struggle to access social services such as housing, victimization services, and harm reduction services (Dewey & St. Germain, 2016; Gerassi, 2017; Gerassi, 2019). Sex workers may be unable to access particular social services as a direct result of criminalization due to fear of surveillance, policing, and stigma. To combat some of these challenges, in Chicago, Illinois the Providers and Resources Offering Services to Sex Workers (PROS) Network along with the Sex Worker Outreach Project-Chicago (SWOP-Chicago) have compiled safe resources for sex workers on their respective websites in the Chicagoland area with the goal of indicating where sex workers may access non-judgmental and sex worker affirming resources. Using 2018 prostitution arrest data, police station locations in Chicago, and social service locations as identified by the PROS network and SWOP-Chicago, spatial analysis is used to map what areas of Chicago sex workers are theoretically more safe to access services as compared to areas that are unsafe due to surveillance and criminalization. Results are discussed using an intersectional framework. Implications for advocacy efforts and activism in Chicago in addition to the decriminalization of sex work are discussed.
Masculinity Threats and the Rejection of Relationship Interdependence
Ciara Atkinson, Alyssa Croft, University of Arizona
Veronica Lamarche, University of Essex

Previous research links masculinity threats to concerns about self-presentation, anger, physical violence, and the subordination and objectification of women (Bosson & Vandello, 2011; Dahl, Vescio, & Weaver, 2015). The current research extended these findings by examining whether men cognitively disengage from romantic relationships following masculinity threats. Consistent with the hypothesis, men who had their masculinity threatened reported less closeness, less commitment, and less interdependence in their romantic relationships (Study 1). Both single and romantically attached men also reported less positive commitment beliefs following a masculinity threat (Study 2). Importantly, we also found that people perceived men who used more interdependent language to describe their relationships as less masculine and more feminine (Studies 3a & 3b). However, exhibiting less interdependence in relationships did not restore third-party evaluations of masculinity following a public masculinity threat (Study 3b). Together, these findings suggest that subverting relationship interdependence following a masculinity threat is an ineffective strategy for restoring masculinity in the eyes of others; instead, these behaviors may only result in negative consequences for mens romantic relationships.

Mechanical Asians and Animalistic Blacks: The Racial Symmetry of Dehumanization
Hui Bai, University of Minnesota
Xian Zhao, University of Toronto

We present evidence from five pre-registered studies that Blacks and Asians are differentially dehumanized in two different forms of dehumanizations (i.e., animalistic and mechanical) by Americans, and discuss their implications. Study 1, Study 2 and Study 4 demonstrate a symmetry of dehumanization of Blacks and Asians such that 1) Blacks are animalistically dehumanized more than Asians, 2) Asians are more mechanically dehumanized than Blacks, 3) Blacks are more animalically dehumanized than they are mechanically dehumanized, and 4) Asians are more mechanically dehumanized than they are animalistically dehumanized. Study 3 demonstrates that Blacks and Asians also report that they experience dehumanization in a manner consistent with the symmetry, a pattern that Whites also recognize. Finally, we show that two forms of dehumanizations have real world implications. In particular, Study 4 shows that peoples dehumanized perceptions of Blacks and Asians are uniquely predictive of their romantic preferences for Blacks and Asians, and Study 5 shows people who have hiring experience make leadership selection choices for Blacks and Asians differently along the dimension of animalistic-mechanical dehumanization.

Mitigating Bias in Decisions: Selections for Parole & Honors Societies
Balbir Singh, Teresa Mankovich, Joshua Correll - University of Colorado Boulder
Jordan Axt, McGill University

When prisoners petition for parole, the parole boards goal is to release prisoners who will stay out of prison and retain prisoners who will recidivate (get re-arrested). Similar to many deliberative decisions, this decision is subject to bias due to irrelevant target features, such as race, attractiveness and gender (Axt, Nguyen & Nosek, 2018;Dressel & Farid, 2016). Efforts to reduce this bias via algorithms (Angwin, Larson, Mattu, Kirchner, 2016) or asking people to ignore irrelevant information have fallen short (Axt, Casola, Nosek, 2018). We offer an alternative approach, increasing accuracy by focusing individuals on the relevant and predictive information for the decision. We conducted two studies, one focusing on parole decisions, and another focusing on honors selection decisions. In Study 1, we explore a method to help participants integrate information, increasing accuracy almost to ceiling. In Study 2, we trained participants, again increasing accuracy, especially for responses to Black defendants seeking parole. These findings are both impactful and interesting. While our bias reduction strategies are still in the initial stages of research, understanding how to reduce the number of people affected by bias can greatly aid real-world decision makers in the future.
Motivations, Experiences, and Learning in Community Leadership
Kayla Anderson, Kathryn Morgan, Brian Christens - Vanderbilt University

What leads people to be more involved in community building? What skills and perspectives equip people to be community leaders? These questions drove the research conducted by a team at Vanderbilt University, in partnership with the Aspen Institutes Weave: The Social Fabric Project. Over the summer of 2019, our team conducted over 60 in-depth interviews with community builders and leaders across the United States in order to understand their motivations, experiences, and learning in community leadership roles. Through the interviews we explored several facets of community building that might yield insights into how to support the development of community builders. Our report focuses on three major topics; influences, learning skills and perspectives, and contexts for learning. This presentation will explore the themes that emerged from these topics and explain how this knowledge can be utilized in community leadership development efforts. We end our report with an assessment tool that draws on insights from this study. This tool is intended as a resource for community leadership development efforts. We will conclude our presentation by reflecting on how to support and assess community leadership capacity building efforts.

Observer Reactions to Pronoun Corrections during Job Interviews
Linas Mitchell, Robyn Mallett - Loyola University Chicago

Transgender people are perceived more negatively than their cisgender counterparts, but the majority of this work tests transgender prejudice by directly stating a transgender identity (e.g., Reed, Franks, & Scherr, 2015). However, transgender identities are not always straightforwardly apparent to perceivers. Therefore, we investigated transgender prejudice in the context of correcting for gender pronoun use with a 2 (voice) x 3 (correction) experimental design. Participants listened to a recording of a faux job interview in which the applicants voice was either masculine or feminine, and the applicant corrected the interviewer for the opposite binary pronoun, they/them pronouns, or the pronunciation of their name. A 2x3 MANOVA showed a preference for applicants that corrected for pronouns, with those correcting for pronunciation rated lower on warmth, competence, hirability, and professionalism. Nevertheless, feeling thermometers revealed that participants felt colder towards the transgender categories (men, women, nonbinary) than the cisgender categories (men, women); this pattern held across conditions. These results may be due to participants being motivated to reward targets who experience discrimination, and suggest that future research needs to consider reactions to specific situations when examining transphobia. Limitations include our sample of urban undergraduates, which had overall positive attitudes towards transgender people.

Operation Streamline: The Criminalization of Immigration
Kelle Agassiz, Jude Bergkarmp - Antioch University Seattle

In 2005, Operation Streamline began with a zero-tolerance approach which permitted the Border Patrol to refer 100 percent of apprehended migrants for prosecution (Lydgate, 2010). Under Operation Streamline, migrants who cross the border for the first time are prosecuted for misdemeanor illegal entry and any migrant who has been deported in the past and attempts to reenter can be charged with felony reentry. With the influx of Streamline prosecutions, defendants appear in court in large groups. To better understand this federal policy and the impact it has on all aspects of the criminal justice system, we visited San Diego, California where a version of the program was recently implemented. In San Diego, we observed Streamline court proceedings, conducted interviews with defendants, judges, and defense attorneys. We noticed themes from each of these procedures, including impairment due to confinement conditions, confusion regarding criminal proceedings, and identity incongruence. A review of literature was conducted based on these themes. In April 2019, our applied research and consultation contributed to an amicus brief filed with the Ninth Circuit Court of Appeals. On July 24th, 2019, the Ninth Circuit found in our favor and overturned all Streamline criminal convictions in San Diego.
Oral Histories of Italian Feminist and LGBTQ+ Activists
Lauren Duncan, Smith College
Bruno Grazioli, Dickinson College

There has been a lot of research about the psychological underpinnings that motivate participation in collective action (Duncan, 2018; van Zomeren, Postmes, & Spears, 2008). We were interested in understanding more about how particular cultural contexts impact the development of group consciousness and collective action and whether our understanding of the factors that impact it in an American context would generalize to an Italian context. Over the course of two summers, we conducted oral history interviews with six Italian feminist activists in Rome and eleven feminist LGBTQ+ activists in Bologna in order to understand how their personalities and life experiences contributed to their group consciousness and activism. The current analysis focuses on ways in which the family context, the organization of the political party system in Italy, and connections to movements within and outside of Europe complicate the process of group consciousness development and participation in collective action. Overall, the development of group consciousness in these oral histories appears to be similar to the process already outlined by researchers; however, the family and political contexts in Italy have unique impacts on these processes.

Parental Attributions in Underrepresented Ethnocultural and Ethnoracial Groups: A Review
Hali Kil, Brendan Andrade - Centre for Addiction and Mental Health
Anneesaa Singh, University of Toronto
Anmol Boparai, University of Guelph

Parental attributions are cognitions that parents hold when interpreting the cause of their children's positive or negative behaviors. Parental attributions that are biased, i.e., blaming oneself or the child as the cause of problem behaviors, rather than situational factors have been linked negative parenting and child aggression, as well as lack of parent engagement in clinical treatment. However, the majority of this research is focused on White, European-background parents from countries in North America and Western Europe. Recently, literature has emerged on parental attributions in underrepresented groups in psychology literatureethnocultural minorities from aforementioned regions, and parents that reside in other countries of origin (e.g., Iran, China). The present review identified 20 studies that quantitatively examined parental attributions in these underrepresented groups. In correlational studies, parental attributions for child behavior in underrepresented samples showed similarities to patterns reported in the majority literature. However, cultural comparison studies of parents from different countries of origin demonstrated significant cross-cultural differences in parental attributions for child behavior. Given the importance of parental attributions for parenting, child behavior, and clinical treatment, this review highlights the need for more comprehensive research on the generalizability of existing knowledge on parental attributions to international or immigration contexts.

Paternal Acceptances Relation to Childrens Risky Behaviors and Mental Health
Adriana Espinosa, Jocelyn Goldberg - City College of NY

According to Parental Acceptance-Rejection theory (PARTheory; Rohner, 1986; Rohner, Khaleque, & Cournoyer, 2005) parental acceptance is key for the long-term psychosocial adjustment of children. Yet, the scope of the literature focuses on maternal acceptance, and little is known about the role of paternal acceptance on mental and physical health. This presentation will discuss the role of perceptions of paternal acceptance-rejection on risky behaviors as well as markers of well-being among 376 young adults (Mage = 29.69, SD = 10.34). Paternal acceptance was assessed using the Parental acceptance/rejection/Control Questionnaire (Rohner & Khaleque, 2008) which considers multiple dimensions of interpersonal acceptance-rejection including coldness/lack of affection, hostility/aggression, indifference/neglect and undifferentiated rejection. Preliminary findings indicate that higher paternal rejection (i.e., lower acceptance) is related to higher risky behaviors, lower self-esteem and higher symptoms of depression and anxiety. The presentation will discuss the connection between said correlates and physical health symptoms including sleep difficulties, headaches and others as well as consider the mitigating role of individual differences in emotional dispositions.
Perceived Threat and Civil Liberties: Experiments on Different Threat Sources
Margaret Hendricks, Fathali Moghaddam - Georgetown University

Psychological research has demonstrated a negative relationship between perceived threat and civil liberty support. This research has mainly focused on threats from outgroup sources, finding that people give lower priority to civil liberties when they feel threatened by terrorism or immigration. We report the results of three studies that expand on this research to examine whether this relationship extends to climate change, a non-outgroup threat source. First, in all three studies we replicate the finding that terrorist threat and immigration threat lead to lower support for civil liberties (we consider these replications important, given current controversies around replication in psychological science). Second, we demonstrate that this relationship does not extend to climate change threat, which according to scientific evidence is a looming global threat confronting humankind. We also consider the influence of Right-Wing Authoritarianism and political orientation on the relationship between threat and civil liberties. Our results show these individual differences in ideology influence response to climate change threat, both in determining whether an individual perceives climate change as a serious threat and their support for civil liberty restrictions in response.

Perceptions of Children from Nontraditional Households: Glass Ceiling or Open Sky?
Hannah Buie, Mathew Cole, Ciara Atkinson, Alyssa Croft - University of Arizona

Adults face social backlash when they deviate from traditional gender roles: men and women are positively evaluated when their characteristics align with typical gender roles, but negatively evaluated when they align with atypical gender roles (Eagly & Diekman, 2005). Here we investigate whether the children of parents who enact nontraditional gender roles are perceived through the same evaluative lens as their parents. We predicted that children of nontraditional parents would experience more social backlash than the children of traditional parents. Patterns suggest that children of nontraditional households inherit positive (but not negative) stereotypes reflecting their parents nontraditional roles, suggesting children are stereotyped based on their parents gender roles, but do not suffer the same social backlash parents do. Further, our findings suggest that daughters reputationally benefit more from being raised by nontraditional parents than sons do.

Perceptions of Relative Hardship as a Cue to Social Class
Peter Leavitt, Indiana State University
Minh Pham, Dickinson College

The present research adds to the body of research about stereotypes and beliefs about social class by examining a less tangible, understudied factor that can influence judgments of others social class: perceived relative hardship. Across two studies, we examine the potential for differences in perceived hardship to predict judgments about others social class standing. In both studies, respondents were randomly assigned to evaluate one of three extremely minimal, one-sentence descriptions of a family that differed only in whether their life was described as easy, neither difficult nor easy, or difficult. Study 1 (n=115) reveals that these minimal descriptions alone evoke strong differences in judgments of social class, where an easy life is associated with higher social class. Study 2 (n=84) examines the same question while holding constant the income of the target family and controlling for respondent perceptions of median US income and finds the same pattern of results. This suggests that perceived relative hardship is an important and under-recognized aspect of the way people conceptualize and recognize social class.

Perceptions of Suicide Memes in College Students
Nancy Dorr, Stephanie Smith - The College of Saint Rose

Suicide is the 10th leading killer in the U.S.A. (Heron, 2019); it is imperative to understand factors which affect suicide risk. The current study investigated one previously unstudied factor: suicide memes. Suicide memes may help those who have had suicidal thoughts in the past know that they are not alone (Brown, 2019). Humor about suicide may help people cope (Lester, 2012). This study examined college students (N=105) perceptions of suicide memes and their depression (Sauer et al., 2013), humor (Thorson & Powell, 1993), and exposure to suicide (Wolford-Clevenger et al., 2019). Students perceptions of suicide memes showed 35.2% reported they make them feel they are not alone, 29.5% felt they make them feel people understand
them, and 22.0% felt they help them talk to friends about their thoughts of suicide. Eighty-three percent reported suicide memes do not increase their thoughts of suicide at all. Scoring higher on the perception that suicide memes help them to feel understood was positively correlated with depression, r(103)=.43, p<.001, using humor to cope, r(103)=.30, p=.002, using humor to achieve goals, r(103)=.27, p=.01, and exposure to suicide, r(103)=.33, p=.001. These results suggest a sizable minority perceive comfort and validation when viewing suicide memes.

Perceptions of Trump Supporters and Classism in Political Polarization
Desiree A. Ryan, Heather E. Bullock - University of California, Santa Cruz

Political polarization is one of the most pressing problems in contemporary politics, with the 2016 U.S. presidential election standing out as just one illustration of extreme political polarization (Carothers & O'Donohue, 2019; Klar, Krupnikov, & Ryan, 2018). In the U.S., Democrats and Republicans not only see their parties as representing different ideologies (e.g., size of government) but increasingly as attracting fundamentally different types of people. To gain a deeper understanding of these processes, we asked participants to rate their perceptions of and similarities with either Trump or Clinton supporters. In this presentation, we focus on responses from 97 self-identified liberal participants. Among these respondents, classist stereotypes were significantly more likely to be endorsed to describe Trump than Clinton supporters. Trump supporters were characterized as uneducated, racist, red-neck, whereas Clinton supporters were perceived as educated, political savvy, and diplomatic. Participants distanced themselves from Trump supporters by rating their own policy preferences and political priorities as significantly different than the typical Trump supporter. Based on these findings, we discuss the role of classist stereotyping and distancing in deepening political polarization.

Perceptions of Women Who Confront (In)visible Sexism
Jordana Schiralli, Alison Chasteen - University of Toronto

How are women viewed when confronting subtle gender biases such as benevolent sexism? Across two studies (N = 772), we examine how women are perceived when confronting or not confronting hostile and benevolent forms of sexism. In Study 1, women were perceived more negatively when responding to benevolent sexism compared to hostile sexism, suggesting that challenging less visible forms of sexism is associated with greater costs. Building on this finding, Study 2 compared three sexism types: hostile sexism, benevolent sexism involving complementary gender differentiation (CGD; views that men and women are inherently different), and benevolent sexism involving protective paternalism (PP; condescending views toward women). Targets were viewed as more appropriate for confronting PP compared to CGD, suggesting that the perceived value of confrontation differs between benevolent sexism subtypes. Additionally, perpetrators who were confronted for CGD were perceived as more appropriate compared to perpetrators confronted for PP or hostile sexism, suggesting that CGD may be viewed as a less problematic form of benevolent sexism. Taken together, these findings suggest that sexism is perceived as most problematic when it is highly visible (hostile), with further nuances between less visible types (benevolent).

Post-genocide Rwanda: The Effect of Intergroup Contact on Survivor, Bystander, and Perpetrator Groups
Trisha Dehrone, Linda Tropp - University of Massachusetts Amherst

Rwanda is approaching the 26th anniversary of one of the most devastating genocides in recent history, with over 1.2 million recorded ethnically motivated killings. As large numbers of genocide perpetrators completed their sentences and returned to their communities, we sought to examine how positive contact between groups facilitated opportunities to for each group to share their own experiences and witness to the experiences of others. Informed by research on voice in processes of post-conflict reconciliation (e.g., dEstree, 2006; Green & dEstree, 2003), we demonstrate that by listening to others experiences and having ones own experiences heard (Bruneau & Saxe, 2012; Livingstone et al., 2019), positive interactions after conflict have the potential to improve attitudes towards reconciliation. In the present study, 194 genocide survivors and 235 perpetrators and bystanders answered questions about their experiences after the 1994 genocide. Results revealed that for survivor, bystander, and perpetrator groups, positive interactions with the other is associated with greater willingness to share their experiences and belief that the other group was willing to listen, which in turn lead to more positive attitudes toward reconciliation. Implications for intervention and reconciliation work after conflict will be discussed.
Preventing Violence against Women through Bystander Intervention in Sports
Anastasiia Kovalenko, University of Exeter

In recent years, high profile cases in sports have brought increased attention to sexual harassment and violence against women. This study evaluated a bystander violence prevention program at a football club (n=50) immediately after intervention in April 2019 and at a 9-month follow-up in December 2019. Implementation of the program significantly decreased rape and domestic abuse myths, and increased intent to help, readiness to change, and bystander self-efficacy compared with control groups immediately after the program. In addition, a significant increase in self-reported bystander behaviors was found for football players and coaches exposed to the bystander program. The results from a long-term follow-up study and its implications are discussed. This study advances our knowledge of violence prevention in sports through bystander intervention.

Private Sector Racism and Colorism Emboldens Workplace Racial Inequality
Vernita Perkins, Omnigi Research Lab
Miriam Sarwana, Stony Brook University

Racially discriminatory practices have devolved in private sector organizations to silencing assertions of racial injustice by employing interracial colorism and hiring individuals who outwardly meet the racial diversity criteria. Particularly, individuals from assimilated and acceptable racial groups, hired to occupy certain roles with higher visibility and minimal authority, ostensibly fulfilling racial diversity allocations. These practices further exacerbate racial and gender disparities. The myth of post-racial equality is further compounded by recent studies (Inequality.org, 2019; Economic Policy Institute, 2017) revealing deepened racial disparities in unequal pay and unfair housing. By directing national attention to racism in wealth inequality, explicit racism and subtle racialized practices layered just beneath expose the post-racial myth on racial progress. Rather than seeking to end racial inequality and injustice, private sector practices have merely caused employees to shift into uncertain tolerance and disbelief in the deceptions around racial justice. Equipped with this information, racialized practices in private sector organizations can be identified and addressed with applied scientific interventions focused on awareness and accountability. Suggestions are offered for development of a practical guide designed specifically for leadership and organizational interventions in the private sector, with options to increase agency, and future research recommendations.

Promoting Positive Police-community Relations Through a Police Community Engagement Intervention
Kimberly Kahn, Portland State University

This talk discusses a large-scale randomized field experiment in Portland, OR to promote positive police-community relations using social psychological principles of procedural justice and engagement. During the intervention period, police officers conducted Community Engagement Patrols (CEPs) in designated neighborhood locations (Ni-Locs), which involved non-investigative contacts (e.g., meet and greets, playing with children, providing safety tips, listening and answering questions) with community members. It was hypothesized that, due to the increased non-investigative CEPs, residents around Ni-Loc areas would feel more positively about police than in control areas. Ninety locations were randomized into three groups: two CEPs per day (n=30), four CEPs per day (n=30), and control (n=30). Officers conducted 16,200 CEPs during the 90 day intervention period. Surveys (n = 1537) containing measures of residents contact with and attitudes toward police were mailed after the intervention to experimental intervention and control areas. Results indicated that residents in intervention areas reported more positive contacts and did not report more negative contacts with police compared to control areas. Highlighting the interventions long term impact on the police department, newly adopted departmental changes to policing policy and practice based on the intervention results are discussed.
Psychology Graduate Student Training in Sexual Assault Prevention & Outreach
Nuha Alshabani, The University of Akron

Increasingly, psychologists draw attention to the role of prevention as avenues for social justice work (Hage et al., 2007; Guidelines for Prevention in Psychology, 2014). One example includes efforts to prevent sexual and gender-based violence (Cavanaugh, 2019). Despite calls for increased involvement in prevention, many psychologists struggle to engage in these efforts and cite lack of emphasis on these activities in graduate training (Beer et al., 2012; Caldwell & Vera, 2010; Goodman et al., 2018). This study examines how counseling psychology doctoral students integrated prevention training into the practicum course. First-year graduate students received training on how to deliver outreach presentations focused on sexual assault prevention and throughout the semester they facilitated at least one of these presentations. This study addresses the need for early training in prevention during graduate school, how this can be implemented into existing practices within programs, and findings from questionnaires and interviews with students who participated in this study. Students prevention self-efficacy development as well as barriers and supports for developing this self-efficacy is explored through Social Cognitive Career Theory). The hope is findings will illuminate the professional identity development surrounding prevention & social justice work for graduate students.

Pursuit of Happiness: Socioeconomic status and the Greed - Wellbeing Connection
Darren Bernal, University of North Carolina Asheville

Pursuit of stimulus-driven and hedonic pleasures such as acquiring material goods is linked with lower levels of well-being (Wallace and Shapiro, 2006). Greed has been predicted to have an inverse association with psychological well-being and social connection (Wallace & Shapiro, 2006). This study tested if dispositional greed would be negatively associated with social connectedness and would moderate the association between social connectedness and well-being. Recognizing that socioeconomic status may influence these relationships, we conducted analyses in groups of individuals with low, medium, and high economic status. Participants recruited through Mturk 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 responses from 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. These findings identify greed as a target of intervention to improve well-being and social connectedness. Additional findings revealed that higher dispositional greed corresponded with higher socioeconomic status, which suggests that socioeconomic conditions may predict some of the variance in dispositional greed and is an area for further study.

Red Pill and Incel Views on Community and Global Politics
Michael Vallerga, Eileen L. Zurbriggen - UC Santa Cruz

The manosphere represents a set of websites, blogs and message boards dedicated to a worldview that celebrates hegemonic masculinity and decries feminism as a source of male weakness. These sites draw on evolutionary and biological psychology to essentialize gender. In a thematic content analysis of posts from two manosphere message boards (The Red Pill and Incel), we analyzed how posters viewed other board members, and the larger world. We examined 200 Incel and 25 Red Pill posts from a randomly selected week in 2018. We found three main themes present in these online communities: (1) unique forms of support including commiseration, sharing origin stories, and trolling; (2) severely conservative views on race, sexuality, and feminism; and (3) views of power and domination at the global scale, manifested into a conspiratorial belief of an orchestrated societal decline. Both boards endorse their communities as supportive spaces. Further, both have ideological positions about global politics that match other alt-right beliefs about the world. Red Pill members act on these views to take advantage of a perceived declining society to sexually dominate women. Incel members view their lack of sexual success as a manifestation of societal decline and broken promises of hegemonic masculinity.
Reducing the Negative Effects of Gender Stereotypes in STEM
Karly Drabot, Melissa Hines, Sander Van Der Linden - University of Cambridge

Diversity in science, technology, engineering, and mathematics (STEM) is associated with greater innovation, profit, and overall institution performance. However, stereotyped beliefs about innate gender differences in STEM aptitude significantly contribute to a gender gap in STEM. In the United States alone, women make up only 19% of undergraduate engineering students. To improve gender diversity in STEM, psychological interventions aimed at reducing the influence of gender stereotypes are theoretically promising. The purpose of this research is to (1) test the effectiveness of psychological interventions in reducing gender stereotype endorsement in STEM and (2) examine the roles of cognitive and affective mechanisms in gender-stereotype reduction. In Study 1, a video intervention was conducted with an online sample. In Study 2, an in-class training was delivered to engineering students.

Regulating Racial Emotions: Psychological Inflexibility, Emotion Regulation, and Color-Blind Ideology
Elizabeth Allen, University of North Carolina at Chapel Hill
Jessica DeCuir-Gunby, Janet Boone - North Carolina State University

Teachers often experience a range of emotions when encountering racial situations in schools, causing them to react according to their racial ideologies and beliefs. Due to teachers inability to change their stigmatizing thoughts or beliefs about race, most often they experience negative emotions as well as difficulties in regulating their emotions. Because of their psychological inflexibility, the lack of willingness to change their thoughts about race, teachers often react negatively towards racial situations in accordance to their racial beliefs. Thus, we need to gain a deeper understanding regarding how teachers utilize psychological inflexibility to change their stigmatizing thoughts about race, particularly in the classroom. In this study, we explored the relationship between 159 mostly white preservice teachers colorblind racial attitudes, emotion regulation, and psychological inflexibility with stigmatizing thoughts about race. Our results indicated emotion regulation difficulties (e.g. suppression) served as a mediator and moderator between psychological inflexibility with stigmatizing thoughts about race and colorblind racial ideology. The preservice teachers who had strong colorblind racial beliefs and were unclear about their emotion regulation were less likely to change their negative beliefs about race. These findings are important because it suggests that it is difficult to change preservice teachers beliefs about race.

Reporting Hate Crime: A Decolonial Research Justice Approach
Jaboa Lake, Portland State University/Center for American Progress
Shweta Moorthy, Race Forward

The consequences of experiencing hate and bias crimes exist short- and long-term, within an individual and a community, and persist intergenerationally. A persistent barrier to influencing policy and developing and providing services to those who experience hate stem from the underreporting and insufficient tracking of instances of hate. This talk describes the utilization of a decolonizing research justice framework and community-based participatory action research approach in a study that developed a hate crime and incident reporting system. Seventy-four community members who disproportionately experience group-based hate participated in seven focus group sessions facilitated with eight community partners. Focus group sessions were intentionally intergenerational, multilingual, and aimed to promote community empowerment within each session. Throughout this study and the development of the reporting tool, current models of hate crime reporting were challenged by the inclusion of various conceptualizations and expressions of hate, centering intergenerational trauma-informed practices, and developing reporting systems housed in established community-serving organizations. Results were disseminated widely to community members, organizations, advocates, and local policymakers. Local-level policy implications and outcomes from this study's method and results are discussed.
Reporting Sexual Harassment: A Qualitative Study of Graduate Students Experiences
Kathryn Holland, Allison E. Cipriano - University of Nebraska-Lincoln

Sexual harassment is a pervasive problem in institutions of higher education, particularly within the male-dominated fields of science, technology, engineering, and mathematics (STEM). In addition, graduate students and especially women are uniquely vulnerable to sexual harassment. Formal reporting procedures have been positioned as a key component to adequately addressing and eradicating sexual harassment. In our society, sexual harassment and assault are only viewed as legitimate if the victim promptly files a formal report, and people doubt and scorn victims who do not report. However, there is little to no empirical evidence illustrating how institutions of higher education respond to graduate students reports of sexual harassment. In the current study, we conducted and analyzed in-depth interviews with 31 graduate students who reported sexual harassment to their university. Participants were recruited from universities within the big ten academic alliance. Our thematic analysis revealed that university sexual harassment grievance processes were frequently adversarial, harmful, and, ultimately, unsuccessful for graduate students. These grievance processes, primarily designed for undergraduate students, were unequipped to handle graduate students experiences. Our findings provide evidence that can improve university responses to sexual harassment, and, as a result, better support graduate students lives and career paths after harassment occurs.

Shifting Scales: Moving toward a Socio-political View of Body Weight
Jessica Saunders, Shelly Russell-Mayhew, Nancy Moules, Andrew Estefan - University of Calgary

In professional practice, body weight issues are typically considered from an individual-level standpoint that emphasizes the role of physiological and intrapsychic processes such as metabolism or personality. In contrast to this dominant perspective, we highlight that body weight has prominent social, economic, and political influences and connotations. An examination of the social complexity of weight provides opportunity to shift focus from individual to societal and structural influences on perceptions of weight. Our research asks: What beliefs and assumptions underpin professional practices related to weight? How do these experiences affect how we regard and work with weight issues? Eight experts in food- and weight-related issues with at least 10- years experience in various fields (i.e., psychology, psychiatry, dietetics etc.) from across Europe, Australia, the United States, and Canada participated in interviews about their experience with weight, broadly defined. Interviews were transcribed and analyzed using hermeneutics, via an iterative interpretive process. The interviews underscored inter- and intra-individual tensions surrounding weight and appearance. These tensions highlighted personal, professional, and political discourses within and between the eating disorders and obesity communities. Weight as a construct may have us hoodwinked, deceptively blinding us to ways of capturing its meaning and implications.

Solidarity between Oppressed Groups: An Intersectional Approach to Social Action
Rashmi Nair, Ashoka University

Social psychological research on building solidarity between oppressed groups remains scarce. Moreover, this research has taken a singular approach meaning researchers have focused on factors linked with single-identity group membership in their analysis, whereas those associated with intersecting identities have remained unexamined. Furthermore, this research has predominantly focused on western contexts using quantitative approaches that prioritize the conceptualization of the researcher over that of participants. Addressing these gaps and drawing on intersectionality framework, this presentation brings findings from a qualitative study conducted among two under-researched oppressed groups in India - Dalits (lower-caste Hindus) and Muslims. Using individual interviews (N=33) and focus group discussions (K=12), this study investigated how Dalits and Muslims perceived their experiences linked with their intersecting identities of gender and class. Thematic analysis revealed various beliefs linked with intersecting identities that can shape relations between oppressed groups. These intersectional victim beliefs can serve as additional sources of tensions and solidarity between oppressed groups along with beliefs linked with single-identity groups. Bridging the gap between psychological research and social action, I will discuss the implication of these findings for activists and policymakers.
**Strategies to Promote Power, Wellness, and Liberation among Anti-racist Activists**
Charlie Collins, University of Washington Bothell
Danielle Kohfeldt, California State University, Long Beach
Mariah Kornbluh, University of South Carolina

In recent years, there has been a robust racial justice movement in the United States, which has pursued power with the goal of liberating people from racially oppressed communities. Organizations such as Black Lives Matter and Showing Up for Racial Justice continue building power and promoting psychological and political liberation. The purpose of our study is to investigate the developmental processes by which antiracist activists resist psychological and political oppression to approach wellness and liberation. We conducted 24 interviews from self-identified antiracist activists in the United States and utilized thematic analysis to construct qualitative codes to identify the psychological and political strategies activists implemented in their racial justice work. We found that activists adopted four psychological strategies, two political strategies, and two bridging strategies to resist oppression. Psychologically, activists tended to examine political and historical contexts to understand the root causes of oppression and how their own oppressed and privileged identities fit within those larger systems. Politically, activists sought opportunities to enhance their capacity as activists and engage in critical actions to build power and seek liberation. Bridging these psychological and political domains, activists also formulated a theory of liberation and engaged in critical self-reflection, which guided their political actions.

**Symbolic Threat Determines Favorability for Others More Than Status Threat**
Hui Bai, University of Minnesota
Jeremy Simon, Brandeis University

Evidence from three studies shows that the perceived symbolic threat from an entity, more so than the perceived status threat, determines whether people like the entity or not. Study 1 shows that Whites perception of symbolic threat from racial minorities, more so than status threat, predicts Whites favorability for racial minorities. Using a 2 x 2 experiment, Study 2 shows that a hypothetical immigrant described to have the potential to pose a status threat to Americans (versus unlikely to pose a status threat) and a symbolic threat to Americans (versus unlikely to pose a symbolic threat) are evaluated based on their potential to pose a symbolic threat, but not their potential to pose a status threat. Finally, using a 2 x 2 experiment again, Study 3 shows participants a hypothetical foreign country that is described to be able to challenge the dominant economic status of U.S. (versus not being able to do so) and are symbolically compatible with Americans (versus having an incompatible culture and values). The results show that how much participants like the country is entirely based on its symbolic similarity to the U.S., but not its potential status challenge to the U.S.

**The Role of Emotion Regulation in Blaming Sex Trafficking Survivors**
Megan Berry, Richard L. Wiener, University of Nebraska-Lincoln

This research examined the role of emotion regulation in public judgments regarding the treatment of sex trafficking victims. Participants read case facts modified from United States v. Bell (2014) that varied the survivors engagement in prostitution prior to and after the trafficking instance (yes vs. no) as well as survivor vulnerability. Participants judged the trafficker overwhelmingly guilty of sex trafficking and the survivor as guilty of prostitution, yet certainty of whether to arrest the survivor varied by all three manipulated factors. Importantly, emotion reappraisal and suppression, also impacted these decisions. Participants who regularly engage in emotion regulation as measured by the ERQ (John & Gross, 2003) were more certain the trafficker and survivor were guilty of their respective charges and more certain the police should arrest the victim for prostitution. Reappraisal of emotions appears to increase culpability and arrest judgments for both the trafficker and survivor, perhaps by down regulating sympathy for both. These results suggest a conundrum for advancing a victim centered approach for fighting sex trafficking, because that approach advocates rigorous enforcement of criminal laws against traffickers while providing needed services to trafficking survivors instead of arresting them. Emotion regulation may support the former but oppose the latter.
Transgender Healthcare Access: A Qualitative Examination of Trans Healthcare Experiences
Abbey Mann, East Tennessee State University

Transgender populations face significant barriers to accessing health care. A small but growing body of literature points to trans-specific barriers to care, including stigma, discrimination, and a lack of providers who are knowledgeable about trans health. This study includes fifty interviews of trans-identifying adults in South Central Appalachia. Mixed methods data collection included a timeline with rated events, and thirty to ninety-minute semi-structured interviews. Participants ranged in age from 18 to 61, were predominantly White, and had a wide range of income and educational levels. Preliminary analysis indicates that trans folks report many negative experiences in mental and physical healthcare settings related to their gender identity, a high level of difficulty finding providers who are familiar with the needs of trans patients, some success finding providers via social networks, and resilience related to advocating for their healthcare needs with friendly providers. Findings indicate a need for in-depth trainings for providers on primary care needs of transgender patients with an emphasis on cultural competence. Findings also point to policy-related barriers to trans healthcare access, including lack of insurance coverage, and the presence of policies that allow providers to deny care to patients.

U.S. Service Members Perceptions of Attitudes towards Transgender Military Personnel
Karen Tannenbaum, Harmony Lee, Allen Omoto - Claremont Graduate University

In 2015, nearly 20% of transgender veterans reported that they left the military to evade gender-based harassment and discrimination (USTS, 2015). Since that time, the U.S. military has lifted its ban on transgender members serving openly and then reinstated the ban, with both actions taken without strong empirical base. The purpose of this study was to understand how active-duty service members (ADSM) currently feel about working alongside transgender personnel. ADSM (N = 67, 26 identified as lesbian, gay, or bisexual) participated in interviews in which they were asked how they think other ADSM feel about serving with members of specific social groups, including transgender individuals. Thematic qualitative analyses of transcripts suggested negative attitudes related to job performance, concerns about sharing personal space, and also positive attitudes related to social change. Roughly a quarter of participants reported witnessing harassment or violence towards transgender personnel. This study, along with future broad scale quantitative studies with representative military samples could provide an empirical foundation for lifting the ban on transgender personnel serving openly in the military. These research could also assist in devising interventions to change attitudes toward serving alongside transgender military personnel and to better support to transgender service members.

Understanding Collective Responsibility in Particulate Matter Issue
Seh Min Suh, Brian Lickel - University of Massachusetts Amherst
Jaewook Jung, Sogang University
Kimin Eom, Singapore Management University

Peoples responses to environmental crisis rely on how they interpret and assign responsibility for the event. We specifically examine how Koreans perceive the particulate matter air pollution crisis in Korea. We tested the roles of peoples inferences of commission (active involvement or encouragement) and omission (failure to prevent the event) of the Korean and Chinese governments in understanding peoples attribution of responsibility and their desired responses to the particulate matter issue. In two studies, participants were asked who is responsible for creating and addressing the problem and what they believe the appropriate response to the issue should be. They also rated their inferences of commission and omission and individual behavioral intentions with regard to the issue. Results show that attributing responsibility for the particulate matter problem to the Korean government was predicted by inference of omission rather than commission, whereas inference of commission, but not omission, strongly predicted attribution of responsibility of the Chinese government. The results suggest that understanding the nuances of how people ascribe responsibility is important for the particulate matter issue and other environmental problems at large, including climate change, as these problems often suffer from diffused accountability.
Understanding the Association between Weight Bias Internalization and Suicidality
Paula M. Brochu, Laurie Veillette, Jose Serrano, Matthew Seidl - Nova Southeastern University

Suicide prevention is a public health priority, as suicide is a serious public health issue in the United States and globally. In this study, we test whether weight bias internalization is associated with suicidal thoughts and behaviors from the perspective of the interpersonal theory of suicide. Utilizing a community sample of American adults (N = 433), participants completed measures of weight bias internalization, perceived burdensomeness, thwarted belongingness, and suicidality. As expected, weight bias internalization was positively associated with perceived burdensomeness, thwarted belongingness, and suicidality. The association between weight bias internalization and suicidality was mediated by both perceived burdensomeness and thwarted belongingness. This parallel mediation model remained significant when participant BMI, self-perceived weight status, gender, age, and race were included as covariates. These findings contribute to better understanding the consequences of weight bias internalization, and point to the need for longitudinal and intervention studies to further examine the association between weight bias internalization and suicidality. It is advisable for health professionals to be aware of the association between weight bias internalization and suicidal thoughts and behaviors, particularly in conjunction with levels of perceived burdensomeness and thwarted belongingness when assessing for suicide risk.

Understanding the Benefits and Challenges of Kinship Adoption
Desdamona Rios, University of Houston-Clear Lake
Valerie D. Jackson, Monarch Family Services

In 2017, the Texas Department of Family and Protective Services reported there were 32,793 children in foster care in the state of Texas. Of those children, approximately 12,000 were placed in the care of family members. In spite if such large numbers of children being placed into kinship care, there is scant research on the topic of kinship adoption. Monarch Family Services is one of a few foster care/adoption agencies in Texas that specialize in kinship adoption. The agency has recently recruited families to participate in a longitudinal study which will focus on comparative work on kinship versus non-kinship adoption. This presentation will include demographic data from adoptive parents and children, as well as qualitative data from social workers narratives that examine backgrounds and motives for adoption from both kinship and non-kinship adoptive parents. Considering the many reported negative outcomes related to people who age out of the foster care system (e.g. incarceration, substance abuse, mental health issues), we believe it is imperative to examine antecedents of children being placed in the foster care system, intervention services to support families in crisis and adoptive families, and maintenance services to ensure their successful transition into healthy families.

White Individuals Perceptions of Latinx Individuals
Maira Areguin, University of Michigan

The current U.S. political climate has targeted Latinx and immigrant populations, yet there is little research on how White people (the majority group in the U.S.) feel about the Latinx population. In this study we examine how neighborhood and state diversity relate to White residents feelings of warmth toward Latinx groups. This study, composed of 581 MTurk workers who identified as White, assessed how warmly participants felt toward Latinos/Hispanics as well as their endorsement of Social Dominance Orientation (SDO). Both percent of Latinx people in participants neighborhood and their state were related to warmth ratings (positively), as was SDO (negatively). Moreover, interaction analysis showed that when a participant strongly endorsed SDO and lived in a zip-code with more Latinx people, they felt more warmth than did those who strongly endorsed SDO but lived around fewer Latinx people. Future directions for intergroup contact and contact theory are discussed.
Witnessing Microaggressions in an Engineering Context Harms Learning and Participation
Nadia Vossoughi, Denise Sekaquaptewa - University of Michigan
Lorelle Meadows, Michigan Technological University

Experiencing microaggressions defined as subtle verbal, behavioral, or environmental slights directed towards someone due to their social category (Sue, 2010) impedes academic success among marginalized students in science and engineering (e.g., Moss-Racusin et al., 2018; Adams et al., 2006). Most research examining the consequences of microaggressions has focused on directly experiencing microaggressions, but we propose that just witnessing microaggressions may create a negative environment that also impedes academic success. Using an experimental design, we showed undergraduate science and engineering students (n=208) video footage of a mixed gender group working on a design project that participants believed they would later join. From the video footage participants either witnessed subtle bias directed at a woman by a man (microaggression condition) or subtle bias did not occur in the interactions (control condition). We find that just witnessing microaggressions leads to lower memory retention of engineering material, and decreased desire to join their group (p<.05). The negative effect of witnessing microaggressions was present for both men and women and remained significant after controlling for confidence in one’s engineering abilities and rejection sensitivity. Results indicate that the presence of microaggressions contributes to a negative environment that is detrimental to everyone's academic learning and participation.

Working with Kinship Families: The Road to Permanency and Beyond
Valerie D. Jackson, Monarch Family Services

According to the Texas Department of Family and Protective Services, in 2017 there were 32,793 children in foster care in Texas. Due to scarce research on kinship adoption (i.e. adoption by a family member), Monarch Family Services has sought to fill the void by developing a model for serving vulnerable families. Monarch Family Services is a provider for the State of Texas Child Protective Services and one of a few agencies in Texas that specialize in kinship adoption. The service model used by the agency is based on 20+ years of program and empirically based practices, and has proven successful for family(relative caregivers to navigate the foster care/adoption system and achieve permanency goals (adoption or primary managing conservatorship). A key consideration in the work done by Monarch Family Services is recognizing and honoring the diversity of clients and their challenges. To encourage program completion, clients experience an environment reflective of themselves including case workers, staff, and mental health practitioners from all races/ethnicities and backgrounds, and are assured their concerns will be addressed in ways that are socially and culturally relevant to them. An overview of the service model will be provided in this presentation.

You Don’t Look Sorry!: How Gender Influences Nonverbal Apologies
Meghan George, Jennifer Steele - York University

Researchers have identified several verbal components that increase the success of an apology, including taking responsibility for actions, expressing remorse, and promising not to re-offend. However, nonverbal components of apology, along with the perception of apologetic facial cues, have received little attention within the literature. Previous research using male targets has demonstrated that faces intended to express apology are perceived as highly submissive and sad stereotypically female attributes. The current study investigates how target gender impacts the conceptualization and perception of nonverbal apologetic facial cues, and whether these processes are moderated by perceiver gender. Using reverse correlation data, templates of apologetic faces were created for male, female, and gender morphed target faces. Nave observers rate these templates on constructs relevant to apologies (e.g., regret, trustworthiness, etc.), and gender (e.g., submissive, femininity). Outcomes will be discussed as they relate to theories of apology and gender, as well as how apologies influence perceptions of gender and how female and male faces differ in the magnitude of perceived apologetic facial cues. Results contribute to the extant literature by highlighting the importance of nonverbal facial cues and informing our understanding of cross-group (i.e., cross-gender) communication intended to repair social bonds.
INTERACTIVE DISCUSSIONS

A Multidimensional Framework for Researching Psychosocial Influences on Health Disparities
Gina Roussos, American Psychological Association
Noelle Malvar, Katlyn Milless - The City University of New York

Members of disadvantaged populations, including racial/ethnic minorities, sexual and gender minorities, and individuals living in poverty face higher mortality and morbidity rates for numerous conditions. For example, Black women are 2 to 6 times more likely to die during childbirth compared to White women. The causes of these health disparities are complex, interactive, and multidisciplinary. As such, any effective intervention to reduce disparities and promote equity will require a multidimensional lens. The National Institute of Minority Health and Health Disparities (NIMHD) recently unveiled a research framework which reflects the multilevel and multimodal nature of health inequity. The framework categorizes health determinants on two dimensions: level (i.e., individual, interpersonal, community, societal) and domain (i.e., biological, behavioral, physical environment, sociocultural environment, health care system). In this interactive discussion, we will present the framework, with an emphasis on the areas most relevant to psychologists. We will then discuss its implications for conducting research, with a focus on how psychologists can take a multidimensional approach when studying ways to improve outcomes for members of disadvantaged populations.

Addressing Weight Stigma in Psychological Care: A Call to Action
Rebecca Hill, Jose Serrano, Laurie Veillette, Sara Staley, Paula M. Brochu - Nova Southeastern University

Although research demonstrates the detrimental effects of weight bias on mental and physical health, it remains widely endorsed among health care professionals. In this interactive discussion, a collaborative panel of researchers, psychology trainees, postdoctoral fellows, and a social psychologist will bring attention to the systematic injustice of weight bias, and call for action to address weight bias in psychological care settings. This discussion will focus on five issues: (1) The role of weight bias internalization in development and perpetuation of mental health symptoms including depression and suicidality; (2) The influence of weight bias in the diagnosis of anorexia and eating disorders; (3) The effectiveness of education and training on weight bias in reducing anti-fat attitudes, weight controllability beliefs, and negative attitudes toward treating fat clients among psychology trainees; (4) The utility of body acceptance and Health At Every Size interventions in psychological care; and (5) The experiences of weight stigma among VA patients, along with promising new initiatives to promote body acceptance in hospital settings. The goal of this interactive discussion is to increase the visibility of weight bias and consequences associated with it, and offer pragmatic solutions to improve health and well-being for people of all sizes.
Advancing Advocacy in a Global Context: How to Engage the UN
Priyadharshany Sandanapitchai, Rutgers University – Newark
David Livert, Penn State University
Laurel Peterson, Bryn Mawr College
Trisha Dehrone, University of Massachusetts Amherst

In 2015, the 193 member states of the United Nations agreed on a set of 17 Sustainable Development Goals (SDGs) in order to establish a safe, healthy and an inclusive future for the world's population. Nation states, UN agencies, and the constellation of UN-NGOs pursue these goals through evidence-based approaches to policy and intervention as well as data collection to evaluate their attainment. SPSSI members employ a variety of research methods to answer basic and applied questions in psychology and marshal evidence for the development of effective and just public policy. How do SPSSI members use their skills to transfer knowledge back to the community through research that facilitates just, sustainable and effective public policy? Since the 1990s, SPSSI's UN team has been actively educating and advocating sound policy among UN members, agencies, and related entities regarding the utility of psychological science in the advancement of the SDG goals. This interactive discussion will be led by current SPSSI UN members and will focus on brainstorming ways that graduate students and early professionals can contribute their psychological training and expertise in promoting awareness and advocacy of SDGs in academic and professional settings.

Advocating for Graduate Student Economic Security and Well-Being
Veronica Hamilton, Emily A. Hentschke, Desiree A. Ryan, Melina R. Singh - University of California Santa Cruz

Over the past decade, U.S. universities received a record number of graduate school applications, particularly among underrepresented groups (e.g., students of color; Rolls, 2017). Despite increasing representation of some historically marginalized groups, inclusivity remains an important barrier to student success (Tienda, 2013). Although graduate education can promote upward mobility (Berger & Fisher, 2013) and contribute to securing a meaningful career (Pew Research Center, 2014), graduate students face a myriad of complex challenges including discrimination and economic insecurity (El-Ghoroury, Galper, Sawaqdeh, & Bufka, 2012). To better understand these experiences, researchers are increasingly focusing on graduate student basic needs as well as diversity, equity, and inclusion. This interactive discussion explores research and advocacy concerning current economic and social issues facing graduate students. We share work being done at the University of California, Santa Cruz— a campus impacted by skyrocketing housing costs, home displacement, and stagnant wages driven, in part, by its location near Silicon Valley. Our interactive discussion centers on the role psychologists can play in fostering equity and economic justice in graduate education. Special emphasis is placed on the role of collective action in addressing the financial burden of graduate school (e.g., unionization; Lafer, 2003).

Authoritarian Populism in the White Power Movement
Tina Lee, Teachers College, Columbia University

Populism refers to public reactions which juxtaposes the interests of the majority population against the political elite; populist leaders can be found along the left and right political spectrum. Studies have shown that when the public experiences high societal threat and economic insecurity, it tends to move towards authoritarian populism and anti-democratic principles. Moreover, scapegoating of non-white minorities is often used as a tactic to generate support for populist leaders. In recent years, the rise of right-wing populism has best been conceptualized with the White Power Movement (WPM) - an international social movement premised on white nationalism and white supremacy consisting of deep historical roots uniting members of the Klan, militias, radical tax resisters, white separatists, Tea Party members, and neo-Nazis. As public faith in democratic institutions has plummeted due to economic crises, globalism, and the crumbling infrastructures of Western democracy, America will likely move towards authoritarian populism or engage in fundamental democratic changes over the next decade. To that end, this interactive discussion will focus on how researchers, policy makers, and activists can understand and respond to rising right-wing populism and the ideologies of the WPM.
Bringing Research to Action: Can We Do A Better Job?
Linda Silka, Mitchell Center
Emily Leskinen, Ramapo College of New Jersey
Andrea Miller, University of Illinois Urbana-Champaign

SPSSI has a well-deserved reputation for articulating the importance of research leading to action. Yet, despite SPSSI leadership, challenges remain. This year's conference theme calls our attention to shortfalls represented by the fact that historically oppressed groups continue to be oppressed and effective actions remain elusive despite much research. The research-to-action link seems fraught. Other disciplines sharing this concern have turned their attention to how graduate and undergraduate training can create change agents: effective researchers that understand how to create action. In this interactive session attendees will be encouraged to share their thoughts, challenges and advice on how graduate education can strengthen the research-to-action links. As a part of facilitating the discussion, I will share efforts emerging in an interdisciplinary context: that of sustainability. Here efforts are being made to analyze education to see how to strengthen the research-action nexus through a focus on change agents. The new book Developing Change Agents: Innovative Practices for Sustainability Leadership is filled with examples and thought-provoking questions from many universities. I will share handouts about the book and related webinars to stimulate a discussion on how we might continue to grow SPSSI's research to action capacity.

Conducting Intersectional Psychology Research across Contexts: U.S., Germany, and Korea
Yuen Mi Cheon, Myongji University
Onnie Rogers, Ursula Moffitt, Northwestern University

Increasingly, individual development is studied through an intersectional lens, though there remains little consensus among psychologists about what intersectionality is or how it should be applied. As discussed in multiple papers (e.g., Cole, 2009; Rosenthal, 2016; Syed & Ajayi, 2018), adapting this humanistic paradigm to a field dominated by (post)positivism poses challenges. Intersectionality was coined by U.S. legal scholar Kimberl Crenshaw in the 1980s, who expanded the paradigm with other Black feminist scholar-activists. Intersectionality recognizes overlapping systems of power, privilege, and oppression, which shape individual experience and whose knowledge is accepted as valid. Reflecting this foundation, incorporating context into developmental research can help unearth the constructed, intersecting nature of identity in relation to psychosocial outcomes. For instance, citizenship in both Germany and Korea only recently became available to individuals with foreign heritage, yet little psychological research examines how such policies overlap with other factors to affect development. Furthermore, race is not recognized in these nations, yet racialization and racism abound. Looking beyond the U.S. can help highlight how normative social categories become reified: excellent starting point for intersectional research. The presenters will examine the potentials and pitfalls of applying intersectionality to developmental research in psychology across three national contexts.

Conflict Management Techniques Within Diversity Initiatives: A Critical Missing Link
Danielle Crawford, Matthew Swanson, Laura Brooks Dueland, Sarah Stepanek, Carey Ryan - University of Nebraska at Omaha

Diversity, for example, in ethnicity and culture, is a potential source of conflict among employees. Left unchecked, workplace conflict can adversely affect employee well-being and performance. To address these issues, organizations commonly implement diversity training and sometimes broader organizational diversity initiatives. We theorize that these initiatives are likely to fall short to the extent that they fail to identify and teach employees effective conflict management techniques. When conflict is addressed and properly managed, employees and organizations are more likely to reap the full benefits that diversity and diverse perspectives provide. In this interactive discussion, we will discuss the current state of the literature concerning conflict management and diversity and inclusion training initiatives, ways to incorporate conflict management training into diversity initiatives, and potential avenues for future research.
Critical Approaches to Internationalizing Teaching and Learning in Psychology
Phia Salter, Davidson College
Sahana Mukherjee, Gettysburg College
Darlingtina Esiaka, Union College

Increasingly, psychologists have been asking, how can we best internationalize undergraduate psychology education in the United States and elsewhere (Takooshian et al., 2016; p. 136). Many of the conversations on this topic focus on diversifying the psychology curriculum by adding content and research on marginalized and underrepresented groups. However, not all diversity exposure is created equal. Merely learning about different, exoticized, ethnic, others is not enough to develop multicultural competences (Sue, 2001; Sue et al., 1992). In addition, some scholars are concerned that mere exposure to cultural differences can facilitate stereotypes and essentialism (e.g., Buchtel, 2014). The purpose of this interactive discussion is to discuss strategies for internationalizing psychology courses across the curriculum that integrate critical global perspectives and aim to decenter dominant understandings of psychological science rooted in WEIRD settings (i.e., Western, educated, industrial, rich, and democratic settings; Henrich et al., 2010). Members of SPSSIs Internationalization committee will briefly share their experiences addressing disciplinary power and identity in introductory psychology, utilizing team-based learning as a tool for integrating critical perspectives into cultural psychology, and teaching history of psychology from the perspectives of the oppressed. Interested attendees are encouraged to bring course ideas, syllabi, and/or assignments for targeted discussion.

Diversity and Inclusion in PWIs in the Era of #BlackLivesMatter
Rachel Steele, Michele Schlehofer, Salisbury University

Hate crimes in general, and on college campuses specifically, are on the rise. The majority of these have been racist crimes targeting Black people and other people of color, and may be homophobic and transphobic as well. Various campus-based national and international social movements have emerged to fight systems of power and oppression, most notably #BlackLivesMatter. Predominantly White Institutions (PWIs), including our own institution, are grappling with how to address incidents of racist hate, while social movements are calling on PWIs to go beyond diversity and inclusion initiatives to actively reverse institutional racism. This is a complex task considering that PWIs may have a legacy of having supported slavery, biased admissions processes, inequitable disciplinary and academic policies, and may lack diverse campus leadership as well as institutionalized social and cultural support for students, faculty, and staff of color. Drawing from our own experiences at a PWI which experienced both hate crimes and student protests for change, our goal is to facilitate a discussion about strategies for various stakeholders to challenge institutional racism at PWIs. This discussion will also provide an opportunity for networking between participants so they may support each other in future efforts for anti-racist activism.

Ending Conversion Therapy Through Legislative Action
Apryl Alexander, Hannah Klukoff - University of Denver

According a recent report, 350,000 LGBT adults (age 18-59) in the U.S. reported undergoing conversion therapy as adolescents (Williams Institute, 2018). Conversion therapy, also known as sexual orientation change efforts (SOCE), is the attempt to change an individual’s sexual orientation and/or gender identity based on the belief that being lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) is a mental illness or sinful, and therefore, can be changed (Haldeman, 2002). In 2000, the APA affirmed that same-sex sexual and romantic attractions, feelings, and behaviors are normal and positive variations of human sexuality regardless of sexual orientation identity. The movement to ban conversion therapy is growing across the world and most of the legislation is aimed at banning the practice with youth. In North America, three Canadian provinces, 18 U.S. states, and the District of Columbia have passed legislation preventing licensed mental health professionals from offering conversion therapy to minors. We will discuss efforts used over the last four years to ban the use of conversion therapy with minors in Colorado. This interactive discussion will focus on how researchers, policy makers, and activists can work together to create legislative change concerning this issue and how to identify and overcome barriers.
Equity and Ethics: Applying an Equity Lens to the Research Ethics Process
Namrita Singh, Health Research Toolbox

Research with human subjects must undergo an ethics review to comply with national and institutional standards. While these processes protect aspects of participants wellbeing, they were developed in clinical contexts and were designed to protect the individual, as opposed to communities. As a result, they have often unintentionally perpetuated inequities in communities involved in and affected by research projects. This interactive discussion will address how an equity lens can be applied to the research ethics process to advance equity and more holistically protect individual dignity. Using a recent, Colorado-based evaluation led by the presenter, we will provide examples of how to reframe and redesign the recruitment, informed consent, and dissemination stages of research. We will discuss how to align these stages with core values of equity, integrity, and dignity to strengthen and support communities. Topics discussed will include the development of core commitments, asset mapping, and participant-led evaluation indicators. We will also address the inclusion of research staff, particularly community-based staff, in ethics reviews. Attendees will have the opportunity to engage with the topics presented and will leave with both a conceptual framing and practical tools that can be applied to their work.

Expanding Ethnic Minority Spaces to Include MENA/Arab Americans
Germaine Awad, University of Texas at Austin

Historically, the designation of racial/ethnic minority status has been restricted to four groups and is largely based on historical experiences of racism and discrimination that has led to the underrepresented status of these groups in positions of power and influence throughout society. Additionally, the designation of racial/ethnic minority status has been greatly influenced by the United States Census and the Office of Management and Budget (OMB). Although Arab/MENA Americans experienced discrimination prior to 9/11, the effects of these attacks on the level of discrimination experienced by this group has been well documented in the literature (e.g., Awad, 2010; Awad & Amayreh, 2016; Ibish, 2002). According to U.S. Census racial categorization, this ethnic group is currently classified as White despite the fact that many Arab/MENA Americans believe that the White racial group designation does not accurately capture their experiences that tend to be more similar to other recognized ethnic minority groups in the U.S. (e.g., African Americans, Latinos, Asian Americans). This dialogue will include a conversation about the ramifications of expanding the current system of racial categorization to include Middle Eastern/Arab Americans. Furthermore, we will engage in a larger discussion about what it means to be an ethnic minority.

Finding Your Voice Online: Connecting and Communicating on #AcademicTwitter
Jaclyn Siegel, Western University

In recent years, the social media website Twitter has become a popular platform for academics all around the world. In a profession largely characterized by loneliness and isolation, Twitter is one way that psychology researchers can establish social support and feel connected to the broader academic community. The site is also a valuable resource for learning about grants and job opportunities, keeping up to date with best practices, and communicating research findings to colleagues and lay audiences alike. However, getting started on the platform can feel overwhelming, and there are many considerations that should be taken into account when engaging on the website. For researchers who do work related to social issues in particular, openly communicating research online may open the door to prejudice and harassment both from within and outside of academia, and those whose voices are marginalized in academia may experience these often-overt attitudes directly. In this interactive discussion, we will discuss how to make the most of Academic Twitter, including how to get started, grow your online academic network, communicate effectively and respectfully, amplify marginalized voices, and navigate harassment on the site.
How can Psychology Contribute to Ending Mass Incarceration and Criminalization?
Geraldine Downey, Center for Justice, Columbia University
Eugene Borgida, University of Minnesota
Federica Coppola, Jarrell Daniels, Carlos Ivan Calaff, Columbia University

Mass incarceration is one of today’s most pressing civil rights issues. There is increasing recognition that the number of people disproportionately black and brown who are incarcerated reflects a societal failure to respond effectively to the difficulties of U.S. society’s most vulnerable members. The 70% recidivism rate for those leaving incarceration challenges our reliance on prisons for public safety. This recognition has generated calls for approaches that prioritize prevention and healing over punishment. Our discussion will consider how Psychology can help to end mass incarceration and to transform the justice system. The intent is to generate an agenda for innovative action in education, research, and policy engagement. The presenters will stimulate discussion with examples of approaches that involve collaboration across difference: psychology-based seminars in which prosecutors and incarcerated students, and justice-impacted youth and government officials, collaborate on implementable policy proposals; use of neuroscience and psychology research to develop legal arguments for restorative rather than retributive justice; using psychologists understanding of behavior and behavior change to inform legal and police education and practice, and public policy. The examples make visible the often invisible expertise of people directly impacted by the criminal justice system in its transformation.

How Research can Combat Single Stories about Marginalized Groups
Andrea Belgrade, University of Michigan

Single stories are not necessarily untrue, but they are incomplete. Not surprisingly, representation by a single story is more common among structurally marginalized groups, such as refugees. Even among those who support refugee resettlement efforts, single stories are told that frame refugees through the lens of victimhood, robbing them of their agency, and instead painting them as passive and grateful recipients of Western aid. Researchers have the opportunity to both humanize marginalized populations in public discourse and provide a platform for refugees to tell their own stories. I will be drawing from my experiences studying adolescent and adult refugees resettled in North America, where I used both interview and photovoice methods. Specifically, I will describe the ways I actively challenged this single story through my research focus, methods, inclusion of refugees in the research process, and through public outreach and educational activities. This focus on social justice through research methods offers important insights into how researchers can be more socially engaged and strive for positive change in the communities they study. I will also highlight how involving participants and community members in the research process has the possibility of generating more valid research about structurally marginalized groups.

Identifying Trauma in Recently Immigrated and Marginalized People
Chris Mikulic, Julie Garcia, Eliezer Schwartz - Pacific University Oregon

In recent years, our country has seen a steady increase of immigration from Central America (Keller et al., 2017) as well as government policies put in place to limit immigration in our country. Most of these individuals are fleeing their countries from various traumas, such as gang violence, politically sanctioned violence, lack of access to basic resources, death threats, threats of sexual violence, extortion, kidnapping, and intimate partner violence. Within the last few years, our country’s government has created policies such as the Zero-Tolerance Policy which target immigrant, refugee-seeking, and asylum-seeking individuals and families for detainment or deportation. Although traumatic events occur globally, some of the types of trauma survived by individuals seeking entry into this country are unknown to us and unaccounted for in screening measures such as the ACEs Questionnaire. Our recent government policies have even created traumatic experiences for these populations, such as forcing children to separate from their families or caregivers. Our discussion will focus on the progression of the events surrounding immigrants being detained at the Mexico-United States border and ideas for screening for these unique experiences of trauma in a compassionate, culturally-responsive, and time-efficient manner.
Invisible Learners: Higher Education for Currently and Previously Incarcerated Students
Cristina Reitz-Krueger, Candace Taylor, Maura Davis, Morgan McConnell, Warren Wilson College
Ariel Collier, University of Central Florida
Molly Lasagna, Tennessee Higher Education in Prison Initiative

Over 2 million people are incarcerated in the United States alone. Access to higher education has the potential to positively impact this population as well as the communities affected by the carceral system. There are, however, challenges to working with justice-involved students. Aside from navigating the logistical challenges of working in a prison setting, the unique vulnerabilities faced by currently and formerly incarcerated individuals requires careful consideration of various ethical and pedagogical issues on the part of educators, administrators, and agencies working to increase access to higher education. This interactive discussion session is for anyone who currently works with justice-involved students, or who is interested in learning more about it. We will begin with a brief introduction to different models of prison-based education (and why everyone should be excited about it) and then briefly cover the work done in our respective institutions before opening it up to a discussion and Q & A with the audience.

Kids (Gender) Policing Kids: A Stumbling Block for Parents
Brittany Brashear, University of West Georgia

Its not you I worry about. Its everyone else. Parents of gender-expansive children often find themselves in an ethical quandary. They want their child to be free to be who they are, but also recognize the potential pushback their child will receive from others. Traditional developmental psychology literature has shown that young children tend to play gender police to their peers. Is this a developmental given or is it a reflection of a reinforcement of gender binary through implicit (and explicit) cultural messages? Decades ago, Sandra Bem stated that human behaviors and personality attributes should cease to have gender, and society should stop projecting gender into situations irrelevant to genitalia (Bem, 1981). How do we get there? Gender difference continues (and will continue) to be upheld as long as social and institutional structures place importance on it. Categorizing behaviors, dress, ways of speaking, and other forms of expression as masculine or feminine (regardless of whether they are assigned to a man or woman, boy or girl), reinforces a binary. Taking direction from Bems gender schema theory, can children be free to be when the world around them places such importance on gender as a specifier and organizational tool?

Navigating Difficult Moments in Teaching Diversity and Social Justice
Mary Kite, Ball State University
Wendy Williams, Berea College
Kim Case, Virginia Commonwealth University

Our discussion focuses on the challenges instructors face when teaching about diversity and social justice. For many students, the topics covered in these courses lead them to question their worldviews and raise emotional issues that can be difficult and draining to address. Instructors must balance the perspectives of privileged students, who differ in their levels of multicultural competence, with the lived experiences of members of underrepresented groups. Issues arise in the classroom that can leave faculty unsure of how to proceed or how to maximize students learning opportunities. In our experience, when faced with such dilemmas, instructors often question their ability. They can also be uncertain about who to ask for help and, depending on their career stage, may be uncertain about the consequences these instructional challenges might have on their career success. They may find there is little institutional recognition or support for them or, if this support exists, they may not know how to access it. By taking a feminist, intersectional, and social constructionist approach, we will describe our successes and shortcomings. We will also provide a forum for others to do so. The goal is to learn from each other how to be effective social justice educators.
Participatory Evaluation Methods and Findings for BIPOC Youth-Led Organization
Dayquan Garrett, University of New Haven
Briyana Mondesir, Kierra Turnbull, Stephanie Chapman, Brycyn Thompson - Students for Educational Justice
R. Lillianne Macias, University of New Haven

Students for Educational Justice is a youth-led organization that in the last year advocated for HB7082, an act concerning the inclusion of Black and Latinx studies in the Public School Curriculum. SEJ envisions a country where histories of BIPOC (Black people, Indigenous people, and People of Color) are taught, understood, and recognized as fundamental to American history and where people feel affirmed in their identities. Participatory evaluation is an approach compatible with the values of youth-led programs, providing opportunities for youth to shape their experiences in policy advocacy. A mixed-method evaluation included surveys (n = 18) and key informant interviews with students who had participated in SEJ as high school students (n = 4). Line-by-line coding was conducted to identify themes. Participants reported having higher self confidence in themselves and their opinion and higher awareness of events in relation to oppression. Key components promoted critical self-reflection and sense of community. These findings are consistent with past research that suggests social justice programming promotes activism and confidence, and supports healthy racial, ethnic, and gender identity development (Graham-Baily, et al., 2019; Suyemoto, Day, Schwartz, 2015). Findings help identify the organizing and programmatic practices members enjoy while also identifying areas for improvement.

Perspectives on the Importance of Self-Preservation for Social Psychologists
Jaclyn Siegel, Western University
Jeffrey Hunger, Miami University
Anna Ropp, Metropolitan State University
Sa-kiera Hudson, Harvard University
Kevin Carriere, SPSSI

Audre Lorde once explained, Caring for myself is not self-indulgence. It is self-preservation, and that is an act of political warfare. For academics engaged in social justice-related research, however, this form of political warfare is often regarded as unimportant, inconsequential, or unfeasible. Prioritizing self-care may seem particularly implausible for graduate students and early career researchers, who are told that they must publish or they will perish. Yet, given the high degree of rejection, criticism, and backlash experienced by academics, failing to make time for self-care may result in burnout or other adverse mental health consequences. In this interactive discussion, five academics at various career stages will share their perspectives on the importance of self-care and provide examples of how integrating self-compassionate practices and mindsets into their work has benefitted them, even during busy times and high-stake situations. The conversation will then be expanded to the larger group to discuss personal and practical barriers to adopting self-care practices, additional experiences of choosing self-care, and different forms of self-preservation, with the intention of generating a list of how, when, and why self-care must be a priority for academics.

The ECS Committee Presents: Strategies for Career Launch and Longevity
Adriana Espinosa, City College of NY
Danielle Dickens, Spelman College
Adrienne R. Carter-Sowell, Texas A&M University

The Early Career Scholars Committee proposes a panel/interactive discussion targeting applicants, who will soon go on the job market, as well as early career academic and non-academic scholars. With this target audience in mind, the panel will discuss two major topics. One topic will center on career selection, particularly discussing the process of deciding whether to search for an academic or non-academic position. The second topic will focus on the tenure process, and will address issues related to balancing the three-legged stool of academia, obtaining and managing grants, and establishing collaborations. Panelists will supply handouts and other resources containing additional related information. The panel will consist of invited seasoned or early career professionals from academic and non-academic environments, and one facilitator. The 70-minute session would consist of 55 minutes of panel discussion, and 15 minutes of open discussion that would allow for further deliberation on any of the topics covered.
The Implicit Assumption of Whiteness in Measures of Intercultural Competence
Janelle Peifer, Agnes Scott College
Susan Goldstein, University of Redlands
Elaine Meyer-Lee, Goucher College

Over the past decade, higher education internationalization initiatives to prepare students for a globally interconnected future have proliferated. Assessment of intercultural competence (ICC) plays a central role in examining the efficacy of these efforts. This interactive discussion explores the inclusivity and positionality of ICC measures, with a focus on race. Our review of the leading ICC assessment tools, as well as preliminary multi-institution analyses, suggests that some items and/or their scoring and interpretation may implicitly assume Whiteness on the part of the respondent. Moreover, the intercultural skills and experiences of students from diverse cultural, language, and socioeconomic communities may require more nuanced analyses, discussion, and interpretation. After a brief presentation of ICC assessment models and our GPI findings, we invite participants input on strategies for interrogating, modifying, and contextualizing ICC outcomes and measures. We will also discuss opportunities for collaborative research focusing on ICC from an intersectional perspective.

Thriving (and Surviving) in the Neoliberal Academy
Devin Heyward, Saint Peter's University
Arita Balaram, Allison Cabana, Priscilla Bustamante, Tellisia Williams - The Graduate Center - CUNY

Doctoral programs can be an isolating endeavor, particularly for students of color. Contradictions within the academy create a place of neither refuge nor enlightenment (Moten & Harney, 2004). However, experiences within the Undercommons (to be in but not of the academy) can foster practices of solidarity-building. As doctoral candidates and graduates of color of a large public institute, we have organized within our institution for change that has often resulted in burnout and little institutional accountability. Despite these experiences, we have transformed our collective struggle into a movement that centers care and collaboration. This organizing lives in ongoing, mutual commitments to supporting one another from our multiple positions throughout the doctoral journey. We carry these commitments into each of our distinct communities, challenging systems designed to oppress communities of color. In this interactive discussion, participants will reflect upon their experiences within and outside of academia and create strategies of community care. Collaborative activities may include free writes and collective mapping. Our work draws upon the knowledge of the women and femme of color activist-scholars who have come before us -- hooks (1994); Anzaldua (1987); Lugones (1992) -- to strengthen movements for justice, while building collective approaches to actualize activist imaginaries.

Unpacking Audism: Making Visible the Signed Voices of Deaf People/Communities
Aimee Whyte, RIT/NTID

Deaf people and communities frequently experience audism a term meaning, the notion that one is superior based on ones ability to hear or behave in the manner of one who hears (Humphries, 1975). Audism stems from the belief that what sets humans apart from animals is having language, and language is most usually defined as having speech (Bauman, 2004). As a result, Deaf people who use a signed language are often viewed as deficient or lacking. Misconceptions about Deaf people frequently result in marginalization, exclusion, and misrepresentation. When hearing professionals first learn about the concepts of hearing privilege and audism, often their reaction is one of denial and resistance. In order to facilitate the development of culturally competent scientists, activists, and policymakers, the challenge lies in the task of making these concepts visible. This Deaf presenter will approach this sensitive topic in a manner that participants will find non-threatening through the use of a creative and experiential activity (an adaptation of How Diverse is your Universe) and dialogue designed to facilitate understanding of hearing privilege. Reactions to this activity will be facilitated through interactive discussion that involves education about Deaf culture and Deaf identities, signed languages, and audism.
Using One’s Privilege for Social Justice without Silencing the Marginalized
Peter Leavitt, Indiana State University

To achieve social justice goals we must (at least sometimes) engage with and persuade those who are most privileged and most resistant to change because they are often the people who sustain, deliberately or otherwise, social injustice. However, for certain resistant targets and in certain situations, evidence suggests that a marginalized or stigmatized person may not be the most appropriate or effective source for social justice persuasion (due to, for example, potential backlash against those arguing in their own self-interest, heightened risk of further victimization if confrontation goes poorly, straining of limited cognitive resources, and more). Despite this, the idea that sometimes it might be better (i.e. more persuasive, less burdensome) for more privileged people to share messages of social justice can easily be seen as and used as a way to silence those whose voices we most need to hear. In this interactive discussion, I propose that we share research and personal experiences pertaining to the questions of: How to tell when a situation calls for a privileged voice or a marginalized voice? And when a situation calls for a privileged voice, how might that situation be handled in order to avoid further obscuring the marginalized voices?

Weight Discrimination: Applying Research to Effect Policy Change
Sarah Mancoll, SPSSI
Jessica Saunders, University of Calgary
Angela Meadows, University of Exeter
Joslyn Smith, National Eating Disorders Association
Daniel Goldberg, University of Colorado Denver

In January of 2020, SPSSI became a founding member of the National Weight & Height Discrimination Coalition (NWHDC). The coalition seeks to add weight and height discrimination, a violation of civil rights, to current anti-discrimination statutes, and to ultimately ensure that weight and height are protected at the federal level by amending the Civil Rights Act of 1964. In this interactive discussion, we will address the particular issue of weight discrimination by asking several questions: 1) What can existing research tell us about the problem of weight discrimination in employment, healthcare, educational and other contexts? 2) In what ways does weight discrimination relate to other forms of discrimination (e.g., by race, ethnicity, gender, sexuality, nationality, etc.), and how can the study of other and intersecting forms of discrimination inform the study of weight discrimination? 3) To better understand and address the problem of weight discrimination, what research still needs to be done? 4) How are psychologists and allied scholars getting involved in applying their knowledge and expertise to to effect policy change at various levels of governance, both within and outside of the United States?

We’re here, too: Early Career Faculty from Lower-social Class Backgrounds
Ryan Pickering, Allegheny College

Because classism is often taught and maintained within higher education (e.g., work hard and you’ll be rich!; Carnevale & Rose, 2004; Brantlinger, 2003), and because social class background is a concealable stigmatized identity (Lott & Bullock, 2007), many faculty from lower-social class backgrounds may be motivated to stay in the closet.” Because of this, it is often difficult to identify faculty from lower-class backgrounds and those we work with are often unaware of how our social class backgrounds continue to impact our lives (e.g., debt, credit, family/community responsibilities, the impact of drug abuse, gun violence, politics, etc.). However, we do exist, and our unique experiences as faculty should be made visible for those around us, and for ourselves. This interactive discussion will feature a conversation about the challenges and strengths of early career faculty member from lower-social class backgrounds, including how limited economic, social, and cultural capital persists beyond attaining a bachelors and advanced degree. As institutions of higher education become both more expensive and (perhaps) more motivated to increase social class diversity, it is important for us all to be able to discuss social class openly and respectfully in order to inspire social action and change.
Who Is Counting Whom? Toward Inclusive, Valid Demographic Measurement Strategies
Janice Habarth, Elizabeth McConnell, Daniel Ryu, Teceta Tormala, Palo Alto University

Demographic data collection is a critical aspect of social science research. Without meaningful, reliable demographic information, it is impossible to draw conclusions about generalizability; group disparities; or applicability of findings to specific communities, identities, or social contexts. Further, demographic data collection based on unvalidated measures may serve to reify researchers’ own limited or biased perspectives and fail to capture community-legible categories and terms. Yet, there is little attention to reliability, validity, or limitations of demographic items/measures in social science methodology literature. The goal of this interactive discussion is to develop a collective strategy for improving demographic measurement in psychological science. Participants will be encouraged to (1) reflect on our own demographic measurement errors and offer critiques of the ways in which current practice may be limited in reliability, validity, and attention to community priorities; (2) discuss theoretical and empirical rationales for particular approaches to demographic measurement; and (3) contribute to initial development of a plan to inform best practices in demographic measurement. Examples of strategies to incorporate into future demographic measurement include content based on critical theory and participatory action methodologies. Potential outcomes include post-conference discussion, collaborative development of recommendations for best practice, and collaborative dissemination.
MAKING THE INVISIBLE VISIBLE:
Transformative Research and Social Action

POSTER PRESENTATIONS

A Cross Cultural Study on Gender Discrimination and Women's Psychological Well-Being
Behnoosh Nadealizadeh, Paula M. Brochu, Thomas Kennedy - Nova Southeastern University

Gender discrimination experiences differ between women living in Western and Middle Eastern countries. Some research suggests that discrimination may be experienced as a form of traumatization that can impact women's psychological wellbeing. The purpose of the present study was to examine the association between gender discrimination and psychological wellbeing among women living in the United States and Iran. It was hypothesized that experiences of gender discrimination would be negatively correlated with psychological wellbeing in both cultures, but that Middle Eastern women would report more gender discrimination and less psychological wellbeing than American women. A total of 119 women (Middle Eastern n=58, Western n=61) were recruited online to participate in the study. Contrary to expectations, Middle Eastern women reported less ingroup disadvantage and outgroup privilege, and more psychological wellbeing, than Western women. In the Middle-Eastern sample, psychological wellbeing was negatively correlated with ingroup disadvantage, past experience with gender discrimination, and prejudice across contexts. Group identification was found to significantly mediate the association between discriminations and psychological wellbeing in the Middle Eastern sample. Similar associations were not found for women in the Western sample. Cross cultural examinations such as this one can increase the visibility of gender discrimination experiences and its consequences.

Acknowledging Privilege and Discrimination Predicts Whites Confrontation of Racist Comments
Cheryl Dickter, Leslie Weber, Rachael Cooper, Liliana Moya - College of William & Mary

Expressing disapproval of racist comments is an effective way to establish egalitarian norms, decrease prejudice, and reduce future racist remarks. Although Whites are particularly effective at confronting prejudice without suffering negative consequences, research indicates that they often do not confront. This may be partially due to the inability to identify a situation as prejudicial. Whites who acknowledge the presence of prejudice and are aware of their White privilege may be more likely to recognize and then confront racist comments. In the current study, White college students (N = 159; Mage = 19.2) imagined a situation in which an acquaintance made a racist remark and described the response they would give. They also completed questionnaires assessing their belief in racial discrimination, acknowledgment of White privilege, and friendships with outgroup members. Research assistants coded participants free responses for the strength of confronting behavior. Results indicated that stronger confronting behavior was associated with a stronger belief in the presence of racial discrimination, a greater acknowledgement of White privilege, and more intergroup contact. Although these findings are correlational, they suggest that educating Whites about racial discrimination and racial privilege as well as providing situations that allow for intergroup contact may increase Whites confronting behavior.
Art-Science Integration for Youth-led Sustainability Action in Jacmel, Haiti
Carlie Trott, Stephanie Lam, Community & Organizational Research for Action (CORA), Department of Psychology, University of Cincinnati
Maria Rockett, University of Cincinnati
Emmanuel-Sathya Gray, Department of Psychology, University of Cincinnati
Susan Frame, Jakmel Ekspresyon Arts Center,
Trevor Even, Colorado State University

To date, much youth-focused environmental programming is prescriptive, rather than participatory, and most integrated art-science programming instrumentalizes the arts for science learning. What this means is that, in sustainability education contexts, young people are often taught what is, rather than invited to imagine what if? In order to envision and enact sustainable alternatives, there is a need for methods that allow learners of all ages to imagine a better future and to collaboratively act for sustainability today. This presentation examines the impact of a multi-cycle participatory action research (PAR) partnership and community arts center course for environmental photography and youth-led water advocacy in Southern Haiti. The course engaged Haitian youth in place-based education about photography and local water systems as a platform for local action. Over two PAR cycles, youth organized and held photography exhibition events featuring their own water-focused photography and the results of local water-testing. Findings from interviews with arts center educators and students suggest that art-science integration offered a way for youth to connect with, capture, and communicate the importance of local sustainability challenges on their own terms and according to their own visions for community change.

Associations between Traumatic Experiences, Substance Use, and Suicidal Ideation and Behavior among Youth Offenders
Shelby Weber, Shannon Lynch - Idaho State University

Exposure to trauma increases the risk of suicidal ideation among youth offenders (Chapman & Ford, 2008). Additionally, studies have found that substance use is an additional predictor of suicide and is commonly associated with traumatic experiences (Bhatta et al., 2014). However, less is known about the specific role of substance use when examining trauma and suicide. The current study investigates the extent to which severity of substance use moderates the association between traumatic experiences and suicidal ideation and behavior. The sample for this project includes 141 juvenile offenders (M=15.19, SD=1.49) detained in southeastern Idaho. Participants completed several self-report measures including the Massachusetts Youth Screening Instrument (MAYSI-2), which assesses exposure to lifetime trauma and total substance use, and the Columbia Suicide Severity Rating Scale (CSSRS) which measures current suicidal ideation and behavior. About half (48.3%) of youth reported exposure to at least one traumatic event, 61.4% indicated substance abuse, and 38.6% indicated suicidal risk. There was a significant interaction between trauma and substance use on suicide risk (r=.82, SE=.36, p=.026; 95% CI: [.101, 1.536]), suggesting that cumulative traumatic exposures were associated with greater suicide risk as substance use severity increased. Clinical implications for incarcerated youth will be discussed.

Attitudes and Beliefs Impacting Support for Ending the Missing and Murdered Indigenous Women and Girls Crisis
Jamie Yellowtail, University of Oregon
Julisa Lopez, Stephanie A. Fryberg - University of Michigan
Tanya Smith, Nevada State College
Arianne Eason, University of California, Berkeley

Native American women and girls experience the highest rates of violence in the United States. Compared to non-Hispanic White women, Native American women are two times more likely to go missing and three times more likely to be murdered. Nonetheless, less than 5% of these cases are covered by national or international media (Lucchesi & Echo-Hawk, 2018). This study (N = 189) examines the factors that shape peoples intent to advocate for policies and practices aimed at addressing the epidemic of Missing and Murdered Indigenous Women and Girls (MMIWG). Results reveal that the more people perceived Native Americans as having vanished and the more they minimized Native peoples experiences with racism the less they supported advocating for MMIWG. Moreover, mediational analyses suggested that perceiving Natives as vanished
and minimizing racism is related to greater victim blaming (i.e., MMIWG are involved with drugs and alcohol) and less consideration of structural forces (i.e., policies that impede tribes abilities to prosecute non-Native offenders), which in turn reduce advocacy. These findings illuminate the effect these harmful attitudes and beliefs have on the lack of response and resources directed towards ending the MMIWG crisis.

**Attribution of Primary and Secondary Emotions: A Meta-Analysis**  
Elena Agadullina, Maria Terskova, Natalia Bogatireva - National Research University Higher School of Economics

Infrahumanization is a process by which people consider their ingroup as fully human and outgroups as less human and more similar to animal based on the attribution of primary (which humans share with animals) and secondary (experienced only by humans) emotions to an ingroup and outgroup. Infrahumanization occurs when secondary emotions are more attributed to an ingroup members than for outgroup ones, independently of their valence, and when such a difference does not appear for primary emotions. The studies demonstrated that the attribution of primary and secondary emotions to different groups can lead not only to the infrahumanization effect, but also to other effects. We conducted a meta-analysis that included 74 studies on infrahumanization. The results showed that the effect of ingroup favoritism, the valency effect, and stereotyping can also be found through the attribution of primary and secondary emotions with different valence, in addition to the infrahumanization. The obtained effect sizes of these effects vary from small to moderate.

**Beliefs about Extreme Weather: Natural Cycle or Anthropogenic Climate Change?**  
Trevor Lies, Glenn Adams - University of Kansas

An increasingly important social issue for psychological study concerns factors affecting belief in anthropogenic climate change (ACC). This study explored cultural psychological correlates of such beliefs in the context of recent extreme weather events. The first author conducted interviews in August 2019 with visitors to a Kansas state park (n = 41), with representatives of different Kansas state parks (n = 25), and with representatives of state park departments throughout the U.S. (n = 27). Of primary interest were responses to questions about (1) the local impact of extreme weather events and (2) participants beliefs about ACC as a cause of these events. Analyses of responses suggest a negative relationship, such that participants who reported greater local impact of recent extreme weather events were less likely to attribute these events to ACC. Analyses also indicated an association of ACC denial with both individual and cultural-ecological indicators of white racial identity and political conservatism. The presentation draws extensively upon participants own responses to illuminate the cultural identity concerns that impact beliefs about weather and climate.

**Blissful Ignorance?: The Relationship between Happiness and Perceptions of Inequality**  
Pamela Campos-Ordonez, Yale University  
Michael Kraus, Yale School of Management

As economic inequality rises, people have become increasingly concerned about how it shapes wellness and well-being. In the present work, we examined the relationship between subjective well-being (i.e. happiness) and perceptions of economic inequality (i.e. beliefs about social mobility, tolerance of social inequality, etc.). In an experiment where we highlighted the challenges of attaining happiness v. fitness through a mock podcast, we found that these messages had no effect on peoples perceptions of wealth inequality. However, follow-up exploratory analyses revealed that as perceptions of wealth in the top 20% (or 40%) of Americans rises, people are less happy. This relationship holds when accounting for income, education, political ideology, beliefs about mobility, and tolerance of inequality. The study highlights the potential for a bidirectional relationship between perceptions of happiness and perceptions of inequality, wherein happiness can be enhanced by greater equity, and greater equality is necessary for happiness.
Can Belonging and Authenticity Lead to Science Interest among Children?
Sally Merritt, Laurie O’Brien - Tulane University

Utilizing a sample of adolescent boys participating in a fun STEM outreach event, we are testing the SAFE (state authenticity as fit to the environment) model (Schmader & Sedikides, 2017). This mediation model hypothesizes that environmental cues of belonging (self-concept fit) will lead to state authenticity, which in turn should lead to motivation to approach science (pre-registered: https://osf.io/t7js2/?view_only=42c6921e8f1541a0811e6281712e079f). Our measure of motivation to approach science is based on questions assessing interest in doing future science activities like visiting a science museum and participating in a science fair. The SAFE model has predominantly been used with adults in examining differences between advantaged and disadvantaged groups. Our sample of boys comes from Louisiana, a state that ranks among the lowest in the US for science education. Additionally, our ethnically diverse sample (Black/African-American=48.2%) offers the opportunity to explore this model with groups typically underrepresented in STEM among adults. Last semester we had 81 boys participate in our study. Another data collection will take place in March which should give us enough power to test our hypothesis. Testing the SAFE model for a diverse group of children offers the opportunity to understand the psychological barriers to pursuing science.

Can Mindfulness Intervention Decrease Internalized Racism and Psychological Distress?
Lian Malki-Schubert, Rozita Alaluf, Sasha Rudenstine - The City College of New York

Internalized racism (IR) is the internalization of the dominant White cultures oppressive actions and beliefs about racial minorities by those who are being discriminated against. Studies have shown that IR is associated with negative outcomes on physical and psychological well-being (Pyke, 2010). IR can cause oppressed individuals to unconsciously behave in accordance with the oppressors stereotypes, perpetuating society's inequalities. In the search of potential buffers for the insidious outcomes of IR, mindfulness was identified as studies have consistently found it to be associated with various psychological and physiological benefits (Eberth & Sedlmeier, 2012). Mindfulness can assist in differentiating between the stressor and stress, that is, a mindfulness practice may help in the way one deals with a stressor. Previous research found mindfulness as a potential agent in mitigating IRs negative effects on psychological wellbeing (Malki-Schubert & Rudenstine, 2019). The current study conducted an 8-week long mindfulness training aimed to investigate the effectiveness of a mindfulness-based intervention in reducing IR, as well as establishing the feasibility of the research design and study methods. We hypothesize that mindfulness training will significantly decrease IR and psychological distress as well as alter participants’ coping strategies, as compared to their baseline.

Change in Context Ethnic Diversity Predicts Contemporary Implicit Black-White Evaluations
Melody Sadler, Angela Somo, Thierry Devos - San Diego State University

We examined whether temporal fluctuations in ethnic diversity account for current levels of implicit Black-White evaluations, accounting for the proportion of slaves formerly held in an area. Temporal fluctuations in county ethnic diversity were assessed from four decennial U.S. censuses (1980, 1990, 2000, and 2010), distinguishing three dimensions of diversity: African American representation, variety (dispersion of four major ethnic groups), and integration (similarity index of tract to county variety). Slavery percentages were based on 1860 county census files. Data collected via Project Implicit (2011-2018) indexed the extent to which White versus Black people were implicitly associated with positive versus negative words. Data were analyzed using multilevel modeling (N = 1,395,694 individuals, nested within 700 counties). Consistent with the findings of Payne, Vuletich, Brown-Iannuzzi (2019), pro-White bias was larger among White participants when counties had higher percentages of enslaved inhabitants in 1860. More directly relevant to the present research, linear and quadratic fluctuations in variety predicted evaluative associations. Increases in variety over time were associated with less implicit pro-White evaluations, in particular when increases in variety occurred more distally. The results suggest that shifts in the multiethnic composition of contexts relate to contemporary implicit ethnic evaluations.
Citywide Initiatives: Assessing Workplace Diversity and Inclusion Efforts
Emily Adams, Carey Ryan, Laura Brooks Dueland - University of Nebraska Omaha

The current study is the result of a partnership between the local chamber of commerce and university researchers to promote diversity and inclusion via workplace structures and climates. The chamber developed a diversity and inclusion initiative based on survey results indicating that Black young professionals were less satisfied with their business community and city than were their White peers. The research team initially evaluated commercially and publicly available diversity and inclusion assessments. The existing options did not adequately fit the business needs of the chambers initiative or the budgets of the organizations, which included Fortune 500 companies, small businesses, and local non-profits. As a result, we agreed to develop organizational and employee assessments to provide ongoing information about organizations status in their diversity and inclusion journeys. Organizations (N=35) and their employees are currently completing the assessments. We plan to describe the chamber-university partnership and development of the assessments, present preliminary results, and suggest methods for further enhancing diversity and inclusion efforts in the workplace.

Civic Engagement and Mental Health Outcomes in Young Adults
Natalie Fenn, Mark Robbins, Shanna Pearson-Merkowitz - University of Rhode Island

As mental illness and health disparities continue to rise, researchers have examined civic engagement as one potential health promotional tool. However, civic engagement has primarily been investigated among older adults and adolescents, and less is known about its mental health implications for young adults. The current paper provides an overview of the literature examining civic engagement and well-being in young adults. A total of 19 articles met inclusion criteria and were evaluated for review. The literature highlights four themes: 1) typology of engagement relates to varying health outcomes; 2) considerations for duration and frequency of civic behavior; 3) assessing directionality of the civic engagement to well-being pathway; and 4) the importance of moderating and mediating factors. Civic engagement is related to positive well-being in some instances while demonstrating negative or null correlations with well-being in others. Greater research among non-collegiate young adults is needed to explore the role of sociodemographic factors, motivators or deterrents of civic behavior, and other third variables that may attenuate the engagement to well-being pathway.

Class Attitudes and Endorsement of the Protestant Work Ethic
Mackenzie Ess, Sara Burke - Syracuse University

Class prejudice is an area of intergroup relations research that remains relatively unexplored, despite having important interpersonal and societal consequences. Through three studies, this research aims to broaden current understandings of factors that influence class prejudice. Study one applied a frequently used paradigm in intergroup relations research (a simulated hiring scenario) to the area of class prejudice. Contradicting prior research, participants had significantly more positive attitudes toward a low-socioeconomic status (SES) candidate than a high-SES candidate, given no indication that either candidate had any control over their circumstances. They also viewed the low-SES candidate as more hardworking. Study two examined the salience of work ethic perceptions and provided preliminary evidence that judgments of work ethic may play a pivotal role in this scenario. The third study manipulated both SES and perceptions of work ethic to investigate the role that endorsement of the Protestant work ethic (PWE) plays in determining class attitudes. Implications of these results, including consequences of class prejudice in hiring contexts, are discussed.

Classification Bias: Determining Factors in Custody Level for Incarcerated Individuals
Stephanie Miodus, Temple University
Audris Jimenez, John Jay College of Criminal Justice

Custody classification in jails has moved to a data-driven approach, but research is lacking on whether there is systematic bias in the implementation of this system in the US. Understanding which factors are predictive of custody level is crucial since classification affects outcomes for individuals who are incarcerated (e.g., negative mental health effects, Pizarro & Stenius, 2004). This poster presentation seeks to fill a gap in the literature by examining predictors of custody level classification in NYC jails. An ordered logit model was utilized for the analysis. Age, existing infraction, and gang affiliation were found to
be the most significant predictors, showing a bias toward static factors that an individual cannot change. This has important implications when considering the implementation of actuarial models within our justice system. Dynamic factors that can change, such as social skills and substance use, present less bias within classification systems. Thus, utilizing factors such as age for custody classification may be ineffective for long-term outcomes. Recommendations will be provided on how our findings can influence policy and intervention toward utilizing dynamic factors in risk assessments, allowing for individuals who are incarcerated to transfer to lower classification levels by using a less-biased approach.

**Classifying Consent: Women's Descriptions of Sexual Compliance and Assault**

Jonquil Rumberger, Brandon Balzer Carr, Eileen L. Zurbriggen - University of California, Santa Cruz

An emerging field of research regarding compliant sex shows that consensual sex is not always wanted. However, this research does little to identify the circumstances under which people label an unwanted sexual encounter as consensual (i.e., compliant) versus assault. Our research aims to explore how women describe instances of sexual compliance and sexual assault, and under what contexts they classify an experience as compliant or assultive. We interviewed 8 women (as part of a larger sample of 21) and asked them in-depth about their sexual experiences and desires, including instances of forced or compliant sex. Preliminary deductive open-coding suggests that women classify experiences as compliant or assultive depending on wider social and interpersonal contexts, including the aggressor's use of physical force (versus verbal coercion) and their perception of the aggressor's sexual capital (e.g., masculinity, race, status). Women tended to classify an experience as assultive when the aggressor's sexual capital was greater than their own, but classify it as compliant when the aggressor's sexual capital was lesser than their own (e.g., a pity fuck). Our study contributes to research showing that consent is a complex spectrum rather than a clear binary.

**Conflating Race and Class makes Racial Bias in Discipline Invisible**

Sharla Biefeld, University of Kentucky
Jazmin Brown-Iannuzzi, University of Virginia

Black and poor students tend to have worse educational outcomes than White and rich students. Further, Black people are more likely to live in poverty than are White people. The current research investigates whether the psychological conflation of race and class may contribute to these educational outcomes. Laypeople, who assume Black = poor, may justify educational gaps by attributing outcomes to a belief that poor people hold cultural values that are incongruent with academic achievement. In two studies, we lend evidence to this hypothesis. First, in a correlational study (N = 584), we found evidence that participants who believe Black = poor are more likely to think a culture of poverty exists and, in turn, are more likely to support a strict disciplinary approach to education (indirect effect = .17). In a second study (N = 814), participants read about a low-income school district where most of the students were Black (vs. White). When the district was predominantly Black (vs. White), participants believed more in a culture of poverty, F(1, 815)=7.36, p=.007 and supported strict discipline, F(1, 815)=4.30, p=.038. These findings suggest that disentangling the psychological conflation between race and class is important for reducing the educational discipline gap.

**Culture, Context, and Family Engagement in All-Girls Urban Afterschool Programs**

Jacqueline Moses, Elsa Bravo, Doreen Jean-Jacques, Ayesha Jean-Baptiste, Valentina Jadue, Yandra Mariano, Dionne Stephens, Stacy Frazier - Florida International University

Black and Latina adolescent girls living in high poverty communities are at elevated risk for physical, educational, and mental health problems. Positive future orientation (optimism about education, employment, relationships) can help to facilitate positive health and education trajectories for adolescents of color in communities of poverty and violence. Afterschool programs in neighborhood settings can promote positive future orientation and maximize benefits for girls, but we know little about cultural and contextual influences on youth enrollment and engagement. Using a sequential mixed-methods design, we invited adolescent girls and caregivers in a partnering program to answer survey and focus group questions about program-level culture/context (e.g., cultural respect), family engagement and satisfaction, and family-level culture/context (e.g., ethnic identity). We will examine associations and identify themes that may inform program development and improve the quality and reach of programs for vulnerable adolescent girls and families of color. Timeline: Data collection is currently underway to
be completed January 2020; analyses to be completed March 2020; results finalized mid-May 2020; and presented June 2020. Findings will be shared with program leadership and staff, participating families, and local and scientific communities. This project was supported by the SPSSI Applied Social Issues Internship Award.

**Depression, Anxiety, and Moral Injury in Bisexual and Heterosexual Women**
Lauren Merfeld, Loyola University Chicago
Mackenzie Mills, Abigail Brack, Jill Brown, Amy Badura-Brack - Creighton University

Our study assessed rates of psychological symptoms related to sexual orientation in college and community women (N=239; heterosexual n=195, bisexual n=35). Participants completed measures of anxiety (OASIS), depression (PHQ-9), and moral injury (MISS). We conducted a MANCOVA with depression, anxiety, and moral injury as DVs, age as a covariate, and sexual orientation (heterosexual/bisexual) as the IV. Age was a significant covariate (F3,225=16.03, p< .001). Sexual orientation had a significant main effect (F3, 225=10.63, p< .001). Between-subjects effects were significant for depression (F1,227=16.35, p< .001), moral injury (F1,227=11.35, p=.001), and marginally for anxiety (F1,227=3.49, p=.06) with higher scores for bisexual women. We conducted another MANCOVA with moral injury subscales as DVs. Age was a significant covariate (F8,220=5.34, p< .001). Sexual orientation had a significant main effect (F8,220=4.23, p< .001). Significant between-subjects effects of sexual orientation were found for betrayal, shame, and self-condemnation (ps< .008). Finally, step-wise regression analysis including all study variables revealed that depression in the full sample was best predicted by anxiety, sexual orientation, loss of faith/hope, betrayal, age, and loss of trust (R2=.65,p< .001). Results highlight the importance of addressing psychological concerns among bisexual women and contextualize these difficulties in terms of external/interpersonal and internalized social discrimination.

**Disaster Experience and Climate Change Concern among Chileans and Americans**
Andrea Mah, Brian Lickel, Ezra Markowitz - University of Massachusetts Amherst
Daniel Chapman, Annenberg Public Policy Center, University of Pennsylvania
Meaghan Guckian, Antioch University New England
Roberto González, Pontificia Universidad Católica de Chile

Climate change (CC) has implications for human health and well-being, and despite evidence of the phenomena, there is great variation in peoples concern for the issue. One implication of CC is that natural disasters are expected to increase. This study examined the association between disaster experiences and climate change concern among conservatives, moderates, and liberals. Research has shown that experiencing disasters and extreme weather events relates to CC beliefs and increased concern (Ray et al., 2017). Explicitly linking disasters to climate change when communicating with victims is proposed as a means of increasing climate concern ( Ogunbode et al., 2019). However, when people have disaster experiences, they may interpret these experiences differently depending on their political viewpoint. Using survey data from 938 U.S. residents, we found a significant main effect of political ideology on climate change concern, and a significant interaction between disaster experience and political ideology, such that conservatives and liberals who experienced multiple disasters were more polarized in their climate concern. However, in Chile, using survey data of 643 individuals, we find a significant effect of disaster experience and no effect of political ideology on CC concern. These findings and their implications are discussed in context.

**Discrimination and Depressive Symptoms Among Marginalized Groups Using Intersectional Theory**
Abby Johnson Holm, Colorado State University

This work uses Crenshaws (1989) Intersectionality to quantitatively study intersectional experiences of discrimination and depressive symptoms among historically marginalized and ignored populations. Using a series of multiple mediation models, discrimination (attributed to gender, sexual orientation and/or race/ethnicity) was modeled as a mediator between identity and depressive symptoms among seven diverse identity-based subgroups from Project STRIDE (75% sexual minority, 50% racial/ethnic minority; Meyer et al., 2006). I hypothesized marginalized subgroups would experience more discrimination, and in turn, more depressive symptoms. All models were compared against the eighth, least marginalized subgroup: straight White men. Discrimination partially mediated the effect of identity on depressive symptoms for sexual minority Black
women, but only when accounting for discrimination on the basis of all three marginalized identities (woman, Black, and lesbian/bisexual). Sexual minority Black men experienced significantly less depressive symptoms relative straight White men; after holding constant discrimination (at 0 for both groups), this was also true for sexual minority White men. Despite the nuances to quantitatively modeling intersectionality and potential issues of generalizability, this work might serve as a framework for carrying out future quantitative intersectionality-based studies. Enacted, this work has the potential to create a healthier and more equitable society for all.

**Discrimination, Anxiety & Risky Sexual Behaviors among LGBTQ+ Emerging Adults**
Mara Swoboda, Alvin Akibar, Seanne OHara - University of North Texas
Yolanda Flores Niemann, UNT Psychology Department: CRRL

While there have been several substantive shifts in the views of majority society on gender and sexual diversity, LGBTQ individuals continue to face discrimination interpersonally, and barriers to adequate healthcare more systemically. While literature continues to suggest many negative effects of LGBT discrimination, much of this literature lacks an in-depth look into the negative effects on bisexual and pansexual individuals. Bisexuality and related identities are invisibilized by heterosexual and gay and lesbian populations in ways such as outright ignoring it, calling it temporary, and devaluing the identity. Much evidence to suggest that discrimination against LGBT populations can cause physical and mental health concerns, and some evidence that contraception is not often provided as freely to those of marginalized genders, sexual orientations, and races. This study examined relationships between experiences of sexuality-based discrimination, social anxiety, and risky sexual behaviors among undergraduates recruited from a large, Southwestern university. Discussion focuses on variance of findings across gender, sexual and racial/ethnic identities, as well as how risky behaviors may be best addressed among intersectionally marginalized groups.

**Do Random Acts of Kindness Create a Lasting Impact?**
Cristina Reitz-Krueger, Morgan McConnell, Bassam Shawamreh, Stephanie Conner, Emily Lehman-Rios, Nicholas Mokhiber - Warren Wilson College

Random acts of kindness are usually associated with benefits for the giver. And while one would generally hope that they are also associated with benefits for the receivers, many factors contribute to how an act of kindness may be perceived. This study examines the impact of a one-day intervention in which students in a social psychology course planned and implemented random acts of kindness all over their small, liberal arts college. An electronic survey was then sent out to the entire campus, and 92 individuals responded. Using mixed methods, we examined the reported impact of receiving a random act of kindness immediately after it was received, and whether participants perceived an impact on the rest of their day. Though some participants reported annoyance or other negative emotions, the majority of participants reported an array of positive feelings immediately following the act of kindness. Thirty-three percent of participants reported paying it forward, and several felt that receiving a random act of kindness positively impacted the rest of their day. However, many other participants felt that the impact was fleeting. While acts of kindness can produce positive emotions and encourage like behavior, the lasting impact of such acts is questionable.

**Drinking Consequences: Monoracial vs. Multiracial Native American/American Indian College Students**
Monica Desjardins, Brenda Straka, Sarah Gaither - Duke University, Department of Psychology and Neuroscience
Shawn Acheson, Scott Swartzwelder - Duke University, Psychiatry and Behavioral Science

Native American/American Indians (NA/AI) have problematic histories with alcohol, and recent research shows Multiracial individuals also engage in problematic alcohol use. Knowing college students drink alcohol at clinically high levels resulting in negative alcohol-related consequences (ARCs) including sexual assault and academic failure, here we compare monoracial and Multiracial identified NA/AI college students motivations for alcohol use to test whether identifying as Multiracial influences drinking outcomes. Using the AlcoholEduTM survey representing over 400 U.S. colleges, monoracial NA/AI (N
= 2394; 46% female) and Multiracial NA/AI (N = 6218; 53% female) students’ responses to questions regarding their ARCs were compared. For example: After drinking did you do anything that you regretted? Did it strain a relationship? Did you get in trouble with authorities? Results showed monoracial NA/AI students report significantly more regret, more relationship strain, more argumentativeness, and increased problems with authorities compared to Multiracial NA/AI students. Therefore, monoracial NA/AI students may be particularly vulnerable and more at risk for negative ARCs compared to multiracial students, highlighting the need for health and alcohol policy researchers to consider racial and ethnic group differences. The present findings highlight that the historic alcoholic problems this population has faced are still present in college populations.

**Effect of Classroom Diversity on Teachers’ Stereotyping and Prejudice**

Shahana Ansari, Kristin Pauker - University of Hawaii at Manoa

As our country continues to grapple with racial stereotypes and prejudice, it is important to investigate how racial stereotypes and prejudice affect learning environments. Previous work suggests that race essentialist beliefs are associated with more stereotypical beliefs and more prejudiced attitudes toward racial outgroups. There are many factors that can influence race essentialist beliefs, but past research suggests exposure to racial diversity and exposure to multiracial individuals are influential in reducing race essentialism. Two studies investigate: 1) the effect of exposure to diversity vs. exposure to multiracial individuals on race essentialist beliefs and on racial stereotypes and prejudice in the classroom; and 2) the mediating role of race essentialism on the effect of diversity vs. multiracial exposure on decreased racial stereotypes and prejudice in the classroom. Preliminary results suggest that, in the classroom context, 1) exposure to multiracials vs. diversity can have distinct and interacting effects on reducing race essentialist beliefs and 2) race essentialism mediates the effect of exposure to multiracials vs. diversity on racial stereotypes and prejudice as measured by high status group favoritism but not low status group derogation. This work suggests that classroom demographics can affect teachers beliefs about race and subsequent stereotyping and prejudice.

**Effects of Humanizing Discourse Exposure on Intergroup Anxiety About Muslims**

Samantha Stitt, Reeshma Haji - Laurentian University

Research demonstrates that media plays an integral role in propagating negative attitudes toward Muslims (Saleem, Prot, Anderson, & Lemieux, 2017). Media coverage of terrorist attacks in the United States has focused disproportionately on attacks committed by Muslims as opposed to attacks committed by non-Muslims (Kearns, Betus, & Lemieux, 2017). Preliminary evidence encouragingly suggests that humanization of the outgroup may be associated with more positive perceptions about outgroup members (Staub, 2007; Haji, McKeown, & Matthews, 2018). Little research has experimentally investigated the effects of exposure to humanizing media discourse on attitudes toward outgroups. The present study took a stride toward addressing this gap as the precursor in a two-study project. Non-Muslim students from a Canadian university (N = 144) were randomly assigned to read a newspaper-style article that either portrayed Muslims in humanizing terms or mentioned Muslims in a neutral context. Intergroup anxiety about interacting with Muslims was subsequently assessed. Results indicated that exposure to the humanizing article significantly reduced intergroup anxiety felt toward Muslims, relative to the neutral article. Implications will be described in terms of implementing discourse manipulations as interventions to promote more favourable intergroup relations, including an extension study that is currently underway.

**Effects of Known Falsehoods on Implicit Perceptions of Hypothetical Candidates**

Svyatoslav Prokhorets, Kansas State University

Fake news has permeated both political and pop culture over the last few years. Previous research has shown that in certain contexts, perceptions of people can be affected by information that perceivers know to be false. The goal of this study was to test whether formation of implicit attitudes and associations requires information to be presented as true. The study had 214 politically liberal participants exposed to information about one of three political candidates, which was designed to establish an initial implicit association between the candidate and liberalism. The liberal+conservative condition further paired the candidate with conservative positions in order to weaken the association between the candidate and liberalism. The liberal+falsehoods condition was used to test whether having the conservative positions presented as information participants
knew was false would affect these implicit associations. Contrary to the hypotheses, the results revealed no difference between the liberal only and liberal+falsehoods conditions with respect to implicit attitudes, implicit associations with liberalism, nor voting intentions. These results suggest that the implicit system is not influenced by information that is known to be untrue. The overall findings give further insight into mechanisms underlying the formation and change of implicit attitudes and associations.

Examining Attitudes That Endorse Increased Sexual Violence Towards Native Women
Jamie Yellowtail, Gerard Saucier - University of Oregon

Native American women experience the highest rates of sexual violence among all ethnicities in the United States. Approximately, 1 in 3 Native American women report having been raped, which is a rate almost two times more likely than non-Hispanic White women (Rosay, 2016). The current study examines how harmful attitudes and beliefs, such as Rape Myth Acceptance (RMA), which have previously been linked to increased sexual violence and decreased support for victims, are differentially applied towards Native American and non-Hispanic White women. Although data collection is ongoing (target n = 100 non-Hispanic White and n = 100 Native respondents), we hypothesize that: 1) males will produce higher rates of Rape Myth Acceptance than females, 2) White respondents will produce higher rates of RMA, and 3) RMA will be highest when Native American women are the target. Results from this study will potentially illuminate harmful stereotypes that may be contributing to the high rates of violence experienced by Native American women and the differences in support and resources for Native American victims.

Examining Readiness for Community Service among Young Adults
Natalie Fenn, Cheyenne Reyes, Kathleen Monohan, Mark Robbins - University of Rhode Island

Community service participation has been associated with greater overall well-being. However, the process of beginning and maintaining community service engagement has been sparsely studied. Given the potential health implications for community service engagement, this study examines readiness for community service among undergraduate students using the Transtheoretical Model (TTM) framework. Participants (N=314) completed online survey questions related to demographics, well-being, and readiness for community service. Participants were classified into high, medium, and low categories of readiness using a 3-item continuous index. A MANOVA was conducted to assess relationships between readiness, pros and cons of community service, self-efficacy towards service, civic behavior, and well-being in young adults. Approximately 32% of participants were classified as demonstrating low, 36% medium, and 32% as high readiness for community service. Those exhibiting high and medium readiness reported fewer cons, and greater pros, self-efficacy, overall civic engagement, and well-being compared to low readiness individuals. These results are consistent with other findings found for pros, cons, and self-efficacy levels by stage-of-change when using traditional categorical staging algorithms. Given the sample population and limits to generalizability, future studies should examine readiness for community service beyond the college environment.

Examining the Effects of Shifting Power on Racial Attitudes
Jericka Battle, Heather Lench - Texas A&M University
Phia Salter, Davidson College

Power has been linked to prejudiced attitudes, however, there is evidence that as people move from various situations and relationships their power fluctuates in their daily lives. The consequences of these power shifts have yet to be examined. As power varies, behavioral and attitude changes may occur. We pull from previous research to suggest that a shift in power may be perceived as a threat to a persons power or status (Outten, et al., 2012;Craig et al., 2014). This may have downstream effects on racial attitudes. We examine whether shifting a persons power leads to more explicit negative racial attitudes, more racism denial, and endorsement for social inequality and whether this is mediated by feelings of anxiety and threat. Participants (n =293) were assigned to an initial power condition before being randomly assigned to another power condition that was equal to or different from their initial condition. After, participants were asked to choose between two equally qualified job candidates with names coded as Black (Darius) or White (Daniel). Afterwards they were asked to take a variety of racial attitude, anxiety/threat, and mood measures.
Experimental Examination of Gender and Racial Disparities in Job Interviews
Devin Burns, Denise Baker, Clair Kueny - Missouri University of Science and Technology

Gender and racial bias are well known contaminants in the job interview process, but can be difficult to investigate experimentally. We conducted a series of mock-job interviews using actors from three demographic groups: Caucasian men, Caucasian women, and African American women. The actors all followed one of two scripts meant to portray them as a strong or weak candidate. Two participants watched each interview in-person while another two watched live in another room through video conferencing software, and all participants rated the applicant (actor) on a host of dimensions. This methodology allows us to control for applicant quality while testing for demographic disparities. A previous study has indicated that participants are rated significantly worse when seen through video rather than in person, and this experiment further reveals whether that deficit applies equally across applicants, or if it more heavily penalizes members of certain groups. All participants (in-person and video) also wore eye-trackers during the interview, allowing for analysis for where observers directed their attention, and whether that depended on the race or gender of the applicant or the viewing context.

Exploring Invisible Biological Realities: Social Representations of Menstruation Among Working Women in Canada
Afra Mehwish, Elizabeth Kurucz - University of Guelph

In the international context, paid menstrual leave has been developed as a solution towards managing menstruation in the workplace. Several countries such as Italy, Japan, South Korea, Indonesia and Taiwan have adopted this policy. (Sommer et al., 2016; Pattani, 2017; Norton, 2016: Lahiri-Dutt & Robinson, 2008). Currently, Canada lacks a policy on how organizations can address menstruation in the workplace. Several research studies have found that societal norms impact how women manage menstruation. (Britton, 1996; Oinas, 1998; Kissling, 1996) Although, Sommer et al. (2016) describe menstruation as a location specific problem, there is limited research on how individuals residing in a specific country create meaning around menstruation. The novelty of this study is that it analyzes the shared ideas, and discourses, that provide meaning to the social construction of menstruation in Canada. In-depth interviews with 20 women were conducted for the purposes of this study. The results of this study indicate the potential role of societal class, and education as factors that impact the social representations of menstruation among working women in Canada. Drawing on social representation theory (Moscovici, 1961), this research provides implications for the development of workplace policies that are supportive of womens experiences.

Exploring the Relationship Between Instagram Appearance Anxiety and Related Constructs
Stephanie Misko, Stephen Pearlberg - University of San Diego

Adolescents and young adults use social media to connect and communicate more than ever, with nearly three quarters of American teenagers utilizing Instagram and making it the most popular photo sharing platform (Roesler, 2018). Users post pictures and videos often designed to portray an idealized lifestyle, with positive social feedback indexed by the number of viewings, likes, and positive comments the posts receive. Sherlock and Wagstaff (2018) reported that the frequency of Instagram use is correlated with depressive symptoms, self-esteem, general and physical appearance anxiety, and body dissatisfaction. Such symptoms may be exacerbated by the extent of positive social feedback received and the platform recently announced a trial program to deter a focus on content performance by hiding performance metrics (Instagram, 2019). The current research aims to more fully explore the connection between users social anxiety and Instagram use. Specifically, a two-phase program was designed to investigate the relationship between female undergraduates patterns of Instagram usage and self-reported levels of social appearance anxiety. An exploratory survey was designed to assess how patterns of Instagram usage may affect participants self-esteem, social anxiety, and social appearance anxiety.
Father Involvement and the Infant Stress Response
Sophia D’Alessandro, Randy Corpuz - University of Massachusetts Boston

Research on father-infant neurobiology has direct implications on understanding child development and early health disparities. We hypothesized that greater paternal investment can serve to buffer the infant stress response. Additionally, we predicted that infants’ stress responses would vary as a function of socioeconomic status (SES; household income). We used fathers’ (N=225) observable effort to console his infant (N=225) during exposure to novel stimuli to measure his parenting investment. In this study, six independent raters rated videos of this interaction for a fathers use of behavioral strategies related to stress buffering. For the infants stress response, we took saliva samples before and thirty minutes after exposure to novel stimuli for baseline and reactive cortisol levels. We found that fathers were able to buffer infants’ stress response as predicted, but only as a non-significant trend. We found no evidence that this relationship differed as a function of SES. Our results will be discussed in the context of limitations of this study (e.g., sample characteristics) and how to address them. Due to the well-documented relationship between cortisol and long term health outcomes, this research on fathers can contribute to the existing literature on how health disparities originate early in infancy.

Gender, Race and Neighborhood Differences in Perceived Safety
Stylianos Syropoulos, Bernhard Leidner - University of Massachusetts Amherst
Joshua Rottman, Franklin & Marshall College

Despite an overall decrease in global levels of violence, individual instances of violence are still observed. One method of investigating their impact is by examining perceived safety. Since safety in life is impacted by and in turn impacts multiple facets of our life, understanding how and why individuals feel more or less safe is an important part of social justice that often goes by unnoticed. To address this, the current investigation focused on examining gender, neighborhood, and race differences in perceived safety. Utilizing both secondary, publicly available, nationally representative data, as well as primary data collected via Amazon Mechanical Turk, evidence is shown for: (1) males tendency to feel safer than females, (2) members of majority racial groups feeling safer than members of minority racial groups, (3) Individuals from rural areas feeling safer in their lives compared to individuals from urban areas. Potential interaction effects and future direction for the study and significance of perceived safety in psychological literature are discussed.

Gender, Violence and Safe Spaces among Adolescents in Rural Colombia
Eduardo De La Vega, Ana Lucia Rodriguez, Dionne Stephens - Florida International University

According to the World Health Organization violence contributes to the global burden of injury and disability and the costs of welfare services (WHO,2015). However, violence risks differ significantly across contexts; victimization rates are highest among those with limited resources and residing in communities with greater instability (Ardila-Gomez et al., 2015). Further, violence is experienced disproportionately among adolescents reaching epidemic proportions in countries experiencing social insecurity, including Colombia (Ardila-Gomez et al.,2015; Atienzo, et.al.,2017; Gaia et al., 2019). Our study identifies perceptions of violence and opportunities for safe spaces among adolescents in the rural Colombian community of Baru. Participants exposure to violence has been associated with rises in drug and human trafficking, touristic gentrification, and waves of migrants fleeing from conflicts (Cassiani, 2017; Ward, 2019). Results from focus groups with boys (N=20) and girls (N=20) highlighted the pervasiveness and interconnectedness of violence exposure in their public and private lives; associations with drug contexts and lack of police authorities contributed to their exposure risks. Gender informed their perceived vulnerabilities, leading to distinct experiences and identifications of safe spaces. Community and individual level resilience practices served as buffers from risks associated with violence. Suggestions to support existing efforts in Baru are provided.
How and When Victim Framing Shapes Attitudes towards Sexual Assault
James Van Der Vord, Kevin Holmes - Colorado College
Stephen Flusberg, Purchase College, SUNY

Violent crimes like sexual assault involve an agent (the perpetrator) and a patient (the victim), yet alleged perpetrators are often cast as the real victim by their defenders. Previous research from our lab showed that such victim framing is rhetorically persuasive, yielding elevated support for the alleged perpetrator. In three high-powered, preregistered experiments (N = 2008), we investigated the robustness of this effect and explored potential moderating factors. Participants read about an alleged sexual assault and expressed their support for the individuals involved. The report framed either the woman as the victim (of assault), the man as the victim (of false allegations), or was neutral about victimhood (baseline control). Across experiments, participants expressed increased support for whomever was described as the victim (relative to baseline), even when the assault was described in vivid detail, when linguistic differences across conditions were minimal, and when the report described a real event (the 2018 allegations against Supreme Court nominee Brett Kavanaugh) though these effects were driven by participants who explicitly cited the victim language as influencing their judgments. Our findings have important implications for how people communicate about sexual assault and provide support for dyadic accounts of moral reasoning.

How is Emotion Shown by Rape Complainants Understood by Jurors?
Faye Nitschke, Blake McKimmie, Eric Vanman - The University of Queensland

Research suggests female rape complainants who are visibly distressed are evaluated as more credible by decision-makers than unemotional complainants (the emotional victim effect; Nitschke, McKimmie & Vanman, 2019). This is problematic as half of complainants are unemotional when giving evidence and distress is an inaccurate cue for jurors to judge complainant credibility. As complainant credibility influences trial outcomes, ensuring credibility judgements are made accurately is essential to fairness in trials for rape. We report on two studies investigating what complainant distress signals to jurors.

In study 1, participants (N = 550) viewed photographs of actresses portraying the complainant with either a crying or unemotional facial expression, accompanied by a written rape trial synopsis. Perceptions of complainant distress were positively correlated with credibility, however, the emotional victim effect was not replicated. In study 2, participants (N = 362) read a rape trial synopsis in which the complainant was described as distressed or unemotional while testifying. The emotional victim effect was replicated, the distressed complainant was seen as significantly more credible and typical of rape complainants than the unemotional complainant. Results suggest researchers should work towards developing effective intervention to prevent unemotional complainants from being unfairly negatively evaluated by jurors.

Humanizing and Dehumanizing Themes of Muslims Surrounding 9/11: Computerized Language Analysis
Samantha Platten, Reeshma Haji - Laurentian University
Ryan L. Boyd, Lancaster University

Media plays an integral role in the proliferation of public opinions, leaving a great concern regarding the patterns of language used to represent Muslim populations in mainstream media. Humanization and dehumanization theories within an intergroup context provides a deeper understanding of the psychology behind the representations of outgroups. Vast research has primarily been in-lab settings and experimental in nature, whereby a void persists in the understanding of how humanization and dehumanization exist in a real-world context. The current study sought to fill that gap by empirically examining the frequency of humanizing and dehumanizing words used to represent Muslims in the news coverage in the years surrounding 9/11 by assessing whether a shift occurred in dehumanizing language from pre to post 9/11, while exploring themes of humanization concurrently. Hypotheses were established regarding an expectation of higher dehumanizing word frequencies post 9/11 with an emphasis on animalistic dehumanization. 7,192 New York Times articles were analyzed using computerized language analysis (CLA) software to identify these psychological themes through the use of customized dictionaries. Results supported an increase in subtle dehumanization as well as themes of dehumanization post 9/11, while a significant frequency of humanizing discourse was observed in both sectors.
Identifying Social-Emotional Factors that Predict Academic Resilience
Ashley Hufnagle, Geoffrey Maruyama - University of Minnesota: Twin Cities

The purpose of this study is to empirically connect social-emotional learning (SEL) frameworks and resilience theory in order to see where they may align/inform one another in mutually beneficial ways. While SEL factors have long been theorized to promote student resilience because they have demonstrated promising benefits for improving academic outcomes long-term, few studies have actually measured the construct of academic resilience specifically, or attempted to investigate how these SEL interventions might be working from a process stand-point. Additionally, scholars have yet to use social-emotional learning factors (such as positive cognitive, affective, and behavioral orientations to school and academic life) as direct predictors of a new, more conceptually rigorous process-based measure of resilience. This study offers a first attempt to fill these gaps and has both practical and conceptual implications. Additionally, it demonstrates how we stand to benefit from integrating theoretical frameworks with common goals when possible. In order to tackle the thorniest issues in educational reform it is imperative to acknowledge multiple perspectives, communicate with diverse disciplines and be informed by their findings, as well as strategically apply them and combine them with our own understandings, when relevant, in order to effect positive change.

Identity in Older Black Gay Men: Implication for Mental Health
Darlingtina Esiaka, Liam Shaugnessy, Alice Cheng, Mia Minuto, Daniel Schratz, Hana Young, Johanna Sosa, Jessalyn Li - Union College

As an important factor in human development, self-identification requires self-acknowledgement and the integration of ones identities such as racial and sexual identities. Research suggests that achievement of synthesized self-identity has implication for mental wellbeing. We examined the intersection of race and sexual identity in older Black gay men to see how these identities impacts mental health. Participants took part in the Social Justice Sexuality (SJS) survey of LGBTQ+ people of color over a 12-month period in the United States. The survey included questions on five broad themes: racial and sexual identity, family formations and dynamics, spirituality and religion, civic engagement, and mental and physical health. Results show that considering sexual and racial identity to be equally important identities is positively associated with mental health in older Black gay men. However, considering sexual identity as an important identity over racial identity has a negative association with mental health in older Black gay men. Additionally, results show that strong connection to LGBTQ+ community/people has a positive association with mental health in older Black gay men. We discuss the implication of results for the lived experiences of older Black gay men within their communities and the broader society.

Imagining Positive Interactions & Identity Salience on Outgroups Allophilia Ratings
Amanda ElBassiouny, California Lutheran University

Love thy neighbor hypothesis states positive regard should be extended to outgroups by those religiously affiliated and has been explored by examining associations between religiosity and positive evaluations of outgroups. This hypothesis has yet to be tested experimentally. The purpose of the current study was to examine differences among religious/moral/spiritual identity salience on allophilia evaluations of ethnic/racial (Arabs) and value-violating outgroups (atheists) after imagining (or not) a positive interaction. This study included 144 participants, collected via MTurk, and were randomly assigned to religious/moral/spiritual identity manipulation and were then asked to imagine (or not) a positive interaction with either an atheist or Arab. Participants evaluated their positive attitudes towards outgroup members by utilizing an adapted version of the Allophilia Scale, which includes 17-items that assessed positive feelings and attitudes towards each outgroup on 5 subscales. A 4 (identity: religious/moral/spiritual/control) x 2 (outgroup: ethnic-racial/value-violating) between-subjects ANOVA was performed. There was a marginally significant interaction of identity type by imagined interaction. Those in the religious and spiritual identity conditions were marginally more enthusiastic towards the outgroup when asked to imagine a positive interaction versus the control, while those in the moral identity condition were significantly more enthusiastic.
Immigration Policy: Americans' Responses to the Separation of Asylum-Seeking Families
Delilah Cervantes, Enicia Fergurgur, James Peabody, Leta Perriello, Amber Gaffney - Humboldt State University

Under the jurisdiction of the Trump administration, the Department of Justice has implemented a zero-tolerance policy towards immigrants, including those seeking asylum. This policy claims to protect the safety and livelihood of American citizens from illegal immigration which the Trump administration claims is unfairly harming hardworking Americans. The current research examines how Americans opinions towards the Trump administration's immigration policy coincides with sentiments towards asylum-seeking families. Given that relative deprivation is associated with negative attitudes toward immigrants, we predicted that support for Trump and feelings of deprivation would predict the belief that family separation at the US border is a legitimate policy and would be closely related to dehumanizing families seeking asylum at the US border. Americans (N = 301) from 50 states were asked to complete an online survey. Results support the general hypotheses, which outline the relationship between support for federal policies created under the Trump Administration and the beliefs Americans hold towards immigrants. We discuss findings with respect to the relationship between the dehumanization of immigrant families and feelings of deprivation potentially fueled by leadership.

Implications of Masculinity Threat on Evaluations of Transgender People
Alexandria Jaurique, Sara Burke - Syracuse University

Twenty-three percent of transgender people report catastrophic levels of discrimination (e.g., experiencing three or more life-disrupting events due to bias and discrimination; Grant et al., 2011). The goal of this research is to examine the antecedents of this heightened discrimination by first examining how threats to mens feelings of prototypicality within their gender group affects their evaluation of transgender people. Previous research has found that when people feel like peripheral groups members (e.g., on the outskirts of a salient group) they are more likely to police the group boundaries as a way to ensure that the group maintains a positive social value by derogating deviant group members. We manipulated 500 mens prototypicality by giving them a gender-knowledge inventory and then providing false feedback that either indicated their responses were more feminine (peripheral condition) or masculine (prototypical condition). The men then viewed a transgender woman or transgender man target, and finally, all participants viewed a cisgender man and cisgender woman target. Participants evaluated these targets on general traits (e.g., kind, selfish) and social distance (e.g., I would sometimes avoid this person). Results indicate that feelings of prototypicality affect mens evaluations of transgender people. Implications will be discussed.

Implications of Media Coverage for Social Perceptions of Police-Community Relations
Wicia Fang, Stanford University
Perfecta Oxholm, Jack Glaser - University of California, Berkeley

The focus of this study is on racial discourse in media coverage. Since August 9, 2014, the day Michael Brown was fatally shot by a Ferguson, MO police officer, there has been a noticeable increase in the amount of attention to police use of force, especially with the proliferation of the Black Lives Matter Movement. The content, manner, and quantity of coverage might affect relationships between communities and police. Analysis of New York Times articles on police use of force from 2010 to 2018 showed a significant difference in the number of such articles published before and after August 9, 2014. Furthermore, the analysis employed Natural Language Processing as well as statistical testing of text content, capturing quantitative differences in word use before and after 2014 (e.g., the words black and white were used more after). Also, the relationship between number of articles published and number of fatal encounters with police officers was compared before and after 2014, and it was stronger (more articles per incident) after. This study provides insight into the relationship between media coverage and social perceptions of intergroup relations.
Integrating Social Justice Initiatives in Graduate Programs
Nuha Alshabani, The University of Akron

Over the past 30 years, social justice has emerged as a core aspect of counseling psychologists identity (Fouad & Prince, 2011). The past decade has shown a particular emphasis in this area through increased research in social justice and advocacy, as well as the development and promotion of training models that incorporate a social justice component into graduate curricula (Goodman et al., 2018; Lewis, Ratts, Paladino, & Toporek, 2011; Smith, Reynolds, & Rovnak, 2009). This symposia aims to provide graduate students and programs alike creative methods for embedding social justice work and development within existing graduate curricula. The presentation will describe several social justice initiatives created by both the graduate students and current faculty in the Counseling Psychology PhD program at The University of Akron. The presentation will focus on four main areas in which social justice initiatives have been developed and implemented: An activist student organization, an annual day devoted to professional development on diversity and social justice issues, outreach on campus, and community prevention programming and evaluation. The presentation will demonstrate how graduate students and faculty may collaborate within their own universities and surrounding communities to enrich and promote social justice knowledge and practices.

Intergroup Contact in University Traditions: Tenting Groups & Racial Diversity
Trinity Johns, Duke Identity and Diversity Lab
Sarah Gaither, Duke University, Department of Psychology & Neuroscience

Today’s college students are in an increasingly diverse society, yet the majority still live in segregated communities, making college an opportune time for cross-group encounters. Intergroup contact theory argues that long-term meaningful contact shapes outgroup attitudes and past work demonstrates that living with an other-race roommate positively changes students racial attitudes. Can more minimal forms of contact impact students racial perceptions? Here, we test whether minimal racial outgroup contact through tenting groups comprised of 10-12 students reduces racial essentialism and increases one’s friend diversity. Tenting at Duke University reflects a high stakes and meaningful form of intergroup contact where students live together for 1-2 months to obtain tickets to the rival UNC basketball game. Students (N = 163; 79 White, 84 non-White) who tented completed a survey about their racial attitudes, tenting experiences, and friend diversity. Students regardless of tent demographics had positive experiences. Students in more racially diverse tents were less racially essentialist and self-reported friend significantly more diverse friend networks compared to students in racially homogeneous tents. These results suggest that meaningful contact across just 1-2 months during college may be an additional pathway to positively shape intergroup relations.

Interpreting Tongzhi: Situating Sexual Minorities in 21st Century China
Annalisa Myer, University of Virginia

Amidst the global narrative of marriage equality in the West, some people believe that discrimination based on sexual orientation has been eradicated. Yet this bias neglects attitudinal changes in other parts of the world, specifically in mainland China, where the battle for same-sex couples continues. Via historical and cultural analysis, I will identify the growing visibility of lesbian and gay citizens in China, which is enabled by tongzhi. With the rejection of a Western-centric gay frame, which privileges Western gay subjects, I will argue that tongzhi evokes radical communist politics that contributes to LGBTQ+ visibility in China. Looking towards pride parades and cinematic art festivals geared towards LGBTQ+ citizens throughout Asia, there is a long-standing history of same-sex desire that remains hidden, overshadowed by a larger narrative of filial piety and familial relations, as well as the rural-urban divide, which enables silence and shame for LGBTQ+ citizens abroad. This leads us to an important question: how can we reimagine sexual citizenship when accounting for culture, as well as social histories in non-Western spaces for LGBTQ+ citizens globally?
Intersectionality and Sexual Objectification: Intragroup Variability in Gendered Objectification Experiences
Jill Allen, Julia Schiller, Luke Miller - Drake University

Despite calls for intersectionality tests within prejudice research, few empirical investigations integrate this consideration. Within Objectification Theory (see Roberts et al., 2018 for review), diversity considerations are primarily tested through focused-sampling (e.g., minority samples). Thus, it remains unclear how intersecting, diverse identities impact sexual objectification experiences. Emerging work suggests that perceived valence - a person's construal of objectification - is key in predicting body and source sentiment, and thus, how intersectionality influences perceived valence contributes to the theory. College students (N=370, 58% women, 77.3% Caucasian, 83.2% heterosexual) were surveyed about perceptions of sexually objectifying experiences. We tested whether Gender X Sexuality intersectionality predicted perceived valence, using a modified Interpersonal Sexual Objectification Scale. Separate MANOVAs were conducted on Body Evaluation and Explicit Sexual Advances subscales. For body evaluation, a significant Gender X Sexuality interaction emerged, but for explicit sexual advances it did not. Follow-up analyses revealed that subtle forms of objectification (e.g., gazes) was perceived similarly negative by men and women overall. However, sexual minority men perceived body evaluation more negatively than sexual minority women, whereas heterosexual women perceived body evaluation more negatively than heterosexual men. Theoretical and practical implications for responding to sexual objectification in a #MeToo era are discussed.

Latino/Hispanic Typically Developing Children Report More Depression than White Peers
Efren Garcia, Alondra Ramirez, Mackenzie Mills, Amy Badura-Brack - Creighton University

Using data from the DevCoG (N=183) study of health development in children ages 9-15, we compared depressive symptoms in Latino/Hispanic (n=39) and White (n=101) youth by sex (males: n=74; females: n=66). Youth from other racial/ethnic groups were excluded because there were too few youth (all other groups: n=43) for meaningful analysis. We used scores from the self-report short form of the Mood and Feelings Questionnaire to assess depressive symptoms, the Barratt Simplified Measure of Social Status to assess SES, and the UCLA Trauma History Profile to assess number of trauma events. We conducted an ANCOVA with depression as the dependent variable, ethnicity and sex as independent variables, and controlled for SES and trauma exposure. Trauma (F1,134=22.39; p<.001) but not SES (F1,134=1.83; p=.17) were significant covariates. Ethnicity (F1,134=8.98; p=.003) but not Sex (F1,134=.02; p=.90) had a significant main effect, and there was no ethnicity by sex interaction (F1,134=.02; p=.88). Overall Latino/Hispanic youth reported significantly more depression (M=5.41,SD=3.58) than White non-Hispanic youth (M=3.30,SD=2.95). Results call special attention to the increased risk of depressive symptoms in typically developing Latino/a youth of both sexes, and call for research and prevention strategies to address this concern even among typically-developing youth.

LGB Service Members Outness and Perceptions of Leadership
Ivy Carrete, Allen Omoto - Claremont Graduate University

The US military historically has been marked by institutional heterosexism, evidenced by the Don't Ask, Don't Tell (DADT) policy that forced lesbian, gay, and bisexual service members (LGBSMs) to serve in silence or be discharged. LGBSMs can now serve openly, but do they perceive the military to be inclusive and supportive? The present online anonymous survey of active duty military who enlisted post-DADT (n=1000, including 200 LGBSMs) asked participants about support from military superiors and peers, and queried LGBSMs about outness in the military. The majority of LGBSMs reported their sexual orientation does not affect their treatment by military superiors (63%) or other military personnel (61%). Interestingly, LGBSMs reported greater satisfaction with their immediate military superiors and with the emotional support received from superiors than their heterosexual counterparts, ps<.01. Nevertheless, nearly half of LGBSMs reported they were out to only a few or no supervisors (46%) and worried about their sexual orientation being revealed to superiors (49%). A similar percentage (44%) reported feeling supported as a LGBSM yet frequently or always concealed their sexual orientation from superiors (43%). Additional analyses will be presented and the implications of findings for military policies related to sexual minorities will be discussed.
Making Class Visible: Exploring Social Class Disclosure Concerns and Consequences
Ryan Pickering, Arissa Spitalny - Allegheny College

The consequences of concealing a stigmatized identity have been well documented (Pachankis, 2007). However, research less often considers socioeconomic status (SES) as a concealable stigmatized identity. Lower-SES individuals are stereotyped as lazy and stupid (Cozzarelli, Wilkinson, & Tagler, 2001) whereas higher-SES individuals are stereotyped as arrogant and entitled (Cashman & Twaike, 2009). Therefore, these individuals may be more motivated to conceal SES than middle-status individuals. The current study investigates the relationship between SES and status disclosure concerns (SDCs) as well as the psychological consequences of SDCs. Participants (N=126) completed a series of questionnaires through MTurk related to SDCs, depression, stress, and anxiety. As predicted, there were significant positive relationships between SDCs and psychological distress. An ANOVA of lower, middle, and higher-SES groups revealed a significant effect of SES on SDCs. Post-hoc analysis revealed that middle-status participants had lower SDCs than lower-status participants (p=.008) and higher-status participants (p=.08). There was no difference in SDCs between lower and higher-status individuals (p = .29). These results suggest that both lower and higher-status individuals are more motivated to conceal their status than middle-status individuals and that there are negative consequences for this concealment.

Making Sense of Teachers Emotions and Emotion Regulation About Race
Elizabeth Allen, University of North Carolina at Chapel Hill
Jessica DeCuir-Gunby, Tiara Griffis, Ja'Bria Barber - North Carolina State University

When teachers encounter racial situations in the classroom, they often experience a variety of negative emotions while simultaneously having difficulties in regulating those emotions. In this study, we explored how preservice teachers feel when they encounter racial situations, what emotions they experience, the process of making sense of those emotions, and how their racial ideologies influence those emotions. We interviewed 6 preservice teachers (4 women and 2 men, from a variety of racial backgrounds, mostly White). Data collection is ongoing. In analyzing the interviews, we coded for colorblind racial ideology focusing on the four central frames (abstract liberalism, naturalization, cultural racism, and minimization of racism), racial storylines, and race talk. We then conducted a second coding for emotionalities of whiteness using a Critical Whiteness lens. Preliminary findings suggested the participants had varying degrees of colorblind ideology. Participants who expressed strong colorblind ideological views also expressed feelings of anger, violence, or apathy. However, those who expressed less colorblind views and some ideological ideas of resistance also expressed feelings of sadness, compassion, and were more apt to be self-reflective. This study highlights the importance of understanding preservice teachers racial ideologies and the types of emotions they elicit in the classroom.

Male Allies Increase Perceptions of Procedural Justice in Male-Dominated Workplaces
Charlotte Moser, Nyla Branscombe - University of Kansas

We present two studies to test the hypothesis that male gender equality allies aid in increasing perceived fairness for women in male-dominated workplaces, while not increasing expectations of anti-majority bias for high-status group members. Study 1 (n=301) tested men and womens perceptions of a male-dominated workplace with the manipulated presence or absence of a male ally. Study 2 (n=381) asked men and women to imagine working at a male-dominated workplace with the manipulated presence of a male ally, a diversity statement, or neither. Across both studies, the presence of an ally lead men and women to believe that the company was procedurally just for both men and women and did not lead to an increase in anticipated anti-male discrimination for male participants. However, those exposed to a diversity statement (Study 2) or the control condition (Study 1 and 2) anticipated less procedural justice, more unfair hiring practices, and increased the extent to which men expected anti-male bias compared to those exposed to a male ally. These studies suggest a practical way to increase womens expectations of fair treatment while decreasing the threat of anti-male bias for men.
Maternal Trust Moderates Association between Maternal Influence and Youth Risk-taking
Anna Drozdova, Allyson Miller, Arielle Marquez, Leslie Gomez, Mayra Solis, April Thomas - The University of Texas at El Paso

Adolescents are particularly vulnerable to risk behavior (Steinberg, 2010) and delinquency in adolescence has been identified as a precursor to pervasive deviance and violent juvenile offending (Loeber & Farrington, 1998). Though peer influence on adolescent delinquency has been studied extensively, the effects of parental influence on youth delinquency require further research (Bahr, Hoffmann, & Yang, 2005). The present study assessed the moderating effects of youth-parent trust on the relationship between maternal influence and youth risk behavior in a predominantly Hispanic sample. The overall model was significant \[ F(4, 111) = 7.229, p < .01, R^2 = .21 \] and maternal trust was a significant moderator for the relationship between resistance to maternal influence and youth risk-taking \[ b = -1.772, t(111) = -2.455, p < .05 \], such that high maternal trust was associated with a decrease in risk-taking in adolescents who reported both low and high resistance to maternal influence when accounting for adolescents knowledge of their mothers deviance. This analysis highlights the importance of trust within the youth-parent dynamic as it relates to adolescents deviant behavior and demonstrates that the significance of maternal attachment within the context of adolescent risk-taking goes beyond youths resistance to maternal influence.

Mindset Predicts Negative Evaluations of Foreign-accented Speakers
Christine Tai, Kristin Pauker - University of Hawaii at Manoa

Although having a growth mindset (i.e., believing that traits can be developed through effort) can reduce prejudicial attitudes, it can also lead to greater prejudice in circumstances where the characteristic of interest is seen as changeable by the individual (Hooper et al., 2018; Hoyt et al., 2017). As adults show a strong belief that accents are easily altered (Lippi-Green, 2012), those who hold this belief may perceive individuals who continue to speak with a foreign-accent, despite living in the U.S. for an extended period of time, as actively holding onto a stigmatized identity. The present study investigates whether mindsets about accents is correlated with assessments of foreign-accented individuals and whether duration moderates this effect. Results indicate that a growth mindset was associated with negative assessment of foreign-accented speakers only when they have stayed in the U.S. for a short, rather than long duration. In addition, participants made more assumptions that the foreign-accented individual originated from a country where people of color are the majority, compared to a country with a White majority. Thus, the present study provides insight to the relation between mindset and prejudice against foreign-accented speakers and potential moderators for this relation.

Motivations for Pursuing Trauma Advocacy Work: A Qualitative Study
Rowan Salton, Western Washington University

A victim advocate is an individual who has been trained to respond to the complex and dynamic needs of those who have been affected by interpersonal violence. Sexual and domestic violence agencies offer some of the most low-barrier services available to victims of interpersonal violence making them pillars of support for disenfranchised communities. Advocates at these agencies are prepared to empower and support survivors of violence and offer creative solutions to the barriers they face. Within the field of trauma psychology there has been limited study of what motivates people to become advocates. Through 15 individual in-depth interviews with advocates from a sexual and domestic violence support agency motivations for pursuing trauma advocacy work are explored. Through thematic analysis key motivational themes across advocate interviews will be identified. This study aims to challenge assumptions that are typically made about victim advocates and open up further inquiries into the ways that direct service advocacy can support the most under-served in our communities.
Not All Simple Living Motivations Spillover to Pro-Environmental Behavior
Perri Druen, York College of PA

Simple living is advocated as a way to live more lightly on the Earth. People whose values do not align with environmental conservation may nevertheless enact eco-friendly behaviors for other reasons; such as saving money by consuming less, or improving health by walking instead of driving. It is possible, then, that efforts to encourage simple living for any reason may spillover to pro-environmental behaviors. Undergraduate students (N=265) were tested for the extent to which 10 simple living motivations (Elgin, 2007) predicted eco-friendly behaviors within the context of the study. Motivations for 4 types: ecological, compassionate, uncluttered, and elegant simplicity, predicted signing environmental petitions. However, only ecological simplicity predicted donation of time or a gift card for environmental causes. Unfortunately, this motivation was 8th most popular. Although family simplicity was most favored by far, it did not predict eco-friendly behavior, nor did the remaining types of simplicity: political, choiceful, economic, soulful, and frugal. It may be that promoting the kind of action needed to address climate change and other eco-disasters cannot be accomplished by attempting to appeal to simple living in general, but only by finding ways to encourage specific valuing of ecological simplicity.

Objectification in Action: Effects of Sexual Objectification in Interactions between Women
Asha Hinson, Stanford University

Sexual objectification, the process by which a woman’s whole being is viewed as a collection of sexualized body parts valued predominantly for commodification, has been shown to produce a variety of negative outcomes on feelings of agency in romantic relationships, career aspirations, and cognitive performance. One source of these outcomes is a result of the relationship between sexual objectification and self-objectification on authenticity. These effects have been shown in interactions between male-female pairs. This current study explored whether this relationship extends to interactions between female pairs, asking whether sexual objectification and its negative ramifications are specific to the gendered oppression present in male-female interactions. Results revealed no significant relationship between self-objectification and authenticity. Although there were significantly negative effects on career aspirations and relationship agency resulting from a lack of relationship authenticity, there was no evidence that this is due to feelings of sexual objectification. The significant partner effect of objectification on actor self-objectification suggests that women being objectified by other women still results in feelings of self-objectification. Such research has powerful implications for the ways that women interact in both sexual and non-sexual settings.

Parent Advocacy for TGNC Childrens Bathroom Use at School
Michele Schlehofer, Ashley Olortegui, Jess Harbaugh - Salisbury University

Parents of young transgender and gender non-conforming (TGNC) children often must be core decision-makers and advocates (Gregor, Hingley-Jones, & Davidson, 2015; Riggs & Due, 2015). But, there is a dearth of research on parents advocacy experiences. This study explored how parents of TGNC youth help their children navigate bathroom use at school. Thirty-six parents of TGNC pre-adolescents completed semi-structured interviews. The modal parent was female (n = 31; 86%) and White (n = 30; 83%). Family size was between 2 and 6 people (M = 4.14, SD = 1.16) and two families had two TGNC children. Children were aged 2 to 12 years and included affirmed males (37%), affirmed females (34%), and gender non-conforming/non-binary youth (27%). Issues surrounding their child’s use of gender-appropriate bathrooms was the largest stressor in schools, explicitly mentioned by 16 (55%) parents. These issues included practices of separating children by gender prior to bathroom use, access to gender-appropriate bathrooms, safety concerns, and school accommodations that were stigmatizing. Experiences with bathrooms were the typical impetus for parents to open up deeper conversations with school personnel. Parents often relied on help from professionals to effectively advocate.
**Participatory Action Research as Transformational Pedagogy Supporting Students Experiencing Inequalities**  
Emu Kato, Anusha Satturu, Ester Shapiro - University of Massachusetts, Boston

This poster presents an emancipatory social ecological framework on student-partnered Participatory Action Research (PAR) within the ongoing Psychology/Critical Ethnic and Community Studies (CECS) project Promoting Student Educational Success Through Wellness as Fairness at the University of Massachusetts, Boston. UMB is an urban, commuter broad access institution with majority first-generation, non-White and immigrant undergraduate students, including many students in recovery from mental health concerns, and a Clinical Psychology Doctoral Program focused on cultural, developmental and social justice perspectives on practice and training. Student-partnered PAR, drawing from Critical Race and Cultural Wealth (Yosso & Burciaga, 2016), decolonizes/democratize research by empowering students to ask questions emerging from intersectional lived experiences of oppression, highlighting the right to research as a human right (Appadurai, 2006). Students, faculty/staff engage in dialogues addressing organizational change towards enhancing student wellness, appreciating knowledge gained from resistance and resilience as valuable in educational and professional settings. Examples of student partnered PAR include Latinx and Muslim student resources for educational success and wellness, culturally sensitive career development, Women of Color, Wellness and Solidarity, and Latinx/immigrant student responses to anti-immigrant sentiment. Strategies towards incorporating transformational participatory research pedagogy in undergraduate and graduate education will be discussed.

**Perceived Hypermasculinity of Black Individuals**  
Graziella Benson, Noely Banos, Vanessa Volpe - North Carolina State University

Black men and women are perceived as more masculine than their White counterparts (Wong, Horn, & Chen, 2013; Donovan, 2011). Although, less is known about how this hypermasculinity stereotype affect Black individuals perceptions of their own race. The current study examined how this stereotype affects perceptions of Black individuals and how it impacts Black individuals perceptions of their own race. We hypothesized that images of Black individuals would be perceived as more masculine, and that this effect would be stronger for Black raters. 331 participants (Mage= 37.74; 42.9% Black, 57.10% White) completed an online survey that assessed their first impressions of 12 images of Black and White males and females (Ma, Correll, & Wittenbrink, 2015). A mixed factorial ANOVA was conducted. A main effect of image race (p < .001) was indicated, meaning that Black images were scored as more masculine than White images. This effect was not stronger for Black raters (p = .23). The study results suggest that Black individuals are indeed perceived as more masculine than White individuals. Perceived hypermasculinity of Black individuals should continue to be studied due to its negative impact on the lives of Black individuals who do not ascribe to gender norms.

**Perceptions of Male-Dominated Workplaces: Influences of Feminist and Gender Identification**  
Aisha Khan, Charlotte Moser, Nyla Branscombe - University of Kansas

Feminist identification and gender identification can affect women's perceptions of a company's hiring practices and treatment of women. Women (N = 181) were asked to imagine applying for a job at a male-dominated company and were provided with information about their all-male potential coworkers. Feminist identification predicted lower ratings of procedural justice in the company, lower expectations of fair hiring practices by the company, and decreased anticipation of fair treatment in the company. Feminist identification did not significantly predict beliefs of equality norms in the company. We also assessed how the extent to which women identified with their gender impacts views of a male-dominated company. Gender identification was not a significant predictor of positive beliefs about procedural justice, fair hiring practices, or fair treatment within the company. However, gender identification did predict the extent to which participants perceived the company as having gender egalitarian norms. These results provide evidence for the different ways in which identification with the feminist movement and identification with ones gender impact womens perceptions of a male-dominated work environment.
Perceptions of Public Apologies for Environmental Risk in Marginalized Communities
Michael Perez, Jaren Crist - Texas A&M University
Phia Salter, Davidson College

Hurricane Harvey created environmental contamination that led to hazardous living conditions especially for communities of color in Houston. The purpose of this study was to understand how community members respond if corporate officials and city officials acknowledge and apologize for the elevated risks residents bear in these circumstances. We examined residents desire for apologies from corporate, state, and city officials for environmental contamination in two communities with elevated exposure to environmental risk (Black, Latinx) and a third community with decreased risk in Houston, TX (N = 160). Results revealed the extent to which participants found a public apology to be meaningful was related to the level of environmental risk they felt in their community. Furthermore, the amount of risk they felt for their own health was positively related to the perception of a public apology as a meaningful gesture. Additionally, concern for environmental risk was higher in communities of color and these communities expressed more concern for their neighbors health than the community with decreased exposure. Implications of these findings for public policy and the validity of public apologies as a strategy for building community trust are discussed.

Personal Safety and Positive Life Outcomes: A Cross-National Investigation
Stylianos Syropoulos, University of Massachusetts Amherst

Safety is a prerequisite for living a fulfilling and happy life. It is also an integral component of positive and negative peace, and a basic foundation of social justice. However, personal safety has been understudied in psychological literature, as has its role as an antecedent of well-being and social justice. To address this, the current study provided evidence for the association of personal safety with positive life outcomes. Analyses were conducted utilizing data from 59 countries via the World Values Survey. While controlling for subjective socioeconomic status, significant positive associations were observed between personal safety and increased: (H1) self-flourishment, operationally defined as subjective happiness, satisfaction with life and subjective health; (H2) freedom in ones life; (H3) fairness in ones life; (H4) membership within a local community; and (H5) trust in others. The effect of victimization on personal safety was also examined, with personal victimization (H6), and the victimization of a family member (H7), both reducing personal safety in most of the countries. Replication rates among the 59 countries were higher for hypotheses H1 and H6-H7. Replication rates for the other hypotheses was observed at a lower degree, with higher percentages observed in western and English-speaking countries.

Postpartum Weight-bias and Well-being: The Moderating Role of Maternal Self-efficacy
Leslie Crimin Johnson, Arnela Grujic - Northern Vermont University
Erin Shoulberg, University of Vermont

Postpartum women experience intense pressure to lose their baby weight, or weight gained during pregnancy. Previous research demonstrates that postpartum weight-bias, or the social devaluing of people who carry baby weight, is a unique stressor that is associated with negative psychological, physical, and maternal well-being outcomes. Evidence from the maternal-stress and the stigma literatures suggests that high levels of self-efficacy may protect targets from the negative impacts of stressors. In two 30-minute online survey research studies, we tested the hypothesis that maternal self-efficacy moderates the relationship between postpartum weight-bias and well-being. 148 primiparous postpartum mothers participated in study 1; 298 primiparous and multiparous postpartum mothers participated in study 2. Mothers self-reported their perceived and internalized postpartum weight-bias, self-esteem, and life satisfaction. Across both studies, self-efficacy moderated the relationships between both perceived and internalized postpartum weight-bias and self-esteem and life satisfaction; as maternal self-efficacy increased, the links between perceived and internalized postpartum weight-bias and self-esteem and life satisfaction decreased. Findings suggest that maternal efficacy may play a critical protective role in buffering mothers and by extension their children from the negative impacts of postpartum weight-bias.
Predictors of Sexual Risk Taking Among Recently Immigrated Hispanic Adolescents
Alexa Barton, Dionne Stephens - Florida International University
Seth Schwartz, University of Miami

Sexual risk taking and cultural maladjustment have been found to have short and long-term mental health and socio-developmental consequences for Hispanic adolescents (Lee & Hahm, 2009; Safa et al., 2019; Schwartz et al., 2014). For recently immigrated Hispanic adolescents, the influence of acculturative and familial stressors can be an added influence on their risk vulnerability. Guided by an integration of the Migration and Family Conflict Framework and Primary Socialization Theory, the current study examined parental influences mediated by both acculturative influences and sexual health attitudes on recently immigrated Hispanic adolescents sexual risk taking behaviors. It is predicted that bicultural stress and American identity would be predictive of sexual risk taking. In contrast, parent-adolescent communication and parental religiosity is predicted to be a buffer against sexual risk taking. The sample collected for this study consisted of 302 recently immigrated Hispanic adolescents and their families living in Miami and Los Angeles. The study examines their responses to sexual risk taking, acculturation, and familial communication questions over four time points.

Reactions to Discrimination against LGBTQ+ People and the Governments Apology
Rachel Steele, Salisbury University

The Lavender Scare was a time in which government officials used fear to enact discriminatory policies toward LGBTQ+ employees and potential employees. Ninety-six participants read a summary of State Department discrimination during the 1950s and 1960s. In 2017, just days before the beginning of the Trump Administration, Former Secretary of State John Kerry issued an apology for these policies. Quantitative and qualitative analyses were conducted based on gender identification and sexual orientation of the participants. Forgiveness of the government was lower among gender non-binary vs. cisgender participants (men vs. women), F(2, 88) = 4.51, p = .014, p2 = .093, and among LGBTQ+ vs. heterosexual participants, F(2, 88) = 7.38, p = .008, p2 = .077. Trust in the government was lower among gender non-binary participants, F(2, 88) = 3.67, p = .030, p2 = .077, and among LGBTQ+ participants, F(2, 88) = 5.57, p = .021, p2 = .059. Qualitative analysis of written responses to Kerrys apology identified numerous themes including qualities of the apology. Other themes addressed the tension between progress and the inability to force change. Some raised concerns about anti-LGBTQ+ policies supported by President Trump. The role of participants identity was discussed.

Rectifying Crookedness Amongst African American Mothers With Mental Health Concerns
Dorothy’e Gott, University of Memphis

Mental health service utilization amongst African-American women has been suggested to be impacted by stigma surrounding mental health. Thompson-Sanders et al. (2004) suggested that mental illness in the African American community is often times associated with shame and embarrassment that not only affects the individual, but also the family that may be hiding the illness. Thompson-Sanders et al. (2004) added that Black women who believe that living with psychological pain is part of her role as a strong Black woman may not see that pain as a health threat and may cope by enduring rather than receiving treatment. Along with cultural barriers that impact African-American women, there exist limited research regarding the experiences of mothers with mental health concerns. Cultural value on strength in the African American community may serve as a shield for being perceived as weak (Carpenter-Song et al. 2014), but may serve as a deterrent for African-American mothers to discuss concerns regarding motherhood and experiencing mental health concerns. This qualitative research, utilizing semi-structured photo-elicited interviews intends to fill in the gaps in the literature regarding the intersection of motherhood and mental health concerns amongst African-American women.
Reflecting on Moral Shortcomings Leads to Self-Conceptual Uncertainty
Heather Reynolds, Jamiee Rawlins, Dennis Estrada, Devin Flynn, Amber Gaffney - Humboldt State University

Moral attitudes and convictions differ from non-moral ones such that they are tethered to an individuals deepest beliefs, their fundamental sense of right and wrong, and are a central aspect of the self-concept. People experience their moral convictions as objective fact and feel as though morals are universal, absolute ideas about the world and other people. Uncertainty-identity theory explains that people are strongly motivated to reduce the discomfort of being uncertain about socially contextual things that are relevant to their sense of self, such as their identity, their interpersonal relationships, and the groups to which they belong (Hogg, 2007). Under high uncertainty, people are more likely to commit to radical causes, join groups with extreme views, and support autocratic leadership. This study explores whether people can be made uncertain by reflecting on their own moral failures. University student participants (current n=176) are randomly assigned to conditions of high or low moral uncertainty and either reflect on instances of moral transgressions or instances of confidence in having adhered to their morals, respectively. Preliminary findings show that reflecting on ones moral transgressions indeed produces feelings of self-uncertainty. Data collection is ongoing and will conclude in February 2020.

Relatable Remarks: Empathys Role in Addressing Microaggressions against Latinx People
Jonathan Cajas, Michelle Serrano, Everett Moore, Yolanda Flores Niemann - University of North Texas Department of Psychology CRRL

Daily interactions often include subtle aversive acts known as microaggressions, which are insensitive and derogatory remarks often unintended by the perpetrator (Sue, Capodilupo, et al., 2007). In light of the current political climate regarding Latinx persons, especially immigrants, the present study focused on understanding different racial groups emotional reactions to examples of covert and blatant microaggressions committed against Latinx individuals. A racially/ethnically diverse sample of undergraduates (N = 193) watched a training video that depicted peoples experiences with microaggressions (Niemann, 2017). Participants then rated each segment for relatability and level of emotion. A factorial ANOVA was conducted using Race (Latinx x White x Black) and Gender (Cisgender Men x Cisgender Women). Latinx participants reported significantly stronger emotions than White and Black participants in response to microaggressions against Latinx persons. The results suggest that participants experienced greater empathy when the microaggression was personally relatable. The discussion highlights intervention in discrimination against Latinx individuals. As training on microaggressions is gaining greater traction as a method of increasing awareness and empowerment to combat these slights, this study implies that relatability and empathy may be key considerations for improving training curriculum and fostering empathy.

Religion-Based Victimization of Public School Teachers
Kevin Butler, Diana Meter, Andrea Hawkman, Maya Miyairi Steel - Utah State University

Teachers are often overlooked in the victimization literature (Longobardi et al., 2019); however, McMahon and colleagues (2012) found that 80% of teachers reported being victimized in the current or previous year of teaching. Teachers who are victimized longer than a year have lower levels of job satisfaction and higher intentions to leave the profession (Moon et al., 2019). Utah public school teachers (N=52; 65% women, 8% racial/ethnic minority) participated in an online survey. Participants indicated how often they witnessed or experienced religious victimization at the hands of students and other adults at the school (e.g. Students have said mean or rude things about me because of my religion) on a scale from 0=Never to 5=Every day; scores were dichotomized (0=Never, 1=At least occasionally). Approximately 31% of participants reported experiencing religious victimization from students at their school and 31% reported experiencing religious victimization from adults. Participants witnessed other teachers being victimized on account of religion by students (65%) and by other adults in their school (60%). Chi-square analysis showed now significant gender differences. These results indicate that many teachers at least occasionally experience religious victimization in public teaching, not only from the students, but their teacher peers as well.
Representations of South Asians in Western Media
Sona Kaur, Eileen L. Zurbriggen - University of California, Santa Cruz

Western media has seen a substantial increase in portrayals of South Asians and their culture. Several South Asian-Americans have been cast as the lead and produced their own show (e.g., Mindy Kaling, Hasan Minhaj). South Asian festivals (e.g., Diwali) are commonly depicted in shows such as The Office, and cultural markers (e.g., bindis, turbans) are popular amongst celebrities. Despite this increased visibility, little is known about how South Asians themselves respond to such portrayals. In this study, South Asian participants (N= 256, 66% female) were asked how they perceived media representations of South Asians and their cultural practices. A thematic analysis was conducted, and prominent themes suggested that participants believed representations were lacking in the media or relied primarily on ethnic stereotypes. Cultural appropriation was identified as an issue, and portrayals were perceived as harmful to self-concepts. However, participants also acknowledged that representations are growing, improving, and serve as opportunities for others to learn about South Asians and the diversity in their culture. These findings suggest that media influences South Asians perceptions of their own ethnic identities. Such portrayals may also have implications for how Western audiences view South Asians and their culture in a post 9/11 society.

Resource Perceptions as an Antecedent to Stereotype Content
Matthew Grabowski, Leslie Ashburn-Nardo - Indiana University - Purdue University Indianapolis

This research expands on the current stereotype content model by introducing resource perceptions as antecedents to status and threat perceptions. For this study, we used data from 363 participants. Participants read a vignette that asks them to imagine themselves in a new human colony that is receiving an influx of immigrants called the Wallonians. They were then asked to report their perceptions of the Wallonians. Vignettes were manipulated to state whether resources in the colony are scarce or abundant, allocated equitably or based on an un-equitable hierarchy, and status of Wallonians prior to their arrival (low, middle, upper). Using Hayes PROCESS macro model 4, results indicated that the abundance of resources indirectly influenced warmth perceptions through realistic threat (b = .18, SE = .05, 95% CI [.0935, .2826]). Using Hayes PROCESS macro model 7 resource allocation was not significantly related to perceived competence through perceived status with prior status as a moderator. An interaction between prior status of the Wallonians and resource allocation reached marginal significance in relation to perceived status (b = -.19, SE = .10, p < .07). Results of the trending pattern indicate smaller differences of perceived status when resources are allocated equitably.

Sex is Power Beliefs and Women’s Acceptance of Cosmetic Surgery
Jaclyn Siegel, Connor Elbe, Rachel Calogero - Western University

Past research has shown that women personally feel they gain power through their sexuality and believe that women in general attempt to do so, referred to as sex is power beliefs (SIPS). Grounded in objectification theory, the present study examined whether this ideology was connected to viewing and valuing the self predominantly through an appearance lens and acceptance of cosmetic surgery. In a sample of 197 female undergraduate students, we found general support for the hypothesized model: SIPS was linked to acceptance of cosmetic surgery directly (b = .30, SE = .11, 95% CI = .08 to .51) and indirectly through self-objectification (b = .17, SE = .06, 95% CI = .06 -.29) and emotional investment in appearance (b = .08, SE = .04, 95% CI = .12 to .17), but not desire for thinness (b = .02, SE = .02, 95% CI = -.01 to .06). When examined separately for SIPS related to self and women in general, similar links were observed through self-objectification, but not the specific feminine norms. Discussion considers the negative mental health consequences and disempowering effects of the endorsement of restricted social norms that connect women’s sexuality and appearance to power.

Sexual Orientation Beliefs and Politics: A 2016 Election Study
Patrick Grzanka, Elliot Spengler - University of Tennessee
Katharine Zeiders, Russell Toomey - University of Arizona
Lindsay Hoyt, Fordham University

While many political psychologists are primarily interested in attitudes and voting, some are also interested in the extent to which beliefs about social categories might inform voting behavior. Our focus in the present inquiry is on sexual orientation beliefs, or the lay beliefs individuals hold about the etiology of sexual orientation. Drawing on longstanding psychological...
interest in essentialism, we examined sexual orientation beliefs, political affiliation, voting intent, and sexism in cross-sectional data drawn from a longitudinal study of emerging adult college students ($n = 286$) collected during the weeks leading up to the November 2016 election. Using latent profile analysis, we explored profiles of sexual orientation beliefs and the extent to which demographic variables and attitudes predicted membership in one of three significant beliefs profiles. Finally, we examined sexual orientation beliefs by party affiliation and chosen presidential candidate. Notably, born this way-type beliefs did not differ among political parties or those likely to vote for Trump versus Clinton; however, endorsement of other sexual orientation beliefs did significantly differ across political ideologies. We discuss these findings both for applied social research, as well as advocacy for sexual minority rights.

**Sexual Orientation, Not Inversion, Predicts Perceived Competences of LGBT People**
Sa-kiera Hudson, Harvard University

There is a broad assumption that gay men are similar to straight women and lesbian women are similar to straight men in terms of their hobbies and preferences. However, there is relatively little on the *abilities* of gay men and lesbian women. In this experiment we asked individuals in a nationally representative sample to report stereotype endorsement for gay and straight men and women regarding mathematical, verbal, and leadership abilities. In a forced choice paradigm, we also asked individuals to choose who would be a better mathematician, English teacher, and business executive. We see that beyond gender stereotyping (e.g. straight men were presumed better at math and leadership while straight women were better at verbal tasks), both gay men and lesbian women were presumed the worst at these tasks. Going against gender-inversion theory, this work suggests that assumptions about the character traits and hobbies of LGB individuals did not necessarily translate to ability. Gay men or lesbian women were not afforded increased competency based on their gender or assumed masculinity/femininity.

**Social Class Cultural Models of Sacrifice**
Suyi Leong, University of California, Santa Barbara
Jenny Yang, Laura Brady - University of Michigan

Individuals from interdependent cultural contexts are more likely to prioritize relationships over individual well-being compared to those from independent cultural contexts, yet relatively little is known about how this emphasis on relationships shapes everyday interactions and expectations. We theorize that one way relational interdependence manifests is through interpersonal sacrifice within families. Across two studies, we examined the content and motivational function of sacrifice among interdependent first-generation (FG) versus independent continuing-generation (CG) college students. Study 1 (N=283) revealed that FGs families sacrificed by adjusting to changing circumstances (e.g., giving up basic needs), while CGs families sacrificed by exerting agency over their resources (e.g., providing financial support). Furthermore, compared to CGs, FGs perceived that their families sacrificed more than other families. Study 2 (N=355) examined the motivational role of sacrifice. Compared to CGs, FGs perceived family sacrifice as more motivating. This belief was partially explained by greater emphasis on sacrifice in FGs families. These studies highlight the important role of family sacrifices in motivating working-class first-generation college students.

**Social Networks and Child Sexual Exploitation**
Claire Helpingstine, Dionne Stephens, Maureen Kenny - Florida International University

Previous research has demonstrated that adolescent girls social support systems- including family, peers, or social services- directly influence their involvement in and ability to escape from commercial sexual exploitation (CSE) (Hargreaves-Cormany & Patterson, 2016; Phillips, 2015, Reid & Piquero, 2016). Unfortunately, few studies have specifically explored the meanings adolescent girl victims of CSE give to social support systems, and their perceptions of these in their engagement in or escape from CSE. This study identifies the social networks used by eight adolescent girls (age 16 - 18) identified as victims of CSE. These participants were asked to identify individuals and systems with which they interact, and provide meanings about the role and values of these social supports in their lives. The current study will examine how the identified networks either contributed to or served as a buffer to their risk for CSE. Additionally, the degree to which participants viewed each
source as influential will be explored. Thematic analysis will be used to analyze the data. The importance of these networks in supporting healthy outcomes for girls identified as being at risk for CSE will be discussed.

**Social Networks of Adolescent Violence in Rural Colombia**
Ana Lucia Rodgriguez, Eduardo De la Vega, Dionne Stephens - Florida International University

Youth violence is a global problem that results costly to our health and justice systems, while undermining the future of our societies (WHO, 2017). In the context of Americas Low and Middle Income Countries nearly one third of adolescent males deaths is violent and one third of adolescent girls have experienced emotional, physical or sexual violence by their partner (WHO, 2018). Risk factors for violence include multiple individual level predictors, violent close relationships and poverty or high crime community settings (WHO, 2015). An intersection of these realities is present in the rural community of Baru (Colombia). We addressed this void using Social Network Analysis techniques to graph directed victimization and perpetration of physical and psychological abuse in the school, community and adverse relationships of 242 adolescents. We confirm that different forms of violence and their correlated predictors, are influenced by the types of relationships, status of dyads and structural positions of adolescents (Faris & Felmlee 2011; Berger and Dijkstra, 2013; Fujimoto, Snijders, and Valente, 2017; B. Rubineau et al. 2019). Multiplex Social Network graphs show that adolescent violent social networks are differential according to gender and between adverse or supportive ties in this Colombian community.

**Societal Disagreement and Prejudice Expression**
Jason Miller, Chris Crandall - University of Kansas

We report three studies that examine how societal disagreement impacts prejudice expression. In 2007, we asked undergraduate students (n = 39) to report how positively or negatively they felt toward 115 social groups and calculated the mean and SD of prejudice (reported negative feelings) for each group. In 2018, we had different undergraduate students from the same university (n -165 per group) complete the measure of prejudice toward the same groups. The SD from 2007 (societal disagreement) negatively predicted prejudice in 2018, even when controlling for mean prejudice in 2007. Groups with high societal disagreement (high SDs) in 2007 (e.g., gay men, porn stars, Arab Americans) had the most prejudice reduction over the eleven years. Two preregistered experiments with undergraduate students (combined n = 459) tested the hypothesis that perceived societal disagreement (compared to societal agreement) causes less prejudice expression for groups where prejudice is seen as more socially acceptable (alcoholics, juvenile delinquents), but more prejudice expression for groups where prejudice is less socially acceptable (gay soldiers, Muslim immigrants). As expected, high societal disagreement lead to less prejudice expression for high prejudice acceptability groups, but more prejudice expression toward groups where prejudice is less socially acceptable.

**Standing up for Yourself: How to Respond to Social Identity Threat in Organizations**
Merrick Osborne, Leigh Tost - University of Southern California Marshall School of Business

We integrate social identity theory and the literature on organizational voice to develop a novel theoretical model that explains how a person with a marginalized identity can respond to a social identity threat in the workplace. We build upon previous research on social identity threats by proposing that a targets evaluation of a threats existence depends on the targets evaluations of the perpetrator and the situation, although this evaluation is additionally moderated by the targets self-perceptions. Upon identification of the threat, the target is then faced with an opportunity to respond. To describe their potential responses, we call upon managements voice literature to describe a process by which the target either expresses voice to the perpetrator or remains silent. In doing so, we introduce a new form of voice called contending. Contending occurs when the target confronts and challenges the perpetrators identity-threatening behavior without derogating them. Finally, we describe how the targets situational perceptions could lead them to contend rather than engage in other forms of voice. By building this model, we integrate social psychology and management literatures to create a framework describing how and why targets address social identity threats in the workplace.
Stereotypes of Religious Groups by Gender
Asma Ghani, Sa-kiera Hudson - Harvard University

How do we understand cultural stereotypes at the intersection of religion and gender? Past research on intersectionality has mainly focused on the intersection between race and gender. Few studies examine how other identities like religion, sexual orientation, and nationality intersect. The purpose of this study was to use free-response data to understand how stereotypes about religious groups vary by gender. We recruited 600 participants on MTurk who were randomly assigned to 1 of 11 conditions describing religious stereotypes for 3 groups (Christians, Muslims, Jews), gender stereotypes for 2 groups (Men x Women) and gender-by-religion stereotypes for 6 groups (e.g. Jewish men, Christian women or Muslim women). Based on past research, we hypothesized that the intersectional perception of religion and gender will produce unique stereotypes that are qualitatively different from the mere sum of these individual categories. We also predicted that religious stereotypes will be gendered, overlapping strongly with stereotypes of men in that group compared to women. Our results demonstrate how the interconnected nature of social identities shifts perceptions of religious groups by gender by generating unique and complex stereotypes.

Stigmatization and Help-seeking among Religious Persons with Mental Illness
Laura Malouf, Kristin Mickelson - Arizona State University

Evidence suggests a strong correlation between religious beliefs and attitudes towards persons with mental illness (PWMI), though the complex relationship between mental health stigma and religiosity has yet to be fully understood. Although research has extensively examined the help-seeking preferences of religious individuals, recent evidence indicates that religious PWMI are not successfully eliciting support from friends, family, and their faith communities. The current study examines the impact of religiosity on the relationship between mental illness stigma and support-seeking behaviors among individuals dealing with the symptoms of depression and anxiety in a college and community sample. Specifically, we are focusing on indirect support seeking (ISS), which is often engaged by individuals who perceive stigma as a way to protect themselves against rejection of direct support requests. We predict that greater perceived stigma will result in greater amounts of ISS. We also predict that increased salience of religious belief will relate to higher levels of ISS. Data has been collected on 701 individuals in a college and community sample; analyses are presently underway.

Stigmatization of Dirty Workers and Attribution of Warmth and Competence
Maria Terskova, Elena Agadullina, Vladislav Ankushev - National Research University Higher School of Economics

Dirty work is a concept that describes a type of work that degrading human dignity. Perception of work as dirty might base on three different stigmas: moral, physical, and social. Moral dirty work is related to violation of moral standards, physical is related to direct contact with dirt and social implies slave position or interaction with stigmatized groups. The different stigmas are not mutually exclusive and some occupations are stigmatized based on more than one stigma. At the same time the question of how a different combination of dirty stigma is associated with the perception of dirty workers is still not clear. Some 251 Russians rated 68 occupations that were previously described as dirty work on three scales (moral, physical, and social stigma). They also attributed to dirty workers the characteristics of warmth and competency and evaluated a social status of each occupation. The results showed that moral and social stigma as well as their interaction to each other and social status impact on the attribution of warmth and competence. This result is important in the context of a deeper understanding of the phenomenon of dirty work, as well as the development of ways to reduce prejudice towards dirty workers.

Surprising Relationships Among Sense of Community, Political Extremism, and Entitlement
Emily Fisher, Craig Talmage - Hobart & William Smith Colleges

In recent decades, entitlement and narcissism have increased among the adult population. Other research documents decreasing sense of community (SoC) and increasing political attitude polarization among Americans. Could these trends be connected? Research has not yet explored how individual differences in narcissism and entitlement associate with SoC and polarization. Would more entitled people be more prone to extreme, polarized attitudes? Can this mindset lead people to be more dogmatic? Could the trends be connected, such that communities have polarized in recent years as entitlement increases.
among their membership? To explore these questions, 520 American adults completed questionnaires measuring entitlement, narcissism, dogmatism, SoC, and attitude extremism. Contrary to our expectations, entitlement positively predicts SoC ( = .20, p = .001). Entitlement ( = -.24, p < .001), narcissism ( = -.16, p = .002), and dogmatism ( = -.15, p = .001) negatively predict attitude extremism, and SoC is a marginally significant, negative predictor ( = -.07, p = .07). The preliminary findings indicate relationships between the variables are not necessarily intuitive, but nuanced, warranting critique of this study’s SoC scale for future studies on polarization. These societal trends may be connected, but not as simply as originally theorized.

**Surveillance of (Some) Americans: Identity, Threat, and Prejudice Inform Policy**  
Barbara Toizer, Ludwin Molina - University of Kansas

Public policy aimed at the general population may contain coded language that works to focus the policy on particular subgroups (see Gilens, 1999). The present research investigated predictors of support for surveillance policy when described as targeting all Americans versus Arab Americans. Across two U.S. college samples, participants completed an online survey consisting of, but not limited to, measures of social identities (e.g., national), group-based threat (e.g., realistic), and surveillance policy meant to quell terrorist activity. A unique aspect of the survey was that it framed surveillance policy as targeting all Americans or Arab Americans. Participants completed both versions of the policy, so we were able to test whether surveillance policy targeting all Americans was distinct from policy targeting Arab Americans. In brief, findings showed that patriotism, nationalism, realistic threat, and symbolic threat all positively predicted support for surveillance regardless of target, suggesting participants did not distinguish across policy target frames. Furthermore, the strongest predictor of support for policy targeting all Americans was support for policy targeting Arab Americans. Results suggest that individuals interpret surveillance policy in group-relevant ways (i.e., racialized) even when no subgroup is mentioned, which has implications for evaluating whether a policy is just.

**System Justification, Political Involvement and Different Types of Political Self-efficacy**  
Aleksandr Ivanov, Irena Sarieva - National Research University Higher School of Economics

This research is among the pioneering studies investigating the interaction between different types of political self-efficacy, namely external, personal and collective, readiness to engage in various political actions and system justification. Political self-efficacy has long been regarded as a single construct, but recent research has revealed its complex three-component structure. There is, therefore, a lack of research on the impact of each part on readiness to engage in political actions, especially in Russian circumstances. In this paper, political self-efficacy scale containing three subscales mentioned above was employed. The sample of this study consisted of 402 respondents, 117 males and 285 females (mean age=18.214, SD=0.653) who estimated their possible involvement in twenty-six types of political actions. Multiple linear regression showed a significant influence of external self-efficacy and system justification on pro-government social and political organizations involvement (R= 0.2633, F=29.67, p< 2.2e-16). This means that people with high external self-efficacy believe that government is intended to improve the situation and are eager to help and participate in this process. The interesting results on interactions between readiness to engage in other forms of political actions, system justification and political efficacy will be presented.

**Temporal Change in Implicit Black-Weapon Associations Linked to Ethnic Diversity**  
Angela Somo, Melody Sadler, Thierry Devos - San Diego State University

We examined whether temporal changes in implicit Black-weapon associations were dependent on the changing ethnic diversity of metropolitan areas over the course of a decade, specifically from 2009 to 2018. Data on implicit Black-weapon associations were obtained via Project Implicit. Ethnic diversity indicators (minority representation, variety, and integration) were calculated using American Community Survey data. Minority representation indicated the proportion of African Americans. Variety indicated the degree of evenly proportional representation of six ethnic groups (African, Asian, European, Latinx, Other Single-Racial, and Multi-Racial Americans). Integration indicated the degree to which the diffusion of the ethnic groups at the metropolitan area and census tract levels were similar. Multilevel model analyses on the repeated cross-sectional design (N = 345,647 participants, nested within 185 MSAs) indicated that implicit Black-weapon associations decreased over time, and to a larger degree in areas characterized by steeper increases in variety. This longitudinal relationship is consistent.
with the notion that metropolitan areas that become more multiethnic over time are characterized by a weakening of associations between crime, danger, or violence and African Americans. The present work is in line with growing evidence for the socio-structural foundations of implicit biases.

The Impact of Age, Gender, and Sexual Orientation on Stereotype Content
Kinsey Bryant-Lees, Jacob Gerwert - Northern Kentucky University

Research on gender stereotypes shows that heterosexual men are expected to be masculine/agentic, and heterosexual women are expected be feminine/communal (Eagly, 1987), whereas gays/lesbians have opposite expectations (Kite & Deaux, 1987). Our study expands on this research by examining the impact of gender, sexual orientation, and age on the content of stereotypes using a free-response format, rather than restricting responses to stereotypical attributes to a heteronormative framework. We used a 2 (Gender: male, female) x 2 (SO: heterosexual, gay/lesbian) x 2 (Age: 25, 65) between-subjects design. Participants (N = 190) were randomly assigned to a group, and asked to free-write any characteristics that came to mind. Responses were first separated into single statements and coded for recurring themes. Results of an initial set of chi-square analyses showed significant differences in the frequency of words used related to education, physical presentation, personality, physiology, relationships/family, sexuality/gender, hobbies, race/ethnicity, and socioeconomic status. People used significantly less words related to personality and sexuality/gender to describe both 65-year old targets and gay/lesbian targets, as compared to 25-year-old heterosexual targets, respectively. The content of the words used were also further explored using LIWC for text analysis.

The Ironic Interactive Effects of Body Cameras and Black Lives Matter Attitudes on Shooter Bias
Saaid Mendoza, Alexandra Baker, Katherine Mandarakas, Samantha Matzerath, Michael Pettinato - Providence College

Recent police shootings of unarmed African Americans have inspired activists to push for criminal justice reform. In particular, the Black Lives Matter movement has called for changes in law enforcement practices, including the increased use of body cameras. In the current research, we sought to examine how these two factors social attitudes and accountability cues influence patterns of weapon bias. Undergraduates were randomly assigned to complete a reaction-time measure of stereotyping while wearing their own clothing, a police uniform, or a police uniform with an attached Go-Pro chest camera that was recording their performance. The Shooter Task requires participants to quickly shoot or not shoot Black and White male targets who appear superimposed in photos holding guns or objects. Similar to past studies, all participants were faster to shoot armed Black versus White targets, and tended to be slower to not shoot unarmed Blacks compared to Whites. Furthermore, we found a marginal interaction between attitudes and condition, such that shooter bias in reaction times was associated with greater support for BLM, but only among those wearing a body camera. We discuss these ironic effects as they relate to previously established explicit/implicit discrepancies in race-related behavior.

The Protective Role of Social Reconnection following Identity Denial
Richard Smith II, Myles Durkee - University of Michigan

The present research investigated whether social reconnection protects Black people from the negative interpersonal, developmental, and psychological consequences associated with having their racial identity denied. Study 1 (N=137) examined how Black peoples motivation to reconnect following racial identity denial shapes their affiliative needs, interaction strategies, and cognitive appraisals when anticipating an interaction with a White or Black person. After having their identity denied (vs. control condition), participants were more interested in connecting with a Black, but not White, partner. This was associated with greater intention to use approach-oriented strategies, which, in turn, provided participants with more cognitive resources to help facilitate a positive interaction. Study 2 (N=221) longitudinally examined how engaging in political activism, a source of connection, following identity denial sequentially predicted identity development and psychological well-being. The frequency in which Black participants were accused of acting White in high school predicted greater engagement in political activism during their first year of college. In turn, participants were more likely to explore their racial identity, establish greater feelings of commitment towards their racial group, and subsequently experience fewer depressive symptoms at the end of their freshmen year. Findings highlight the protective role of social reconnection following identity denial.
The Relationship between Racial Identity and Psychological Well-being among Iranian-Americans
Maryam Omidi, Chantel Ebrahimi - The New School

Iranian-American identity exists in a liminal, and often fluid, space between white and non-white, a contradiction that has been termed a racial loophole (Maghbouleh, 2017). Although legally classified as white, Iranian-Americans have been socially browed following a series of political events including the Iran hostage crisis, 9/11 and Trump’s Muslim ban. This racialization process not only complicates notions of whiteness but also highlights the knotty relationship between race, ethnicity, and religion. As a result of this othering, Iranian-Americans find themselves at the center of a racial paradox: subject to prejudice and discrimination but without recourse to remedial action because of their white legal status (Tehrani, 2008).

Using a qualitative methodology, the objective of this study is threefold. Firstly, to explore the themes and processes of racial identity development for Iranian-Americans. Secondly, to explore how Iranian-Americans understand their racial identity as well as the factors that contribute to the creation of this identity. And finally, to examine the impact of the social and legal discrepancy as well as consequent in-betweeness on Iranian-Americans psychological well-being.

The Structure of Parental Attitudes toward Racism, Sexism, and Multiculturalism
Joshua Marquit, Margaret Signorella, Laura Gillin - Penn State Brandywine
Jasper Flint, Penn State
Erin Pahlke, Whitman College
Tahirah Walker, University of Pittsburgh
Phyllis Katz, Retired

Research on racial attitudes includes important questions about how parents are socializing children on these issues (e.g., see Perry, Skinner, & Abaid, 2019). Perry et al. (2019) showed that White parents awareness of racial bias predicted a greater likelihood of engaging in discussions with their children about racism. Corollary questions are the relation between parental attitudes about sexism and socialization about gender and gender roles, and how strong the relation is between racism and sexism. This paper reports on part of a longitudinal study of Black and White parents and children. Here we examine the structure of responses to parental attitude measures about racism, sexism, and multiculturalism (N = 101) when their children were age 6. Using exploratory factor analysis procedures, four distinct factors appear to have emerged related to racism and sexism: 1) racism, 2) ideal aspects of interracial behaviors, 3) real components of interracial behaviors, and 4) attitudes toward gender and multiculturalism. The parents results will be compared to their specific behaviors in socializing children about race and gender. The results emphasize the need to consider race and gender attitudes separately.

Trans and Gender Nonconforming Individuals: Community Support, Resilience, and Political Engagement
Jasper Flint, Penn State

Current constructions of gender and sex provide minimal space for those who identify outside binary categories. Non-conforming individuals face higher risk of marginalization and identity erasure. However, many transgender and gender-non-conforming (TGNC) individuals who experience this pressure thrive in supportive communities while advocating for acceptance. In this research, these experiences are investigated. Individuals (n=13) participated in semi-structured interviews surrounding topics of community, resiliency, and political action. Data from the resiliency- and political action- focused questions are examined. As predicted by prior theory and research (e.g. Singh, Hays, Watson, 2011) resiliency was related to community expectations and experiences. Individuals with large differences between theoretical vs actual expectations of community did not identify as resilient; those with minimal differences did identify as such. The majority of respondents identified community as a main part of their political action; some sought community via joining social actions while some participated in activism due to community members experience of marginalization based on shared identity. Finally, there was a high level of connectedness among the three major topics of interest. Implications of these findings are discussed, especially in terms of emerging research into TGNC experience and theory of marginalization and social action.
Understanding Islamophobia: The Role of Individual Differences and Threat Perceptions
Aeleah Granger, Kimberly Kahn - Portland State University

Following the attacks on 9/11, Muslims in the U.S. were victims of increased surveillance by law enforcement on the basis of their religious identity, often resulting in mistreatment and unjustified imprisonment. These biases against Muslims and subsequent policy shifts have been pervasive and had negative impacts on the growing number of Muslims in the United States. The current study focuses on individual differences that predict Islamophobia including Social Dominance Orientation (SDO), Right-wing Authoritarianism (RWA), and Nationalism, as well as the specific types of threat perceptions (i.e., realistic, symbolic, terroristic) that may drive these relationships. Participants (N=186) completed a survey including measures of SDO, RWA, Nationalism, threat perceptions, and Islamophobia. Results of a structural equation model suggest that SDO, RWA, and Nationalism each predict Islamophobia through realistic, symbolic, and terroristic threat, respectively. Together, Islamophobia was predicted by SDO through realistic threat perceptions, RWA through symbolic threat perceptions, and Nationalism through terroristic threat perceptions. These findings suggest that people who hold certain ideologies may be more susceptible to perceiving different types of threat which could have implications for how media covers conflict with Muslim communities and subsequent policies that have negative outcomes for Muslims (e.g., Muslim ban).

Understanding Persistence: A look at the Cultural Factors that Influence the Entrance and Success of Hispanic Women in STEM
Elsa Bravo, Dionne Stephens - Florida International University
Jessica Saunders, University of Calgary

Hispanic women continue to be underrepresented in Science, Technology, Engineering, and Math (STEM) fields, despite the continuously growing United States (U.S.) STEM workforce. As of 2013, Hispanic women represented approximately 3% of the STEM workforce. Research into this particular disparity has been continuously explored using social perspectives, but pieces such as the roles of family and culture continue to be under examined. Therefore, the present study aims to explore how familial factors and culture affect Hispanic womens ability to enter and succeed in STEM. Utilizing a Relational Developmental Systems Theory framework and Social Cognitive Career Theory, we aim to specifically look at how rates of family support and engagement relate to self-efficacy in STEM and STEM identity. We invited students majoring in a STEM field at a Hispanic-Serving Institution (HSI) to respond to standardized questionnaires about familial support and engagement, STEM identity, and machismo in Hispanic culture. Utilizing structural equation modeling (SEM), we seek to examine the different relations between these factors of interest in this preliminary work. The final model will highlight the important points for future interventions to improve Hispanic womens representation in the STEM workforce.

Understanding Supports and Barriers to Latinx Student Academic Success
Nuha Alshabani, The University of Akron

Latinxs are the fastest growing and largest ethnic/racial minority in the U.S (U.S. Census Bureau, 2015), yet Latinxs age 16-24 take longer to graduate college and have lower graduation rates than White and African American students (NCES, 2016). To better understanding factors that help overcome barriers for Latinx students we utilize Latino Critical Race Theory and Social Cognitive Career Theory to explore supports and barriers for Latinx students (Lent et al. 1994; Solorzano & Bernal, 2001). Focusing on both systemic and individual supports and barriers by examining relationships between institutional factors (i.e. cultural congruity, campus climate), sociocultural variables (i.e., immigration status), individual factors (i.e., acculturation, ethnic identity), and outcomes (i.e., educational persistence), 180 participants, who self-identified as Latinx, ages 18+, and currently enrolled in higher education, were recruited via social media, Craigslist, and community organizations. Following debriefing, participants were entered in a drawing for one of four $25 gift cards. Hierarchical regression analyses predicting educational persistence suggests that individual factors (i.e., ethnic identity) accounted for variance above and beyond sociocultural variables, and institutional factors predicted additional variance in educational persistence. Results can inform advocacy, policy, and preventative interventions that influence Latinx students academic success (Crisp et al., 2015).
Unpacking the Mascot Debate: Native American Identification Predicts Opposition to Native Mascots
Arianne Eason, University of California, Berkeley
Laura Brady, Nadia Jessop, Julisa Lopez, Stephanie A. Fryberg - University of Michigan

While major organizations representing Native Americans (e.g., National Congress of American Indians, n.d.) contend that Native mascots are stereotypical and dehumanizing, sports teams with Native mascots cite polls claiming their mascots are not offensive to Native people (Vargas, 2019). We conducted a large-scale, empirical study to provide a valid and generalizable understanding of Native Americans (N=1021) attitudes toward Native mascots. Building on the identity centrality literature, we examined how multiple aspects of Native identification uniquely shaped attitudes towards mascots. While Native Americans in our sample generally opposed Native mascots, especially the Redskins, attitudes varied according to demographic characteristics (e.g., age, political orientation, education) and the strength of participants racial-ethnic identity. Specifically, stronger Native identification (behavioral engagement and identity centrality) predicted greater opposition. Results highlight the importance of considering the unique and multifaceted aspects of identity, particularly when seeking to understand Native peoples attitudes and experiences.

Upholding White Supremacy: Estrangement of White Anti-Racist Activists
Phoenix Horn, Jeanne Macbeth, Johnny Wheeler, Charlie Collins, University of Washington Bothell

The hyperpolarization and partisan gridlock prevalent in the current U.S. political climate are deepening allegiances and creating distance among family members from differing political perspectives. In some cases, this distance can create complete separation between people who were once close. Estrangement is the process by which at least one of the relational parties voluntarily and intentionally distances themselves because of a negative relationship (Scharp et al., 2015). Estrangement may occur for a variety of reasons, but when it occurs to white anti-racist activists, it may function to uphold white superiority via hegemonic whiteness. Hegemonic whiteness is an identity performance that positions white individuals as dominant to other racial groups by perpetuating and normalizing white ideals of racial domination (Hughey, 2010). This research investigates the process of estrangement among activists in the Pacific Northwest. We interviewed white-identified anti-racist activists who have experienced estrangement from familial and/or amicable relationships due to their participation in the racial justice movement. We detail how the estrangement process unfolded, activists sense-making of these experiences, and how it has influenced their activism. We also connect the estrangement process to hegemonic whiteness and how the threat of relationship separation serves to uphold White supremacy.

Victim or Survivor? How Everyday Language Frames Sexual Assault
Olivia Schultz, Kevin Holmes - Colorado College
Stephen Flusberg, Purchase College, SUNY

In everyday discourse about sexual assault, the words victim and survivor are often used interchangeably, yet these terms seem to carry different connotations about the person who was assaulted. We explored whether and how victim and survivor are differentially used and understood in the context of sexual assault. Participants (N = 293) generated attributes for victim and survivor, judged which term was the better descriptor for someone who has been sexually assaulted, explained their reasoning, and expressed their attitudes about sexual assault and morality more generally. We found that survivor yielded more positive attributes than victim and that the roughly one-third of participants who preferred survivor over victim used more positive language in their explanations. Moreover, this preference predicted participants judgments of the extent to which nonconsensual behaviors constitute instances of sexual assault, as well as their moral intuitions about harm and fairness. Our findings suggest that victim and survivor are far from interchangeable in meaning: survivor frames sexual assault targets more positively and is linked to moral attitudes that prioritize the rights and welfare of individuals. Future research will investigate whether these terms shape how people perceive and reason about real-life sexual assault cases.
Whites’ Zero-Sum Beliefs Mediate Diversity Backlash
Taylor Ballinger, Tao Jiang, Jennifer Crocker - Ohio State University

Majority groups can respond negatively to organizational diversity efforts, yet little research identifies the psychological mechanisms underlying this backlash. Diversity zero-sum beliefs (DZSBs) are lay beliefs that increasing the representation and inclusion of underrepresented groups comes at the expense of majority groups. Across 4 studies (N = 1,470 non-Hispanic Whites), we demonstrate that the different ways organizations frame their diversity efforts can affect Whites lay theories about diversity. Study 1 (N = 550) creates and validates the DZSBs scale using exploratory and confirmatory factor analyses. Study 2 (N = 500) establishes discriminant validity of DZSBs from existing constructs (e.g., SDO, Modern Racism) and demonstrates their unique predictive validity. In Study 3 (N = 240), we show that narrowly defining diversity increases Whites DZSBs about a fictitious company. In turn, these DZSBs mediate increased feelings of identity threat and reduced support for the companys diversity efforts. Study 4 (N = 180) directly manipulates DZSBs and shows their causal effect on feelings of identity threat and support for organizational diversity efforts. Given that majority groups occupy most positions of power within American companies, understanding and reducing diversity backlash will ensure underrepresented group members enjoy equal opportunity and inclusive environments.

Wise Feedback Intervention Increases Teachers Awareness of Mistrust and Stereotypes
Fabiana De Lima, David Kalkstein, Chris Rozek, Greg Walton - Stanford University
Shannon Brady, Wake Forest University

When educators deliver critical feedback on an assignment, it can give rise to teacher mistrust for the student and in turn, hinder academic success. This is especially true for racially stigmatized students (e.g., Black, Latinx), who may interpret these comments as an application of prejudice by their teachers (Yaeger et al. 2014). One strategy to improve student-teacher relationships is wise feedback, a practice that couples critical feedback with a message that communicates high standards and reassurance. This method helps students mitigate apprehension of bias, enhance trust in their teacher, and bolster academic performance. Though past experimental work has identified the psychological processes that are associated with wise feedback, research has yet to document whether they can be taught to teachers at a large scale. In the present study, we collaborated with the College Board and developed an online intervention aimed at educating Advanced Placement (AP) teachers on the concept of wise feedback. We recruited 894 teachers to complete a treatment or control module. Results indicated that teachers in the treatment were more aware of the role of stereotypes and mistrust in student disengagement than the control. These findings present promising solutions to reduce achievement disparities in AP.

Working Across Differences to Solve Social Problems
Alexia Cole, Claudia Rincón, Geraldine Downey - Center for Justice, Columbia University

Young people are disproportionately affected by challenges within their communities and society at large but are often underrepresented in the discussion and development of the policies that directly affect them. This holds particularly true for minority and disenfranchised youth without access to transformative resources and for whom there is often a pronounced lack of connectedness with community officials. Youth-Adult Partnerships have been shown to promote both positive youth development and community change. To illustrate how the practice of collaborative engagement and learning can be driving forces of a tripartite model of personal, community and societal change, Columbia Universitys Center for Justice developed a pilot program called Justice Ambassadors Youth Council. For eight weeks, local youth and representatives from prominent agencies came together to discuss challenging community issues and co-develop policy proposals to address adverse social conditions, especially in relation to the criminal justice system. Post-program interviews revealed increased empathy and respect for each others perspective and experience, enhanced sociopolitical literacy in the youth as well as increased confidence in themselves as credible messengers and change agents, a shared sense that challenging discussions could lead to healing, and a commitment to working together to advance meaningful, systemic change.
You Play like a Girl, or Gender Stereotypes in Football
Anastasiia Kovalenko, University of Exeter

Sporting role models teach women and girls valuable lessons that can be transferred in real life. Despite the recent cultural shifts toward gender equality in sports, women, and girls still face obstacles at every stage of their professional development in football. The objective of the study was to explore themes that make up footballers’ attitudes and stereotypes toward women and girls in sports. Twenty-five male and female footballers and coaches were selected from a football club in the United Kingdom. Semi-structured interviews about masculinity, banter, the role of women in sports, violence against women, high profile cases, and diversity, were carried out in 2018 with a follow up in 2019. A thematic analysis identified overarching themes evident across both male and female groups, suggesting the key concepts that contribute to footballers’ understandings of the role of women and masculinity in sports, such as “what happens on the pitch, stays on the pitch”. The implications of these findings are discussed.

You Threatened My Manhood: Reactions to Feedback from Female Supervisors
Jacob Schneider, Muhammad Fazuan Bin Abdul Karim, Jane Williams - Indiana University - Purdue University, Indianapolis

Although women make up almost half of the workforce today, there is a lack of representation of women in management roles. Extant literature has examined social role stereotypes, precarious manhood, and backlash against female leaders as causes of bias against female leaders. Certain organizational processes, such as feedback-seeking, may also disadvantage women in management based on interactions with subordinates. Negative feedback relationships between supervisors and subordinates could affect how the supervisors are evaluated for advancement. Previous research suggests men react more negatively to a female supervisor when receiving negative feedback. The current study will investigate how supervisor gender and type of feedback given influence threat perceptions and future feedback-seeking in male subordinates. Male participants will be given either negative or positive feedback on an initial task from either a female or male supervisor. On a second task, participants will be given the opportunity to request or deny feedback and threat perceptions will be measured. It is hypothesized that men will feel more threatened and deny feedback more frequently on the second task when a female gives negative initial feedback. This study will provide further evidence regarding opposition to women in leadership, specifically from a feedback process perspective.

YUNG: A Demographically Appropriate Nutrition Curriculum
Jasmine Banks, Florida International University

Low-income youth in the U.S. are at a higher risk of poor nutrition. Along with issues of access and affordability, one reason for this may be limited nutrition education. However, few nutrition education interventions to date are created for adolescents from low-income backgrounds. This present study explores the results from the first trial of Project YUNG (Youth Understanding Nutrition through Guidance), a nutrition curriculum developed to be culturally and demographic appropriate for youth aged 11-17 years old at a transition youth shelter in Homestead, Florida. The curriculum was developed by including core curriculums such as 6 major food groups and reading food labels. In addition, topics will be taught to increase self-efficacy such as how to grocery shop on a budget, expanding knowledge of foods and how to prepare simple meals. preliminary results from initial pilot testing showed that students from 4 different schools in this community had low food literacy and little knowledge of general nutrition topics. A post-study survey was administered to participants to gather opinions about the usefulness and applicability of each of the 12 lessons. The results will be analyzed to modify future versions of Project YUNG.
Application of Feminist Pedagogical Frameworks for Social Justice Education

Chairs: Danielle Dickens, Spelman College, Joy Tang - Youngstown State University

Talk 1: Backlash from Diversifying the Curriculum: Professors Experiences of Stereotype Threat
Desdamona Rios, University of Houston-Clear Lake

Most discussion about diversifying the psychology curriculum revolves around course content and engaging students to consider the experiences of various groups of people. However, simply introducing diverse content overlooks institutionalized racism and sexism that continue to shape spaces of learning. One of the challenges we face as women of color feminist psychologists is gaining the recognition of our pedagogy as legitimate rather than biased political agendas. 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 courses 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 2: Intersectional Centered Pedagogy in Psychology: A Womens HBCU Experience
Danielle Dickens, Spelman College

This presentation will discuss intersectional pedagogical strategies, such as Black feminism, that emphasize issues of social justice, for teaching psychology courses in the context of a womens historically Black college and university (HBCU). In my psychology courses, I employ a Black feminist pedagogical framework, a pedagogy that is inclusive, contradicts the Western intellectual tradition of exclusivity, and parallels Black womens attempt to be and become recognized as human beings rather than as objects. In mainstream psychology, the life experiences of Black women have never fit within the traditional boundaries; thus, it overlooks critical aspects of Black womanhood in its pedagogical, theoretical, and empirical analyses. As such, in a psychology of women course at a womens HBCU, I aim to disrupt mainstream psychology by helping students develop a disposition that will encourage the examination of their own roles and acceptance of alternative roles and lifestyles of women, with an emphasis on women of African descent. During this presentation, I will discuss what it means to teach psychology at a womens HBCU, describe classroom activities that centers the experiences of my students, and discuss the benefits and challenges of incorporating Black feminist and intersectional pedagogical approaches in the classroom.
Talk 3: Bringing Our Identities to the Forefront: De-ideologizing Everyday Experiences
Sahana Mukherjee, Gettysburg College

This presentation draws upon liberation psychological, intersectional, and cultural psychological perspectives to illuminate the ways in which I utilize feminist pedagogies in my classroom spaces. Particularly, I will discuss activities and assignments that emphasize how all social identities are linked to sociocultural contexts and apply this to the study of privilege and oppression. Psychological research suggests that explanations of group differences (e.g., in test performance) tend to have asymmetric explanations that disempower lower status groups by highlighting deficits and move the attention away from higher status groups by ignoring their privileges. This results in understanding group differences as one group (typically the marginalized other) being distinct from the standard group (typically the dominant group); and a general tendency to overemphasize the role of sociocultural context in the behavior of more marginalized groups and under-emphasize the role of context in behaviors of more dominant groups. I will describe classroom activities that enable students to turn the analytic lens in explanations of group differences, and more broadly understand how ones social identities inform everyday experiences.

Talk 4: Strategies for Teaching Online Courses on Controversial Social Issues
Emily Leskinen, Ramapo College of New Jersey

Online classes pose unique pedagogical challenges for intersectional feminist social justice education. Best practices for teaching online focus on process (e.g., instructor interaction, types of content provided, visual design of pages (Draves, 2013)). However, intersectional pedagogy incorporates both process (e.g., infusing intersectionality throughout the curriculum), and content (e.g., analyzing power, deconstructing privileged identities (Case, 2017)). Using my experiences teaching an introductory-level course on controversial social issues, I will discuss challenges and opportunities that can arise when teaching this course online, and I will integrate best practices from both online and intersectional pedagogy. In particular, concerns about respectful student participation, group polarization, and student backlash often emerge in discussions about controversial issues related to social inequality. In intersectional feminist pedagogy, knowing ones students is key to establishing rapport and facilitating analysis of how privilege maintains oppression. However, online courses involve mostly asynchronous, somewhat anonymous interaction, potentially allowing offensive, inaccurate statements to remain temporarily unchecked. Despite these challenges, there are strategies to address them that complement both online and intersectional pedagogy best practices, such as facilitating student self-disclosure and implementing in-person oral exams. I will discuss these and other strategies in this talk.

Applying Intersectionality to Understand Groups’ Experiences with Stigma and Oppression
Chairs: Nicole M.Overstreet, Clark University, Lisa Rosenthal, Pace University

Talk 1: Sexual and Gender Minority Stress Processes through an Intersectionality Lens
Sarah Job, Stacey L. Williams, Emerson Todd, Kelsey Braun - East Tennessee State University

We evaluated, post hoc, the extent to which elements of our quantitative study adequately used an intersectionality framework to examine whether minority stress processes (e.g., anticipated discrimination; social support) indirectly explained mental health disparities (depression, anxiety) between sexual and gender minorities (n = 167) compared to sexual minorities only (n = 148). In order to conduct the evaluation, we drew from Coles (2009) intersectionality framework and other classic and contemporary intersectionality works. The quantitative survey study evidenced mental health disparities, and minority stress processes (anticipated discrimination, less social support) as indirect explanations. However, our intersectional evaluation revealed problems with all study elements (research questions, sample/procedure, measures, interpretation of results, implications). For example, in the study we failed to recruit people of color or gender minorities who were not also sexual minorities. The measures inadequately assessed sexual and gender minority intersections. And, only differences and not similarities between these two minority groups were examined, even though their types of stigma may share similar structural inequality. We provide a full evaluation and set of recommendations for improving intersectionality in quantitative studies of sexual and gender minority stress.
Talk 2: Stigma Intersections among Latinx with HIV in San Francisco, CA
Edda I. Santiago-Rodríguez, University of California, San Francisco School of Medicine
Catherine Rivas, Andrés Maiorana, John A. Saucedo - University of California, San Francisco

Addressing intersecting stigmatized identities and structural issues among vulnerable communities, such as Latinx people living with HIV (PLWH) is one of the challenges to end the HIV epidemic. In cities such as San Francisco (SF), structural determinants of health like housing instability, job insecurity and stigma may multiply the processes of exclusion among Latinx PLWH. In this qualitative analysis we identify co-occurring forms of exclusion, stigmatization, and discrimination, and how they are driven by structural inequities across the life stories of Latinx PLWH in SF. We completed focus groups and individual in-depth interviews with Latinx PLWH (N=19) who were receiving HIV-care services in SF. Using thematic analysis, we identified multiple forms of stigma that simultaneously impacted the lives of Latinx PLWH. Participants described the interacting layers of individual, interpersonal and community-level stigma derived from identities such as HIV-status, sexual orientation, gender identity, immigration status, language barriers, and Latinx identity. Anti-immigrant stigma and racist attitudes were present as they navigated their day-to-day interactions as monolingual Spanish speakers or non-native English speakers. Acknowledging intersectional stigma and the systems of oppression that consistently reproduce vulnerability and social exclusion is necessary for the development of robust structural interventions to address inequities among Latinx PLWH.

Talk 3: Sexual Stereotypes of Black and Latinx People: Sources and Responses
Lisa Rosenthal, Brandon aE. Brown, Adi Khukhlovich, Christopher J. Godfrey - Pace University
Tashuna Albritton - The City College of New York

Interdisciplinary intersectional scholars have highlighted that stereotypes are a central basis for intersectional oppression, and increasing research in psychology finds that stereotypes are intersectional (e.g., there are unique stereotypes of groups based on the combination of both gender and race). Using an intersectional framework, we explored perspectives of young Black and Latinx women and men on sources of and their responses to sexual stereotypes about their groups. We conducted 11 focus groups with a total of 75 participants. Participants identified multiple sources of sexual stereotypes, including Media, Own Communities, History/Systems of Oppression, and Education/Campaigns. Participants also spoke about multiple resistance and coping responses they have to sexual stereotypes, including Challenging/Confronting, Proving People Wrong, Acceptance/Resilience, Wanting Change, Supportive Family/Community, Compensating/Having a Front, and Boycotting. Findings support the need to strive to dismantle interlocking systems of oppression broadly, such as patriarchy and white supremacy, including through increasingly intersectional social movements. Findings also support the utility of individual- and community-level resources/strengths and interventions in helping people to deal with and thrive despite societal stereotypes and oppression.

Talk 4: The Feminization of Homelessness: An Intersectional Analysis of Housing Precarity
Heather Bullock, Shirley Truong, Melina R. Singh - University of California, Santa Cruz
Harmony Reppond, University of Michigan – Dearborn

Female-headed households with children are among the fastest growing segments of people experiencing homelessness. A network of factors contribute to the feminization of homelessness including sexist, racist, and classist policies (e.g., discrimination, shortage of affordable housing, weak safety net programs), intimate partner violence (IPV), and mental health concerns. Although these factors intersect to deepen economic hardship, they are often considered in isolation. Consequently, the complex intersecting root causes of housing precarity are often reduced to a single source or experience and responses to homelessness are limited in scope. Drawing on our research with current and formerly unhoused mothers, we illustrate how gender, race, class, and motherhood shape pathways into homelessness, and how institutional responses to economic and housing precarity are informed by these intersections. Special attention is given to the short and long term consequences of IPV on mothers financial security. In doing so, we illuminate the shortcomings of single-axis conceptualizations of homelessness, call for greater attention to how privilege and disadvantage cumulate across womens lives, and highlight the need for policies that address the co-occurring institutional, interpersonal, and intrapersonal factors that fuel the feminization of homelessness.
Applying Psychology to Policy and Vice Versa: Insights From Immigration Research
Chair: Paolo Palma, University of Western Ontario

Talk 1: Emigrating from our Ivory Towers: Psychology in Immigration Policy
Kevin Carriere, SPSSI

Many times, research treat policy implications as an afterthought; a throw-away sentence in the Discussion section. However, when it comes to psychology - research so truly human, individual, and meaningful the lack of political contextualization disregards the immense opportunity we have as researchers to give a voice to those who have been silenced. Instead, we must embrace and challenge policy head-on. In this presentation, I will highlight three main areas of public policy concern regarding immigration: (1) the fate of DACA recipients after the ruling of the United States Supreme Court and other pathways to citizenship, (2) asylum quotas, non-citizenship visas, and our presence on the international stage, (3) and issues of acculturation and entrance into the public sphere. In each area, I will consider both the broad policy landscape, and more importantly, where psychology can intervene, expand, and help us understand what's truly happening at the individual level. Issues of group membership, generalized trust, cultural communication, communal well-being and openness will be discussed, and future directions will be suggested.

Talk 2: Narratives of Muslim Immigrants and Support for Anti-Muslim Immigration Policies
Darren Agboh, The Graduate Center, CUNY
Mona El-Hout, University of Southern Florida
Olivia Holmes, Tennessee State University
Sara Driskell, Auburn University

This research examines how narratives about Muslim immigrants upholding the US social hierarchy affects Americans attitudes toward anti-Muslim immigration policies. Based on Jackmans (1994) theory on ideology and social control, dominant groups are more likely to support subordinate groups if they are deemed useful to upholding the existing social hierarchy. However, social dominance orientation (SDO) research has shown that dominant groups are more likely to aggress against subordinate groups that they perceive as assimilators (e.g. Thomsen, Green, & Sidanius, 2008). To test these notions, two studies tested whether Americans support for anti-Muslim immigration policies differ when they receive information that Muslim immigrants are willing to self-police their communities for terrorist threats (studies 1 & 2) and assimilate into American society (study 2). Results from 897 participants showed that self-policing did not affect support for anti-Muslim immigration policies or attitudes towards Muslim immigrants. However, participants who learned that Muslim immigrants were willing to assimilate (vs. not assimilate) into American society were less likely to support anti-Muslim immigration policies and more likely to believe that Muslim immigrants should be treated like Americans. This research highlights the effects of two narratives believed to humanize immigrants and decrease support for anti-immigration policies.

Talk 3: Using Policy to Inform Research on Migration Behavior and Divorce
Paolo Palma, Michael Haan - University of Western Ontario

Canadas aging population and low fertility rates pose problems for the country's labor force and tax base an issue that has been primarily addressed through immigration. Despite this, Canadas policies focus primarily on skilled migration rather than family reunification. This focus on skilled migrants may lead to unintended behaviors where families separate in the form of lagged migration that is, the more skilled spouse migrates to Canada first, sponsoring their spouse and family at a later date. As spousal separation may adversely affect relationship satisfaction, we used the Longitudinal Immigration Database, which links immigrant landing files and tax records to investigate the prevalence of lagged migration and its subsequent effects on divorce. We found that approximately one quarter of immigrants from 2002 to 2007 arrived without their partner. Furthermore, couples who migrated separately were more likely to be divorced by 2019. This provides initial evidence that lagged migration adversely affects relationship satisfaction among immigrants, which is counterproductive to Canadas objectives for immigration. More broadly, this work illustrates both the importance of understanding how policies may be interpreted by people as well as the need to consider the downstream consequences on behavior.
Community Engaged Research and Scholar Activism: Approaches, Examples, and Advice
Chairs: Lisa Rosenthal, Pace University
Amy Heberle, Yale University
Angela J. Bahns, Wellesley College

Talk 1: Voices against Misogyny in Turkey: Successful Online Collective Action
Özden Melis Uluğ, Clark University

This contribution examines a case of collective action in Turkey against a sexist advertisement. Protests unfolded exclusively through social media and resulted in more than 20,000 protestors signing a petition against the ad. In this study, we examine protest motivations by making use of the Social Identity Model of Collective Action (SIMCA). We also draw on the controversy around social media as an effective means of collective action. Survey data from 353 participants were analyzed by means of hierarchical linear regression. Results indicated that protestors were mobilized by their identification with women’s rights, their perceptions of collective efficacy and by their offline and online action, generally supporting the SIMCA model. Our findings also suggest that social-psychological factors are more important predictors of collective action in Turkey’s current authoritarian climate than the specific action practices (online versus offline) per se. At the same time, the case points to the facilitating power of social media toward change in Turkey’s current authoritarian climate.

Talk 2: Retaining and Sustaining Early Career Scholars in Texas: Two-Step Intervention
Adrienne R. Carter-Sowell, Gabe H. Miller, Jyotsna Vaid, Christine A. Stanley, Sherry Yennello - Texas A&M University

Dr. Frances Arnold, an American chemist and recipient of the 2018 Nobel Prize in Chemistry, said “We all need friends, and I am very lucky to have a wonderful institution I work for, where I have many friends, and I have many friends outside the university” who have been there for me. With collective action and community engagement to bolster social support, Early Career Scholars can thrive in diverse academic and campus settings. Based on six-years of data collection and theoretically guided research, we present a framework for a Psychologically Healthy Workplace (PHW). The intervention included five initiatives: employee recognition; employee growth and development, employee involvement; health and safety, and employee work-life balance. For this symposium, the researchers highlight findings from two studies. Results provided by four cohorts (Study 1) of Early Career Scholars (n = 41) confirmed that inclusive environments offer distinct and enduring support to diverse academic communities. Analyses of the Texas Diversity Survey data (Study 2) collected from Black, Latinx, and White female respondents (n = 1,322) indicated that neighborhood cohesion reduced psychological distress attributed to gender discrimination. The goal of these research efforts was to improve the campus climate, plus develop more social networks off campus for a diverse professoriate.

Talk 3: Not Until Tenure! Why Scholar-Activism Can’t Wait
Apryl Alexander, University of Denver

Psychologists have been at the forefront of social justice and advocacy efforts. Through acknowledging of the importance of advocating for our clients (and ourselves), who often come from oppressed, marginalized, and vulnerable populations, the presence of advocacy and social justice efforts in psychology have increased and widely expanded. Further, recent national and global issues, such as the Black Lives Matter movement, protests at Standing Rock, and supporting Deferred Action for Childhood Arrivals (DACA), have pushed psychologists and psychology trainees to find spaces to engage in both advocacy and activism. However, at many colleges and universities not until tenure is frequently communicated to early career professionals when they want to engage in advocacy. Scholar-activists often have to prioritize publishing in top-tier journals in their sub-disciplines (which are often inaccessible to the public) and having strong teaching evaluations rather than engaging in community-based or participatory action research. Therefore, university and departmental support for advocacy engagement is critical. The current paper will discuss the public impact scholarship model at the presenters university, which centers faculty advocacy, social justice, and public policy engagement.
Talk 4: Community + Contemplative Practices to Improve Mental Health Concerns
Santiba Campbell, Bennett College

According to the Center for Collegiate Mental Health (2018), campus counseling centers are experiencing a considerable increase in the number of students seeking treatment. Innovative outreach approaches typically include contemplative practices such as yoga, meditation, and mindfulness. Cramer, Lauche, Langhorst, and Dobos (2013) have shown that yoga can help mitigate depressive symptoms. Yet, little research has been done to examine how a yoga practice may impact the mental health concerns of African Americans. In the United States, treatment records show that racial and ethnic minorities are less likely to utilize mental health services as well as prematurely terminate treatment despite their continued need for it (Leong & Kalibatseva, 2011). This case study involved a participatory (n = 39) action research (PAR) design and explored how the introduction of yoga and mindfulness activities on a historically Black college campus influenced the self-reported experiences of anxiety and depression. Results indicated that some unique considerations are necessary when introducing contemplative practices into novel spaces. For example, while the race of the yoga instructor does not need to be the same as the participants, the yoga instructor must be culturally competent or practice culturally humility. Scholar activism for conducting ethical research will be discussed.

Community-based Research: Collaborations in the Research Process
Chair: Tatiana Elisa Bustos, Michigan State University

Talk 1: Safety Strategies of Women who Experienced Homelessness: Community-based Participatory Research
Yanet Ruvalcaba, Asia Eaton, Dionne Stephens, Jasmine Banks - Florida International University
Constance Collins, Lotus House

Over half a million people experience homelessness in the U.S. every year (U.S. Department of Housing and Urban Development, 2018). Women and girls make up approximately 40% this population, and their experiences of homelessness and shelter services are different from those of men and boys (Chung, 2012; Kennedy et al., 2014; Mayoch, 2015). Guided by intersectionality theory, which emphasizes the importance of the differential privileges and oppressions afforded based on social locations (e.g., gender and class; Cole, 2009), we asked women to describe their personal understandings and experiences with homelessness, including their survival and safety strategies. The community-based participatory (CBPR; Wallerstein et al., 2019) research was conducted in full collaboration with leadership at Lotus House, a state-of-the-art shelter in Miami, Florida serving women, youth, and children. Lotus House leadership served as project PIs and co-created the research design based on their years of direct service to and intimate knowledge of the population. Eight focus groups were conducted with 50 Lotus House graduates. We propose to present our collaborative process in this CBPR, and results from this qualitative study related to safety strategies. Recommendations for policy and practice related to women’s gender-specific experience in the context of homelessness will be provided.

Talk 2: Research 101: Empowering Grassroots Development of a Manifesto for Respectful Research
Scott Neufeld, Lindsey Deane - Simon Fraser University
Jule Chapman, Sex Workers United Against Violence, SWUAV
Nicolas Crier, Megaphone Speaker’s Bureau
Samona Marsh, Vancouver Area Network of Drug Users, VANDU
Jim MacLeod, Hives for Community

Too often, research in marginalized communities benefits researchers disproportionately and leaves community members feeling exploited, misrepresented, and exhausted. The Downtown Eastside (DTES) neighborhood of Vancouver, Canada, experiences high rates of health and social research. Many DTES residents feel there are problems with both the amount and quality of researcher intervention in their community. How can research be made less harmful? In early 2018, a collaboration between university and community partners developed a series of six weekly workshops called Research 101. These workshops brought together representatives from community-driven organizations in the DTES to discuss the pitfalls and potential of research in their neighbourhood and empower them to develop local guidelines for ethical research in the DTES. Workshop discussions were summarized in a co-authored Manifesto for ethical research in the Downtown Eastside. Manifesto guidelines include increased researcher transparency, community-based ethical review of projects, empowering peer researchers in meaningful roles within a research project, and taking seriously the need for reciprocity in the research exchange. Our ongoing
work involves building consensus for these guidelines within the community and communicating these expectations to researchers and ethics offices at local universities. Furthermore, our process could be replicated in other heavily researched communities.

**Critical Perspectives and Innovative Approaches to Prejudice Reduction**

Chair: Scott Neufeld, Simon Fraser University

**Talk 1: Ending Stigma for Whom? Drug Users Respond to Canadian Anti-stigma Campaigns**

Scott Neufeld, Michael Schmitt - Simon Fraser University  
Ryan McNeil, Yale University

In the midst of North America’s opioid crisis, interventions intended to reduce stigma towards people who use drugs (PWUD) are increasing. However, given that stigma towards PWUD is shaped by the intersection of structural forces (e.g., racism, classism, etc.), how inclusive are anti-stigma campaigns of marginalized PWUD? Adopting a participatory approach that involved PWUD in study design through a community advisory board (CAB), we convened eight focus groups (N=41) with current and former illicit opioid users from marginalized subgroups (e.g., low-income, Indigenous, racialized, transgender) who responded to two recent examples of Canadian mass media campaigns targeting stigma towards PWUD. CAB members contributed to qualitative thematic analysis demonstrating participants did not see their marginalized identities or experiences of stigma represented in the imagery or messaging of the selected campaigns, which participants believed depicted primarily white-appearing, mainstream, upper-class PWUD. Participants feared the exclusion of their identities from anti-stigma campaigns perpetuated their wider societal exclusion and compounded the inequities at the heart of the opioid crisis. Participants also provided recommendations for more inclusive approaches to stigma reduction. Discussion will include the potential unintended effects of wide-scale stigma reduction interventions and the importance of intersectionality in addressing stigma towards PWUD.

**Talk 2: Identifying and Intervening to Prevent the Nonverbal Spread of Prejudice**

Allison Skinner, University of Georgia  
Sirenia Sanchez, Northwestern University

Biases toward individuals can be acquired from exposure to biased nonverbal signals, such as less warmth and friendliness directed toward one target relative to another (e.g., Skinner & Perry, 2019). Here we examine whether such biases will be generalized to entire groups (e.g., nationalities), and test a series of theoretically relevant interventions to prevent bias acquisition. Findings indicate that group prejudices can be acquired through nonverbal messages. Moreover, in one intervention study (N = 1,012) we found that making biased nonverbal signals salient increased bias acquisition. The findings of our second intervention study (N = 1,621) indicated that when the targets of negative nonverbal signals were described as historically facing prejudice and discrimination, participants did not acquire group biases from nonverbal signals. However, when the targets of more negative nonverbal signals were described as being well-liked and possessing positive qualities, participants went on to develop biases in favor of that group (showing nonverbal signal-inconsistent biases). This talk will highlight a social/cultural factor (nonverbal signals) that can propagate bias against vulnerable members of society and provides evidence of the successes (and unintended consequences) of potential anti-bias interventions.

**Talk 3: Evaluating a Perspective-taking Intervention to Reduce Poverty-related Stigma**

Maitland Waddell, Odilia Dys-Steenbergen, Anne Peirce, Jonathan Mendel, Stephen Wright - Simon Fraser University

Poverty is a universal problem, yet negative beliefs about the poor are widespread. The Making Ends Meet (MEM) poverty simulator is a perspective-taking intervention that aims to impact participants’ beliefs about poverty by inviting them to live out the experiences of an individual living in poverty through role-play for a simulated month. Previous empirical work with MEM (e.g., Dys-Steenbergen & Wright, 2017) has revealed that the simulator effectively shifts attributions for poverty, improves attitudes towards the poor, and motivates helping behaviour and support for welfare policies. To further explore the effects of MEM on stigma towards the poor, we examined whether participation in MEM can affect participants’ stereotypes of those in poverty, as well as whether changes in participants’ stereotypes translate to meaningful behavioural consequences. Data were collected from a sample of undergraduate students (N=121) using a waitlist-control design to assess whether MEM was effective in changing stereotypes about the perceived warmth, competence, laziness, and morality of people experiencing poverty.
poverty. Data were collected in Fall 2019 and analysis is currently underway. Findings will be discussed in terms of the potential utility of perspective-taking interventions for challenging stigma towards vulnerable groups.

**Talk 4: When Critical Messages of Intergroup Harm Expansion Succeed and Fail**
Frank Kachanoff, Kurt Gray - University of North Carolina at Chapel Hill  
Nour Kteilly, Northwestern University

Concepts of intergroup-harm are expanding to include behaviours previously considered innocuous: Terms like prejudice and white supremacy were once reserved for blatant acts of prejudice but are now used for more subtle behaviors like showing indifference to prejudice. Expanding the definition of what constitutes intergroup-harm can protect marginalized groups who are most at risk of experiencing such harm. However, some members of advantaged groups (who are often identified as the perpetrator of such harm) have pushed-back. We investigated the psychological roots of this push-back across two studies with White Americans (an advantaged group; N=793). We find that people vary in whether they interpret messages that broaden concepts of intergroup harm as equating extreme forms of harm with more mild forms (e.g., interpreting the broadening of the White Supremacy concept to equate indifference to prejudice with committing hate-crimes). Individual differences (Study 1) and experimental induction (Study 2) of this equalization interpretation were associated with White Americans feeling a loss in their freedom to express their own culture, and in turn, decreasing support for the harm-expansion message and policies to protect vulnerable groups. Together our findings suggest how messages which broaden concepts of harm can maximize support from advantaged group members.

**Diversity Interventions: The Good, the Bad, and the Ugly**
Chair: Jessica Cundiff, Missouri University of Science and Technology

**Talk 1: How are Interventions Aimed at Educational Equity Perceived?**
Kathryn Boucher, University of Indianapolis  
Kathryn Kroeper, Mary Murphy, Indiana University  
Christine Logel, University of Waterloo  
Nicholas Bowman, The University of Iowa

There has been an increase in social psychological interventions aimed at improving the academic outcomes of underrepresented or underserved students (Kroeper & Murphy, 2017). However, these interventions, when successful, are often viewed as magical (Yeager & Walton, 2011). We were, therefore, interested in examining perceptions of these interventions. In an online sample from Amazons Mechanical Turk, participants provided their perceptions of the likely success of and their support for individual and institutional interventions to reduce achievement gaps. Individual interventions were rated more positively than institutional ones. Next, we recruited additional online samples to view the results of hypothetical interventions aimed at reducing racial and social class achievement gaps. After reviewing their randomly assigned results graph, participants rated perceived success and level of support. Participants were sensitive to which groups improved and if gaps were completely eliminated, and this attention influenced their ratings. Lastly, a survey to faculty, staff, and students at six U.S. public, urban universities included open-ended questions about their perceived obstacles for students academic success and their recommendations for efforts to mitigate them. Institutional (in relation to individual and psychological) reasons and suggestions were mentioned often. Implications and future directions will be discussed.

**Talk 2: Good Intentions are not Enough: Assessing a Bias-literacy Intervention**
Jessica Cundiff, Susan Murray - Missouri University of Science and Technology

Interventions to educate about and reduce gender bias in STEM, though well-intended, often lack scientific theory and may backfire. Bias-literacy interventions should thus be assessed for desired outcomes as well as potential negative outcomes. Toward that end, we empirically evaluated both positive and negative outcomes of a real-world bias-literacy intervention as it took place on a STEM-focused university campus. The intervention was a live theatrical performance depicting womens and mens real-life experiences of gender bias in STEM. We randomly assigned undergraduates to either attend the performance or watch a control film. Intervention and control participants did not differ on any positive outcomes, but did differ on negative outcomes. Intervention participants reported lower self-efficacy to effect change and stronger rejection of the information compared to control participants. Additionally, women in both conditions showed negative trends in identity threat and
belonging over time compared to men, suggesting that the intervention did not buffer women against these negative trends. Our results demonstrate what can go wrong with well-intended but scientifically uninformed interventions and underscore the need to empirically identify and alleviate undesirable outcomes prior to wide-scale implementation. Discussion will focus on ways that scientific approaches and theory can be used to improve interventions.

**Talk 3: A Multi-component Intervention to Enhance Awareness of Bias and Self-efficacy**
Evava Pietri, Peggy Stockdale - Indiana University-Purdue University Indianapolis

Although gender bias literacy interventions (i.e., interventions that enhance awareness of sexism) can reduce sexist attitudes, they also inadvertently can harm self-efficacy to address this bias. The current study aimed to alleviate this issue with a new multi-component intervention. We randomly assigned faculty and staff from STEMM (science, technology, engineering, and mathematics, and medicine) departments to either a control condition (i.e., no intervention) or experimental (i.e. intervention) condition. The first component of the intervention was an online session featuring videos about sexism in STEMM. The second component was an in-person workshop discussing best practices for reducing biases and creating inclusive environments. There were no significant changes from baseline in the control condition, whereas in the experimental condition, participants reported higher awareness of bias and lower sexism after the online session. At the same time, demonstrating the potential bad of interventions, participants indicated lower self-efficacy after the online session. However, the in-person workshop not only alleviated this harmful effect, but encouraged higher self-efficacy scores relative to baseline. These positive effects persisted for three months after the intervention. Taken together, our findings suggest that combining the information presented in both the online and in-person session is critical for developing an efficacious intervention.

**Talk 4: Evidence-based Faculty Search Training Influences Equitable Hiring Perceptions among Faculty**
Denise Sekaquaptewa, Koji Takahashi, Janet Malley, Sara Bliss - University of Michigan
Keith Herzog, Northwestern University

Many universities seek to promote faculty diversity via initiatives to reduce biases in hiring processes. We conducted two studies testing the individual- and department-level impact of one such initiative, a faculty recruitment workshop (Workshop), on faculty perceptions of evidence-based, equitable hiring practices. Study 1 included 1,188 faculty members who had or had not attended a Workshop. Respondents were surveyed about their attitudes and intentions to use specific equitable search practices. Study 2 employed a similar design (with 468 faculty) and tested whether effects of Workshop attendance are explained by changes in beliefs about gender bias research. The proportion of Workshop attendees in each respondents department was used to test the impact of department-level Workshop attendance on individual attitudes. Results showed that faculty members had more favorable attitudes toward equitable searches if they had attended a Workshop themselves, or if they were in a department where more of their colleagues had. Workshop attendance also increased intentions to use specific equitable search practices, and led to greater belief in gender bias research findings. Attending the Workshop may have increased endorsement of equitable searches because attendance moved people (especially men) to accept the gender bias research evidence on which the Workshop was based.

**Economic Vulnerability: Individual, Interpersonal, and Institutional Intersections**
Chair: Harmony A. Reppond, University of Michigan - Dearborn

**Talk 1: Exploring Placemaking Processes and Barriers to Inclusion in Museum Settings**
Erin Toolis, State University New York, Old Westbury

The ability to participate in public places and access public resources is important for individual and societal well-being, yet access to such resources is not equitable across racial and socioeconomic groups. This presentation explores the psychosocial processes that facilitate civic engagement and lay the groundwork for social change, and to examine how participation in these processes can be made more accessible to marginalized community members. Mixed methods were utilized to (a) test the psychological pathways facilitated by participation in place-based, community-oriented settings- specifically, museums- and (b) amplify the experiences of low-income residents and residents of color to document mechanisms of exclusion and avenues for enhancing inclusion. Analyses of questionnaires administered to 543 museum visitors found that museum participation was linked to significant increases in place attachment and to sense of community, both of which were associated with increased civic responsibility and intentions for civic action. Analyses of focus groups conducted with 39 low-income residents and residents of color not actively engaged in the museum shed light on ways in which access and participation in resource-
rich places can be broadened to marginalized communities. This research has importance in understanding empowering processes that increase stakeholder access and engagement in public spaces and institutions.

**Talk 2: Unseen Burdens and Barriers: PTSD, Romantic Relationships, and Social Class**
Beth Jaworski, Jason Owen, Katherine Taylor, Erica Simon, Andrew Chang - National Center for PTSD, Dissemination & Training Division

Traumatic stress and PTSD are significant public health concerns in the United States, especially for marginalized groups. Positive relationships, particularly romantic relationships, can play a significant role in recovery. However, evidence-based interventions for PTSD primarily rely on in-person treatment with individuals; couples treatment can be expensive and difficult to access. In this presentation, we describe methods and preliminary results from a pilot study of a remote, couples-based intervention for PTSD. We focus on dyads (a veteran with PTSD and their partner) who completed the baseline survey (n = 58) and explore the qualitative responses to questions about the primary challenges the couples faced, and what they would most like to achieve by participating in this study. The majority of respondents highlighted challenges related to communication and intimacy, and education about coping strategies. Participants also noted they would like couples therapy, but it was prohibitively expensive, not available where they lived, or the providers did not accept their insurance. Lack of child care and parenting challenges were also discussed, as well as overcoming loneliness and connecting with others in similar circumstances. We discuss how these findings can be used to inform evidence-based, technology-focused solutions for low-SES couples experiencing the effects of PTSD.

**Talk 3: Estimating a County-Wide Meal Gap: Findings from a Community-University Partnership**
Heather Bullock, David Amaral - University of California, Santa Cruz

Food insecurity is a significant public health concern in the United States. By bringing together diverse stakeholders and leveraging distinct skill sets, community-university partnerships can work to enhance food security. In this presentation, we describe a collaboration between UCSCs Blum Center and Second Harvest Food Bank of Santa Cruz County to raise awareness of food insecurity in our county. Drawing on census data and information from local food banks and distribution sites, we calculated a county-wide index of food insecurity. We estimate that in 2017-2018, 43% of food assistance needs went unmet among households in Santa Cruz County earning less than $50,000 annually, even after accounting for assistance provided by government and nonprofit sources, including CalFresh and food banks. These households missed 21 million meals in 2017-2018 and if distributed equally among households in this income bracket, this would mean that each individual missed approximately five meals per week. Importantly, food assistance would need to nearly double to meet the needs of these low-income households. We discuss the nuts-and-bolts of calculating a food insecurity index and how findings from this project are being used to inform the development of a county-wide food justice coalition.

**Emerging Research on Intraminority Race Relations**
Chair: Brittany Torrez, Jun Won Park - Yale University

**Talk 1: Racial Group Position and Minority Responses to Outgroup Growth**
Entung Kuo, UCLA

Prior work suggests that reports about Latinx demographic growth cause Black and Asian Americans to express more exclusionary attitudes toward Latinxs (Craig & Richeson, 2018), challenging expectations about intraminority solidarity. This project isolates one possible mechanism driving minorities reactions to outgroup growtha sense of threat rooted in ones position in Americas racial order. Racial groups in America are positioned along two dimensions: superiority and foreignness. For instance, Black people are perceived as low-status but relatively American, while Asians are stereotyped as high-status but foreign (Zou & Cheryan, 2017). In Study 1, Black adults (N=409) who read about Latinx growth redefining U.S. culture (vs. control) perceived Americans as a more foreign-infused category, which led them to express more exclusionary attitudes toward Latinxs and immigration. In Study 2, Asian American adults (N=405) who read about Latinx growth redefining the meaning of being an immigrant (vs. control) perceived immigrants as a more inferior category, which led them to express more opposition to Latinxs and immigration. These results suggest that Black and Asian reactions to Latinx growth are mediated by perceptions that Latinxs are challenging each groups advantaged position along each dimensionthat Black people are native-born, and that Asians are the high-status immigrant group.
Talk 2: Racial Minority Race-Status Associations: Implications for Intraminority Attitudes and Policies
Brittany Torrez, Cydney Dupree - Yale University

Recent social psychological research has focused primarily on Whites associations between race and status. The present research examines racial-minorities race-status associations (RSAs), focusing on implications for anti-Black prejudice and policy preferences among Asian Americans. Three Asian American=high status/Black American=low status RSA measures were tested. A Jobs-based RSA measure assessed observation-based notions that Blacks occupy lower-status positions and Asians occupy higher-status positions. Rank- and Attribute-based RSA measures assessed direct acknowledgement of societal status disparities between Asians and Blacks. For Asian-Americans, holding Jobs-based Asian=high status/Black=low status associations predicted increased anti-Black prejudice (Studies 1 and 2; n=79, n=297), increased perceived competition, reduced perceived similarity, and reduced perceptions of linked fate (Study 2). Jobs-based RSAs have implications for Asian Americans policy preferences, predicting reduced support for policies that reduce the Black-White wealth gap. This effect was mediated by Old-Fashioned Racism (Study 2). Finally, testing single-category status associations revealed effects were driven by Black=low status (versus Asian=high status) associations. Policy preferences were unrelated to Rank- or Trait-based Asian=high status/Black=low status RSAs. Future studies will experimentally manipulate Jobs-based RSAs via exposure to high- versus low-status Black exemplars. Overall, this work provides new insights into how perceptions of status among racial minorities influence interminority coalition and derogation.

Talk 3: Anti-Blackness and People of Color Identification among Non-Black Racial Minorities
Jun Won Park, Brittany Torrez - Yale University

Racial justice activists in the US commonly use the term People of Color (PoC) to unite racial minorities in the fight against racism. However, despite the terms prevalence, the psychological antecedents to PoC identification for different racial minorities remain unclear. Considering the historical context of race relations in the US, we examine how anti-Blackness—a crucial underpinning of US racial formations—shapes non-Black racial minorities identification as People of Color. In an online survey of non-Black Asian American (N = 200) and Latinx (N = 186) participants, we find that higher levels of anti-Blackness significantly predict lower levels of PoC identification. Moreover, this association is specific to identification as a Person of Color (as opposed to racial or cultural identification) and robust to the inclusion of plausible alternative explanations such as Pro-White attitudes. These findings highlight how the historical context of anti-Blackness, which manifests in peoples ongoing stigmatization of Black people, can serve as a barrier to intraminority solidarity.

Talk 4: The Effects of Intergroup Contact on Minorities Ally Activism
Michelle Twali, Julia Tran - Clark University

Research on intergroup contact has mostly focused on majority-minority contact and its diverging impact on majority versus minority group members collective action (Reimer et al., 2017; Dixon et al., 2012). What is less clear is the role that intra-minority contact has on minority-minority solidarity. This talk will present two studies with Asian Americans (study 1: N=201) and Black Americans (study 2: N=208) that examined the role of positive and negative contact on intra-minority ally activism, and whether this relationship is mediated by structural awareness, comparative victim beliefs (i.e., competitive victimhood and inclusive victim consciousness), and intergroup attitudes. In study 1, positive contact with Black Americans predicted an increase in Asian American ally activism, through increased structural awareness and intergroup attitudes. Negative contact with Black Americans also predicted an increase in ally activism, through increased positive intergroup attitudes. In study 2, positive contact with Asian Americans predicted an increase in Black Americans ally activism, through increased inclusive victim consciousness while intergroup attitudes mediated the relationship between negative contact with Asian Americans and decreased ally activism. Our findings thus highlight the complex role of intergroup contact on intra-minority ally activism.
**Homelessness: The Global Invisible**  
Chair: David Edward Livert, Penn State University  

**Talk 1: Policies to Prevent and End Homelessness**  
Marybeth Shinn, Vanderbilt University  

Three types of policies are necessary to end homelessness in industrialized nations: policies to end homelessness for people who are in that state, policies to prevent homelessness among people at high risk, and policies that will stop society from continuing to generate homelessness. To end homelessness, for people with serious mental illnesses and other disabilities, supportive housing, that is subsidized housing without preconditions and with services under the tenants control has been shown to work in randomized trials in the United States, Canada, and Europe. For families, housing subsidies that reduce housing costs to 30% of income suffice, without any specialized services, and have radiating benefits for many aspects of family well-being. Several programs have modest success in preventing homelessness for people at risk; targeting the right people remains a challenge. Because the central cause of homelessness is unaffordable housing, any policies that increase incomes for the poorest people or reduce costs of housing will help. Policies must also reduce the social exclusion that puts minorities, especially African Americans at additional risk. Finland has largely eliminated literal homelessness as defined by our Department of Housing and Urban Development. The United States could do likewise what we lack is political will.

**Talk 2: Specials Psychological Considerations and Policies on Migrant Homelessness**  
Laura Lopez-Aybar, SPSSI UN/NGO  

The United States and the world are currently experiencing migration and homelessness at unforeseen levels. Separately, migration and homelessness can have detrimental effects on the psychological well-being of individuals. When migration and homelessness are experienced concurrently, the effects can be highly pervasive. The effects of migrant homelessness are not only limited to the individual, it has impacts on all levels of society. The purpose of this presentation is to elaborate on the currently known psychological and traumatic effects of migrant homelessness in all societal levels. Limited research exists in the area of migrant homelessness. Nonetheless, research has suggested that depending on the conditions of their migration, migrants have extensive histories of trauma. The presentation will look at the special considerations for this population based on gender, age and legal status. After looking at migrant homelessness psychological impact from the micro-levels, we will look into the current psychological research being done in this area in order to gain a more macro perspective on this issue. This will provide the opportunity to discuss recommendations and actions, we in our field, can take to better serve this population and others.

**Talk 3: Housing Insecurities: The Hidden Population within the Homeless**  
Deborah Ragin, SPSSI UN/NGO  

The foreclosure and eviction crisis in developed countries, beginning in 2007, affected approximately three million people in the U.S. in addition to significant percentages in Southern Europe. As a result, thousands of people resorted to living in temporary housing with relatives or close friends. Research shows that homelessness rooted in economic crises or poverty may be particularly difficult to reverse, due to the challenges of obtaining sufficient income to secure adequate housing as well as the risk of a homeless person experiencing increasing psychological distress the longer they remain homeless (Scutella & Johnson, 2018). Additionally, homelessness due to domestic violence presents a dual effect: Emotional and perhaps physical trauma due to the violence and additional emotional and psychological distress due to housing insecurity (Baker et. al. (2010). Over time, homeless people appear to adapt to their conditions making it difficult to resolve chronic homelessness. The proposed presentation focuses on the invisible homeless. We review research examining the economic and psychological impact of forced eviction due poverty, gentrification and urbanization or domestic violence on low-income populations. We conclude by proposing actionable policies to address homelessness rooted in gentrification or forced eviction due to economic or domestic crises.
Identity Concerns Across Race, Gender, and Sexuality
Chair: Phia Salter, Davidson College

Talk 1: Predicting Coping Strategies Following Ingroup Members Stereotypical Behaviors in Interracial Interactions
Valerie Jones Taylor, Caitlyn Yantis - Lehigh University
Courtney Bonam, University of California, Santa Cruz
Ayana Hart, Spelman College

The current studies examine the process through which stereotype-confirming ingroup members impact appraisals and anticipated behavioral coping strategies in interracial interactions. Across 3 studies, Black Americans indicated meta-perceptual, emotional, and behavioral responses to witnessing a Black persons stereotypically-negative, stereotypically-positive, or non-stereotypically-neutral behavior during an interracial (vs. intraracial) interaction. Following an ingroup members stereotypically-negative (vs. stereotypically-positive in Study 1 (n = 239), or non-stereotypically-neutral in Studies 2-3 (n = 152; n = 294) behavior during an interracial interaction, Black participants expressed greater meta-stereotypes, which increased anxiety, ultimately eliciting nuanced coping strategies: engagement/overcompensation, antagonism, freezing, or avoidance. Psychological resources attenuated anxietys effect on engagement/overcompensation (Studies 2-3) and freezing (Study 3) patterns that were stronger in interracial (vs. intraracial) interactions (Study 3). This research demonstrates the central role of meta-perceptions within the stress and coping framework for interracial interactions, highlighting how stereotypically-negative behaviors of nearby ingroup members are impactful situational stressors that affect behavior in intergroup encounters.

Talk 2: Subordinate-group Identity in One Domain Enhances Privilege Recognition on Another
Sahana Mukherjee, Gettysburg College
Adrian Villicana, University of Puget Sound

Psychological research suggests that viewing social inequity as in-group privilege (vs. out-group disadvantage) enhances dominant-group members' support for social change. However, because viewing inequity as in-group privilege can be threatening to dominant-group members' self-images, this perspective is frequently resisted. Across two studies, we investigate how intersectional consciousnessrecognition of low status in one dimension and high status in another dimensionpromote perceptions of racism, White privilege, and support for anti-racist collective action. Results indicate that when White women reflect on their subordinate (gender) identity and the systemic inequity in this domain (vs. a control condition) they detect more racism and White privilege, and intend to engage in greater collective action. Reflecting on gender inequity does not impact race-relevant outcomes for White men. Additionally, perceptions of systemic (but not isolated) racism, and acknowledge of privilege mediate effects on intended collective action. We discuss the implications of an intersectional approach towards creating new vantage points for injustice perception and action.

Talk 3: How Racial Identity Influences “Coming out” among Gay Black Men
Adrian Villicana, University of Puget Sound
Monica Biernat, University of Kansas

Gay identity development models suggest that verbal, overt disclosure of gay identity, or coming out, is critical for healthy gay identity formation. However, these processes may not be applicable to gay communities of color in the U.S. For example, research has shown nonverbal disclosedisclosing via nonverbal behaviorsas an alternative means for gay Latinos (but not gay Whites) to demonstrate their gay identity without hindering their well-being. The current study examined whether verbal disclosure is critical for gay Black men. Across two studies (N = 558), gay Black and White men recruited via Amazons MTurk completed measures of gay and ethnic identification, verbal disclosure, and subjective well-being. Results demonstrated that gay identification, verbal disclosure, and well-being were all positively related among gay White men. Increased gay identification predicted more verbal disclosure among gay Black men, but only among those who weakly identified with their ethnic group. However, verbal disclosure did not influence well-being among gay Black men. These results provide initial support for nonverbal disclosure as a potential disclosure mechanism for gay Black men.
**Talk 4: Hypersexuality at the Intersections of Race, Gender, and Sexual Orientation**

Andrea Haugen, Abilene Christian University

The current research examined hypersexual stereotypes, defined here as any characterization including those related to physical traits, sexual practices, or sexual desires of a person or group that positions their sexuality as somehow more abundant than an imagined or perceived norm. Across three studies using mixed methods, participants demonstrated explicit knowledge of hypersexual stereotypes, the gendered and racialized nature of these stereotypes, how they vary, and how they are applied across marginalized groups. Qualitative, correlational, and experimental data indicate that participant characteristics (e.g., gender), target characteristics (e.g., race), and cultural systems of oppression (racism, sexism, heterosexism) interact to influence the application of hypersexual stereotypes. Taken together, these studies provide evidence that hypersexual stereotypes reflect and reproduce ongoing group inequalities by elevating Whites and marginalizing other racial groups. Additionally, they provide preliminary evidence that stereotypes across groups, while seemingly different, can share important similarities that help explain the maintenance of systemic inequalities such as those due to racism, sexism, and heterosexism. Discussion focuses on how racism and sexism interact as explanatory systems of the deployment of hypersexual stereotypes.

**Increasing Youth Civic Engagement Through Empowerment**

**Talk 1: Discrimination, Sociopolitical Efficacy, and Civic Action among Youth of Color**

Alejandra Arce, Georgia State University

Winnie Chan, RAND Corporation

Experiences with racial discrimination and internal sociopolitical efficacy, or beliefs about one's ability to effect sociopolitical change have both been found to facilitate civic participation among youth of color. However, most of this research has relied on cross-sectional data, limiting our understanding of the nature and direction of these associations. Using three waves of data, the present study examines direct and indirect effects of racial discrimination and internal sociopolitical efficacy on civic participation among youth of color. Participants were 447 college students of color (60.4% Black; 72% female; Mage = 18.23). Path analyses revealed that Time 1 racial discrimination significantly contributed to Time 2 sociopolitical efficacy (β = .18, p < .001). Additionally, Time 2 sociopolitical efficacy was significantly associated with Time 3 civic participation (β = .33, p < .001). Furthermore, there was a significant indirect effect of Time 1 racial discrimination on Time 3 civic participation via Time 2 sociopolitical efficacy (β = .06, p < .001). Our findings suggest that the longitudinal influence of racial discrimination on civic participation is only significant via higher levels of internal sociopolitical efficacy. Results thus highlight the importance of internal sociopolitical efficacy for promoting civic participation among youth of color.

**Talk 2: Empowering Teens in Boys and Girls Clubs towards Community Engagement**

Nadim Khatib, Gabriel Kuperminc, Georgia State University

Omar Guessous, Boys and Girls Clubs of America

Positive Youth Development (PYD) programs typically provide their members with opportunities to acquire and practice leadership skills and to participate in volunteer activities (e.g., Durlak & Weissberg, 2010; Larson & Angus, 2011). The experience of feeling heard in an after-school program setting may empower youth to participate in civic engagement activities including community service (Watts & Flanagan, 2007). This study examined mediating effects of psychological empowerment on the association between feeling heard and participating in community service. Participants were 45,164 members of the Boys and Girls Clubs of America ages 13-18. The sample had 47% female participants. In addition, participants had diverse ethnic/racial backgrounds. Most participants were economically disadvantaged (74%). A hypothesized structural equation model fit the data well X²(12)= 1355.01, p < .001, CFI = .99, RMSEA = .03. In addition, the indirect effect from feeling heard to club engagement through empowerment was significant (β = .36 p < .001). Finally, the indirect path from feeling heard to community engagement through empowerment was also significant (β = .35 p < .001). Findings will help aid practitioners in developing strategies to foster civic engagement by increasing youths opportunities to give feedback and be involved in decision making at their clubs.
Talk 3: Radiating effects of School-based Mentoring on Minority Youth Civic Contribution
Winnie Chan, RAND Corporation
Gabriel Kuperminc, Georgia State University

Mentoring programs can foster a sense of empowerment, and contribute to youth civic participation (Liang et al., 2008; Zimmerman et al., 2018) when mentors support mentees autonomy, serve as role models, and connect mentees to prosocial contexts (Chan & Henry, 2013). The current study investigates effects of group mentoring on civic participation, mediated by psychological empowerment. The sample, drawn from a quasi-experimental evaluation of a school-based group mentoring program in an urban California school district, included 114 9th grade students at participating high schools, and 71 9th grade students attending district high schools that did not offer the program. Participants were 53% male, 62% Hispanic/Latino, had a median age of 14 years, and predominantly (75%) economically disadvantaged. Psychological empowerment was assessed using scales tapping intrapersonal (i.e., self-efficacy) and interactional (i.e., school support, school meaningful participation) dimensions (Zimmerman et al., 2018). Civic participation was measured with items from Fredricks & Eccles (2007). A well-fitting structural equation model (X2 (11) = 11.29; CFI = .974; RMSEA = .04) found a significant indirect effect of mentoring on civic participation through empowerment (indirect effect = .10, p < .05). Findings highlight the potential of mentoring to support broader social change via youth civic participation.

Interactive Discussion: Intergroup and Ideology-based Conflicts in Higher Education
Chairs: Jessica Salvatore, Sweet Briar College
Kathryn C. Oleson, Reed College

Talk 1: Trigger Warnings in Higher Education: Uncovering Some Misunderstandings
Jessica Salvatore, Sweet Briar College

Calls for classroom trigger warnings provide a novel site to extend the study of intergroup conflict. This talk explores within- and between-group misunderstandings that may underlie the emergence of conflict between students and faculty. My research group compared students perceptions of their own, versus peers, need and comfort. Probing for the alignment between these self- and other-perceptions can inform us about the motivation behind students requests: is it primarily focused on the self or primarily focused on others? In two datasets from different settings, we show that students overestimate peers need and calibrate their classroom policy recommendations to this overestimate. A simple social norms intervention reduces the magnitude of the misalignment, indicating that students are willing to update their ideas about needs when provided with debiasing information. Alongside this, some complementary work on faculty perceptions of student need shows that faculty are not well prepared to navigate manifestations of students belief that trigger warnings are needed (for their peers). The failure to anticipate intergroup misunderstandings in this area may contribute to conflict: students may feel that they cannot trust faculty who have not thought through these issues enough to safeguard their rights and well-being.

Talk 2: Understanding Faculty and Student Misperceptions about Norms in University Classrooms
Kathryn Oleson, Reed College

Students and faculty must be prepared to discuss and respectfully debate discomforting materials with a diverse group of students. They may come to the learning environment with various assumptions about themselves and others. 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. My research team has been collecting data on student and faculty perceptions about the college classroom as a discomforting or safe space and we have found that what individuals perceive to be the case is commonly different than what they actually report. For instance, the perceptions of students and faculty members values often mirror what is reported in the popular press, with students seen as valuing safety more than faculty members whereas professors are perceived as valuing discomfort and challenge more than students. However, their actual responses suggest that these perceptions may at times be misperceptions. The value that faculty and students place on discomfort, challenge, safety, and respect are often similar to each other. Importantly, these discrepancies could have implications for how students and faculty approach classroom discussion. Understanding faculty and student (mis)perceptions may improve communication in higher education.
**Talk 3: Teaching About the War on Science in Psychology of Women Courses**
Kathryn Oleson, Reed College

A political polarization of trust in science is growing, and as a result, some proclaim that the United States is currently experiencing a War on Science. Academic and popular press contexts challenge the War on Science by reaffirming that science is politically autonomous. This reaffirmation portrays objectivity as only achieved when science is devoid of political interests, cultural perspectives, and social values. This sociopolitical context is antithetical to common learning goals of psychology of women courses, where students learn about both the value of science and feminist, anti-racist, and postcolonial (FAP) critiques of psychological science. In this presentation, I discuss how instructors can encourage students to analyze the relation between objectivity and FAP critiques of science. First, students need to learn that the relation between objectivity and science is contextual. They can do so by examining historical examples of how political circumstances have influenced psychological science and definitions of objectivity. Second, students need to learn that objectivity and FAP critiques of science can be mutually supportive, and they can do so by examining examples in psychological research. For each of these learning goals, I provide practical applications for the classroom.

**Intersectionality and Black Women in the Workplace**
Chair: Tangier Davis, University of Michigan

**Talk 1: A Qualitative Twitter Analysis of the 2020 Democratic Candidates**
Tangier Davis, Abigail Stewart, Isis Settles, University of Michigan

As the 2020 presidential election approaches, the Democrats are being courted by the most diverse group of candidates in American history. However, research has shown that bias may affect the candidates success, as racial/gender minorities are less likely to be elected than their white counterparts (Kittilson & Tate, 2005); this is particularly true for women of color, who are double minorities. The current study uses an intersectional lens to examine how the stereotypes and inequitable standards that we have for minority candidates can create disparities. We assessed this research question by conducting a qualitative analysis of Tweets. Twitter gives us access to a large sample of data, and from this we found a range of responses and attitudes towards the candidates, revealing the inequitable standards and expectations that Kamala Harris, the only Black woman in the race, was held to. To our knowledge, this was the first study to use Twitter to examine race-gender bias towards political candidates. This work has the potential to help us understand what characteristics Americans look for in their presidential candidates, and how these characteristics might shift based on the race and gender identities of the candidate.

**Talk 2: Workplace Mistreatment and Job Outcomes: The Mediating Role of Vigilance**
Kathrina Robotham, Kelsie Thorne - University of Michigan
Courtney McCluney, University of Virginia
Verónica Rabelo, San Francisco State

Crocker and Major (1989) theorized that prior experiences of mistreatment lead stigmatized persons to remain alert in environments where they may encounter further mistreatment. In addition to heightened awareness, stigmatized people also may prepare for, and therefore potentially minimize, similar mistreatment in the future (Allport, 1979; Hicken, Lee, & Hing, 2018; McGonagle & Hamblin, 2014). Yet, current psychological models of workplace discrimination do not account for these vigilant thoughts and behaviors. Given this gap in the literature, the present study examined the potential mechanisms by which mistreatment affects work experiences. Specifically, we predicted that vigilance and stress would serially mediate the relationship between microaggressions and job outcomes, such that the frequency of microaggressions will be positively associated with vigilance; vigilance will be positively associated with stress; and in turn, stress will positively relate to withdrawal (from ones job, work, and coworkers) and be negatively associated with engagement. To test this possibility, we surveyed 162 Black working women at two time points. We found support for our hypothesis that vigilance, then stress, serially mediated the association between workplace mistreatment and outcomes. The results suggest that in addition to stress, vigilance may further account for the link between mistreatment and workplace outcomes.
Talk 3: Race, Hair, and Evaluations of Black Women Professionals
Kelsie Thorne, Isis Settles - University of Michigan

Contemporary social media campaigns like #BlackWomenatWork highlight that working conditions for Black women employees still leave much to be desired, most notably in corporate settings (Dawson, Karl, & Peluchette, 2019). This Twitter hashtag revealed that a continued area of tension for working Black women are perceptions of their natural, Afrocentric hair. Historical stereotypes and perceptions of Black women and natural hair still have the potential to limit their access to certain job opportunities and influence their experiences within a particular job context and organizational culture (Rosette, Ponce de Leon, Koval, & Harrison, 2018). The current experimental study examines how particular perceptions of Black women with Afrocentric hairstyles in the workplace (e.g., warmth, competence) relate to employment outcomes (e.g., hireability, salary). Preliminary analyses revealed a significant main effect of race, such that Black women candidates were evaluated more favorably than White candidates. Furthermore, conditional indirect effects revealed that social dominance orientation served as a significant moderator, such that individuals who were low or average on social dominance orientation rates the Black candidate more favorably. The current study contributes to the scholarship on perceptions of Black women at work and hair bias.

Intersectional Approaches to Subverting the Mandates of Psychological Method
Chairs: Kayla Fike, University of Michigan
Alexis Stanton, University of Virginia

Talk 1: An Examination of Psychological Measurement: Evaluating Strong Black Woman Ideal Endorsement
Lanice Avery, Alexis Stanton - University of Virginia

While the importance and utility of psychological measurement tools are heralded, less attention is given to their development and assessment. We implore a feminist psychological critique that seeks to: (1) explore the utility of these tools to approach truths about Black women’s intersectional identity development and health; and (2) emphasize the importance of accountability and transparency in measurement development, use, and evaluation. Given the Strong Black Woman (SBW) ideals salience to Black women's intersectional identity development and health (Abrams et al., 2014, 2019; Harrington et al., 2010; Watson & Hunter, 2015; Woods-Giscomb, 2010) psychological measures that have been used to assess this construct warrant further interrogation. We administered an online survey to 1500 self-identified Black women ages 18-30 (Mage = 23.44 years old) and employed a model-based measurement technique drawn from item response theory (IRT) to interrogate the validity of a scale assessing SBW ideal endorsement (Embretson & Reise, 2000; Gray-Little, Williams, & Hancock, 1997; K. Thomas, 2006). Findings explore the scales dimensionality and various aspects of person-item fit, highlighting the capacity of this measure to capture the nuances of the SBW ideal construct.

Talk 2: Utilizing an Intersectional Sensibility: Data Cleaning as a Feminist Question
Kayla Fike, Gordon Palmer, Jacqueline Mattis - University of Michigan

Social scientists utilizing online survey data are faced with a pressing issue: how real is my data? Survey data collected online may be vulnerable to computer programs created by humans (i.e., bots) that complete surveys and receive compensation (Chmielewski & Kucker, 2019). Thus, researchers must confront their position of power when deciding who is compensated, what data is used in analyses, and what constitutes evidence using traditional data management procedures. These procedures function as both a hegemonic practice in psychology and a necessity to make accurate claims about marginalized populations using survey data (Stoudt, 2016). We repurpose these practices using online survey data with self-identified Black and/or African-American urban-residing adults (N=1350). Findings illustrate that advanced bots taking online surveys can exert large influence over each step in the analytic process. Given the power psychological research wields, we offer a call to action for researchers to develop tailored and critical data management processes. In doing so, we consider researcher accountability as an intersectional tenet that brings psychology closer to its liberatory potential (Cho, Crenshaw, McCall, 2013; Dotson, 2015; Rosenthal, 2016).
Talk 3: An Intersectional Approach to Group Therapy for Black College Women
Haley Sparks, University of Michigan
Martinque Jones, University of North Texas

Extant psychological research has identified both culturally-embedded mental health stigma (Masuda, Anderson, & Edmonds, 2012) and apprehension of insufficient cultural competence of service providers (Constantine & Arorash, 2001) as barriers for Black college women to seek counseling services. However, there remains a dearth of interventions considering the specific concerns of Black college women. The current study intentionally centers the culturally-specific intervention needs and concerns of Black college women in a group therapy context to better inform the psychological inquiries and care of this population. The Invincible Black Women (IBW) support group therapy intervention (Jones & Pritchett-Johnson, 2018) requires researchers to take a more active and involved role in reaching potential participants and relating to participants in a 9 week process-oriented group therapy intervention. This includes researchers maintaining visibility on campus to establish trusted student partnerships, engaging with potential participants outside of a counseling setting to reduce stigma, and sharing their own experiences and personal insights during group therapy. The current study draws on both group member (i.e., participant) (n=11) feedback and counselor (i.e., researcher) experience to offer recommendations for an intersectional and culturally-informed approach to methodological approaches to the psychological inquiry of the mental healthcare of college Black women.

Intersectional Stigmas on University Campuses: Consequences and Protective Factors
Chair: Ying Tang, Youngstown State University

Talk 1: Can Qualitative Dimensions of Stigma Uncover What Makes Stigma Harmful?
Kelsey Braun, Stacey L. Williams - East Tennessee State University

We assessed stigmas perceived to be most harmful among college students at a southeastern university, and relations between qualitative dimensions (visibility, persistent course, disruptiveness, unappealing aesthetics, controllable origin, peril) of those stigmas and psychosocial outcomes (self-compassion, resilience). Our final sample consisted of 324 participants who participated in an online survey, reported at least one stigma, and no missing data on outcomes. On average, participants were 20 years old (M=20.64, SD=3.64, range: 18-53), primarily women (74.1%) and White (83.0%). Of 93 potential stigmas experienced (see Pachankis et al., 2018), participants self-reported Symptomatic Depression (n=85), Current Overweight (n=73), and Working Class or Poor (n=59) as the most harmful ones. Other commonly reported harmful stigmas were Fundamentalist Christian (n=37) and Previously Raped (n=36). We next examined relations between average dimension scores and outcomes of self-compassion and resilience. Disruptiveness (r=-.25), unappealing aesthetics (r=-.17), and peril (r=-.14) were related to the less self-compassion, which in turn was related to less resilience among college students. Thus, the extent to which stigmas disrupt social interactions, prompt physical revulsion, and are perceived as threatening or physically dangerous to others were associated with poorer coping and therefore less resilience, and may explain why these particular stigmas are the ones reported as most harmful for college students.

Talk 2: The Perceived Impact of Stigma Experiences on College Students Self-Determination Needs, Health, and Academic Engagement
Sharon A. Stringer, Ying Tang, Rachael Penick - Youngstown State University

Using self-determination theory as our framework, this online study examined students experiences of co-occurring stigmas at a university in the northeast and assessed their association to quality of health, self-determination needs, and student engagement. The original sample included 124 participants. After eliminating 16 cases because participants did not indicate any stigmatizing condition, the final sample included 108 participants (average age of 19.72 years, SD= 3.57) who were primarily female (68%) and White (74%). Participants completed the Basic Psychological Needs Satisfaction and Frustration Scale (Chen et al., 2015), the Short Form 36 Item Health Survey (Ware, 2004), the First Year Experience Questionnaire (Krause & Coates, 2008), and a measure of stigmatizing conditions (Pachankis et al., 2017). Participants reported an average of 3.79 stigmatizing conditions (ranging from 1 to 14; SD=2.80) with the most frequently occurring stigmas including working-class background (n=31), past depression (n=26), and current obesity (n=24). Total scores on stigmatizing conditions
had significant negative correlations with measures of emotional well-being, general health, autonomy needs, competence satisfaction, relatedness satisfaction, as well as with academic engagement. These results underscore the importance of detecting and ameliorating the adverse effects of stigma on student health and well-being.

**Talk 3: Mapping University Students Intersectional Stigma Experience and Pathways to Resilience**  
Ying Tang, Sharon A. Stringer, Christopher Julian - Youngstown State University

Stigma is a pervasive experience in society, college campuses included. However, not everyone necessarily experiences the negative impact of stigma, especially among those who develop resilience. Two mixed method studies are conducted at a public university in northeast Ohio to examine the scope of co-occurring stigmas among university students and pathways to resilience in this region. Study 1 (n=476) reveals that the most frequently occurring stigmas are depression, obesity, and being working class or poor. Experiencing more co-occurring stigmas was linked to less self-compassion, and in turn, less resilience. Using the mean dimension scores provided by Pachankis et al. (2018) to represent individuals experience of co-occurring stigma, we found resilience was most strongly negatively linked to Disruptiveness and Peril, but positively linked to Persistence. Further, self-compassion mediates the relationship between Disruptiveness and resilience, a pathway moderated by individuals employment of specific coping strategies, i.e., helplessness and support seeking. Study 2 (n=443) replicates the basic findings in Study 1, while introducing emotion regulation as an additional coping mechanism. Individuals who engage in self-compassion have higher levels of reappraisal, and lower levels of suppression. These studies provide important implications for understanding and increasing the psychological health of university students who experience stigma.

**Intersectionality and the Socialization of Black girl(woman)hood: Media, Parents, and Peers**  
Chair: Onnie Rogers, Northwestern University

**Talk 1: #BlackGirlMagic: Examining Media as a Socializing Agent of Black Girls Identities**  
Onnie Rogers, Lily Sahaugian - Northwestern University  
Sheretta Butler Barnes, Washington University in St. Louis

Racial socialization is widely studied, but media, as an agent of such socialization, is scarcely included. Although racist and sexist media images are well-documented, less is known about positive media or its impact. This paper examines the hashtag Black Girl Magic in relation to Black girls identity development. Black adolescent girls (N = 65, Mage = 16.51) completed self-report measures. We first used open-coding to analyze girls responses to the prompt: What does #Black Girl Magic mean to you? There were four themes: (a) Self-Affirmation (78%): Black girls are important, and we are stars; (b) Historical Oppression (27%): Black girls are trying to get their rights back because we are the ones who have the most stereotypes in the world; (c) Collectiveness (21%): It means we stick together as one; and (d) Seen/Heard (19%): Black girls having the opportunity to voice their opinion. To link these codes to identity, we used a mixed-analytic technique. Results show that greater engagement with BlackGirlMagic was associated greater identity exploration: F(1, 163)=6.80, p=.011; 2=.10. Black girls affirmed the intended purpose of the hashtag: to celebrate Black girls and disrupt stereotypes. We discuss the role of media in Black adolescent girls identity development.

**Talk 2: Cultivating Black womanhood: Contributions of Peer Discourses to Young Women’s Gendered Scripts**  
Petal Grower, L. Monique Ward, University of Michigan  
Morgan Jerald, Macalester College  
Lanice Avery, University of Virginia

Background. During their formative years, Black women confront diverse ideals of womanhood, including messages of deference and independence. With this study we investigated communications received from their mothers, examining which messages are most prevalent and testing how these messages influence women's endorsement of the heterosexuality script and sexual agency. Methods. Participants were 615 Black female undergraduate and graduate students from an HBCU and a PWI. Participants used a 0 (none) to 3 (a lot) scale to indicate the extent to which their mothers had communicated messages about sexual discretion, deference, and egalitarianism. Participants also reported their endorsement of the Heterosexual Script Scale and several indicators of sexual agency. Results. Structural equation modeling revealed that all three discourses predicted
womens endorsement of the heterosexual script, which was in turn associated with decreased sexual assertiveness and condom use self-efficacy and increased sexual inhibition. This model fit the data well ($\chi^2 (87) = 160.57, p = .000$; CFI = .97; TLI = .96; RMSEA = .038 [.029, .047]; SRMR = .046). Discussion. These results suggest that socialization messages from mothers impact Black womens endorsement of mainstream sexual scripts and that these scripts have a deleterious effect on their sexual agency.

**Talk 3: The Bidirectional Influences of Racial Socialization among Black Mother-Daughter Dyads**

Onnie Rogers, Northwestern University  
Sheretta Butler Barnes, Washington University in St. Louis  
Bridget Richardson, University of North Carolina at Greensboro

Many parents of color employ cultural strategies that ensure the well-being of their children, including racial socialization messages aimed to instill a sense of racial pride and teach children effective ways to cope with racial discrimination. One gap in the racial socialization research is the absence of a gendered perspective that examines the intersectionality of race-related experiences of Black girls. Another gap in this literature concerns the bidirectional or dyadic nature of socialization within parent-child relationships. In response to these gaps, the current study examined 38 Black mother (M = 40.29, SD = 10.37) and daughter (M = 12.53, SD = 1.52) dyads. Analyses were conducted in MPLUS 8.1 to examine an Actor-Partner Independence Model (APIM). Results revealed that Black mothers higher levels of behavioral RSM (e.g., Went with you to organization meetings that dealt with Black issues) were associated with their daughters higher private regard beliefs (e.g., I am proud to be Black) (actor-partner effect). Black mothers behavioral RSM was associated with higher levels of daughters public regard beliefs (actor-partner effect). Lastly, Black mothers communicating higher amounts of behavioral RSM was associated with their daughters endorsing higher behavioral messaging beliefs.

**Talk 4: BIG is BEAUTIFUL: Media Images and Cultural Aesthetics Among African-American Adolescents**

Valerie Adams Bass, University of Virginia

Research interventions designed to reduce obesity in African-American children and youth have mostly focused on adjusting how families prepare meals, reducing fast food outlets, increasing physical activity, and providing healthier school menus. Although important for reducing childhood obesity, for teenagers, body image (Witherspoon, Latta, Wang & Black, 2013) and attractiveness are important variables to consider (Juvonen, Lessard, Schacter, & Suchilt, 2017). Healthy weight interventions often imply that obesity is unattractive and/or unappealing, not just unhealthy. However, research suggests that Black television viewers, adults and children, prefer to watch TV shows and movies that feature all Black or majority Black casts, which often include actresses that vary in skin color, shape, and size (overweight/obese cast members). This paper examines focus groups with African-American youth (N=64, ages 14-21) who participated in a larger mixed-method study of television and print media content. Images of overweight Black female characters were included in the focus group discussions. Findings suggest that: participants did not perceive obesity as unattractive or unappealing; youth did not regard these characters unfavorably; and within-group aesthetic preferences influence body image ideals. Themes emerged from the data suggest an awareness of the social capital associated with culturally preferred body type and beauty ideals.

**Justice Beyond the Courtroom: Engaging with the Legal System in Alternative Contexts**

Chair: Ashley M. Votruba, University of Nebraska-Lincoln

**Talk 1: Victim-Offender Mediation: Exploring Victims Willingness to Participate**

Logen Bartz, Ashley Votruba - University of Nebraska – Lincoln,  
Jeannine Alana Bertin, McGill University

A movement of policymakers and academics has challenged the underlying belief that punishment alone is sufficient to restore justice and instead see criminal offenses as conflicts between offenders, victims, and their communities (Wenzel et al., 2007). Restorative justice mechanisms use encounters between victims and offenders (and often their communities) to repair any harm the crime caused and to address broader structural concerns that prevent victim and offender from living in harmony with their social and physical environments (Van Ness & Strong, 2010). One such practice, Victim-Offender Mediation, has shown promise in reducing recidivism and improving outcomes for both victims and offenders. However, victim-offender
mediation is a voluntary process, and only about half of eligible victims chose to take part in the process (Blevins, 2018). This project aims to understand why only some victims choose to participate. In Study 1 we test a new, immersive vignette style aimed at increasing participant identification with the victim role to better simulate the emotional aspect of victimization. In Study 2 we use this vignette style to explore how crime type and offender age (adult vs. juvenile), as well as victim individual differences, impact decisions to participate in a victim-offender mediation diversion program.

**Talk 2: Plea Bargaining: Factors Guiding Prosecutorial Discretion**  
Casey Tisdale, Ashley Votruba - University of Nebraska-Lincoln

In 2018, 97.4% of federal criminal cases were resolved by a guilty plea primarily through the plea bargaining process from the defendant (United States Sentencing Commission 2018 Sourcebook). Prosecutors exercise great discretion in the plea-bargaining process (e.g., Bibas, 2012), yet little research has investigated their decision-making processes (Hartley, Madden, & Spohn, 2007). The completed research focuses on archival data analysis (e.g., Wooldredge & Griffin, 2005; finding that sentencing guidelines and evidence strength are influential on decision-making) or self-report from prosecutors (e.g., Redlich, Bushway, & Norris, 2016; prosecutors report considering eyewitnesses, DNA evidence, and victimology). To provide additional insight via an experimental paradigm, we developed a fictitious case file and decision-making paradigm to mimic a prosecutors decision-making process. In the case file, we manipulated the defendants claimed motive for the crime, value of property stolen, and the defendants prior criminal history. Across all conditions, 84.8% of participants opted to offer a plea bargain to the defendant over going to trial. The defendants prior criminal history and the value of items stolen influenced participants decisions regarding whether to offer a plea bargain. Further, the value of items stolen and prior criminal history of the defendant affected participants subsequent sentencing offers.

**Talk 3: Ecology, Culture, and Punishment Preferences**  
Abigail Herzfeld, Ashley Votruba - University of Nebraska-Lincoln

An individual’s culture shapes their dispute resolution preference (Gold, 2005). In the United States, criminal punishment was developed and continues to be modeled after the dominant American culture and largely ignores American subcultures, especially immigrant populations (Otu, 2000). This is reflected in the United States legal system which emphasizes litigation, a primarily adversarial process with clear winners and losers. This adversarial influence has even shaped the development of alternative dispute resolution processes (Gold, 2005). Arguably a lack of cultural awareness within our legal system effectively silences the concerns of non-dominant cultural groups. This line of research examines diverse cultural groups within the United States to better understand perspectives and preferences as it relates to criminal punishment. In particular, we explored the connection between ecological variables such as socioeconomic status and urban-rural environments and individual differences in self-construal, tightness-looseness, and attributional tendencies and their impact on punishment preferences and dispute resolution strategies. It is imperative that researchers and policymakers form a partnership to improve accessibility of the legal system for everyone, which starts with examining how cultural preferences can be represented in the legal system.

**Talk 4: Dispute Resolution Preferences: The Person in Context**  
Ashley Votruba, University of Nebraska-Lincoln  
Lisa PytlikZillig, University of Nebraska Public Policy Center  
Kristen Blankley, Nebraska College of Law

Interest in alternative dispute resolution (ADR) grew from a desire for better options for dispute resolution (Menkel-Meadow, 2013), as well as concerns regarding efficiency, access, and justice within the American justice system (Hensler, 2017). Although, the last several decades have borne an increased use of court-connected ADR, there is little empirical understanding of how ADR mechanisms interact with the disputants preferences, influencing utilization and efficacy. Prior research indicates situational factors such as the degree of conflict (Heuer & Penrod, 1986) and the persons such as cultural background (Leung, 1987) can influence dispute resolution preferences. We propose that an individuals cultural cognition (e.g., self-construal) will influence preferences for dispute resolution strategies, because of the cultural influences on specific motivational psychological processes (e.g., desire to restore relationships, etc.). We also examine the moderating influence of situational features including conflict intensity and the preexisting relationship between the parties. To examine dispute resolution preferences, we consider preferences for specific mechanisms (e.g., mediation, litigation, etc.), as well as preferences for theoretically important features
that distinguish between dispute resolution mechanisms (e.g., informal vs. formal; adversarial vs. collaborative, etc.). This research has implications for designing dispute resolution systems that complement the needs of diverse people.

**Links Between Social Climate and Sexual Misconduct in Higher Education**
Chair: Kathryn J. Holland, University of Nebraska, Lincoln

**Talk 1: The Effects of Sexual Violence Norms on Masculinity and Objectification**
Sarah Eagan, Alexandra Brockdorf, Hanna Grandgenett, Joshua E. Zosky, David DiLillo, Sarah Gervais - University of Nebraska-Lincoln

This study investigated how men's reported exposure to sexual violence norms (SVN) impacted sexual objectification perpetration. To explore whether SVN exposure relates to increased objectification perpetration, we integrated two perspectives to examine any mediating factors. These included the Contagion of Violence model (Slutkin, 2013) where violence is analogous to a contagious disease and Masculinity Contingency which assesses the extent to which a man's self-worth is derived from his masculine identity (Burkley, Bell, & Wong, 2015). Self-reported exposure to SVN, masculinity contingency, and objectification perpetration were assessed from 281 male undergraduates. Consistent with hypotheses, both differential association norms (i.e., the extent that people perceive friends as engaging in sexual aggression) and modeling norms (i.e., exposure to violent sexual depictions in different forms of media) predicted Masculinity Contingency and objectification perpetration. Also consistent with hypotheses, a mediation model demonstrated that a boost in masculine contingency (i.e., when men's self-worth is boosted by masculinity confirmation) emerged as an indirect effect of these relations. These findings extend the Contagion of Violence model to SVN. The results also suggest that SVN and/or masculinity could be targeted to prevent objectification perpetration. Theoretical and practical implications will be discussed.

**Talk 2: Uninclusive Climate Mediates Sexual Harassment Outcomes at an Academic Hospital**
Sheila T. Brassel, Isis Settles - University of Michigan

Recently, the #MeToo and #TimesUp movements have called national attention to sexual harassment and the general public appears to be awakening to the ubiquity of this pernicious form of workplace mistreatment. Meanwhile, psychologists and other social scientists have been researching sexual harassment for decades, producing a body of literature that highlights the importance of organizational climate and context in predicting sexual harassment rates. However, pressing questions remain regarding climate's role in linking sexual harassment with negative outcomes at work, and more research is needed on sexual harassment in high-power-hierarchy contexts, such as academic medicine. In a sample of over 3,000 doctors and nurses working in an academic medical center, this study found that perceptions of an uninclusive climate (e.g., more racist, sexist, and homophobic) mediated the associations between sexual harassment and negative professional and psychological outcomes. This research is critically important as it extends the literature on the ways in which sexual harassment harms its targets and the specific mechanisms through which this harm occurs. Additionally, this work provides another much-needed intervention point for organizations, who are called to not only take action to prevent sexual harassment but also to address organizational factors that contribute to the harm it causes.

**Talk 3: Service Barriers among LGBTQ and Straight College Sexual Assault Survivors**
Allison E. Cipriano, Kathryn Holland - University of Nebraska, Lincoln

Young adults are particularly at risk for sexual assault in higher education, with LGBTQ students (lesbian, gay, bisexual, transgender, queer) and heterosexual women at greatest risk. Mental health disparities for LGBTQ youth can be explained, in part, by higher risk of victimization. Formal university supports (e.g., victim advocacy, counseling centers) can help protect against negative mental health outcomes after an assault. With a variety of supports on campus, higher education is an ideal context to deliver high-quality, coordinated care to survivors. However, students who experience sexual assault rarely use available supports. Qualitative interviews with 40 college sexual assault survivors provided in-depth data on the service barriers experienced for several key campus resources (counseling center, victim advocate, womens center, Title IX, university police). Participants included 52.5% straight cis-gender women, 22.5% queer cis-gender women, 10% queer transgender or gender diverse, 7.5% straight cis-gender men, and 7.5% queer cis-gender men. Findings illustrate the ways that marginalized identities (i.e., gender and sexual identity) and campus climate shape service barriers for survivors of sexual assault. For instance, LGBTQ survivors anticipated that resource staff would not be well trained to work with queer survivors. Our findings illustrate avenues for policy and practice in addressing service barriers.
Of Melting Pots & Mosaics Current Psychological Perspectives on Immigration
Chair: Winnifred Louis, The University of Queensland

Talk 1: Where Does your Loyalty Lie? How Perceptions of Loyalty and Integration Influence Support for Immigrants
Zahra Mirnajafi, Winnifred Louis, Jolanda Jetten - The University of Queensland
Inga Jasinskaja-Lahti, The University of Helsinki

The idea that immigrants have split or dual-loyalty to both their host-nation and their nation of origin can be pervasive in immigrant-receiving countries. For example, during World War 2, any person of Japanese descent in the U.S. was held in detention in part because of feared loyalty to Japan. With the rise of forced and voluntary immigration worldwide, questions of how to best support and integrate immigrants are increasingly pertinent. Are perceptions of immigrant loyalty and integration with host nations and with the country they left behind important in determining how a host society receives and supports immigrants? We found (N = 129) that generational status predicted how much loyalty and integration immigrants were perceived to have to their host country. Foreign-born immigrants, compared to domestic-born immigrants were perceived to have less integration and loyalty to their host-country and this resulted in less support for their social influence and acceptance in strategic positions. These findings are discussed in relation to societal debates on the loyalty of immigrants, immigrant-generational status and the limited social psychological research on this topic.

Talk 2: Immigration Legislation as Enforcing Laws or Ethnocentric Exclusion?: U.S. White and Latinx Perspectives
Justin Preddie, Veronica Heredia, Ludwin Molina - University of Kansas

One of the most polarizing topics in our current political climate is immigration. In particular, the political rhetoric about the construction of a physical wall along the southern border of the United States has inspired research questioning the motivations behind stringent immigration policy and its enforcement. Recent work has indicated that perceptions about immigration legislation are motivated by racial bias (Mukherjee, Molina & Adams, 2013). However, these studies have solely examined the sentiments of Caucasian citizens, excluding the perspective of the targeted Latin American group. The proposed study is designed to address this discrepancy by examining the effect of national origin on immigration policy enforcement for White and Latin American respondents. Respondents will be asked to read a constructed newspaper article, describing an altercation between an immigrant individual and a police officer. Descriptions of the immigrant individual will vary by national origin (Canadian/Mexican) and documentation status (documented/undocumented). We predict that Caucasian participants will endorse tougher treatment for undocumented immigrants and rate tough treatment as fairer when the target is of Mexican origin. Additionally, these patterns of ethnocentric exclusion will be pronounced among participants who define American identity in terms of assimilation to Anglocentric cultural values e.g. speaking English.

Talk 3: Bystander intervention in Global Emergencies: Exploring Antecedents of Helping Refugees
Nihan Albayrak-Aydemir, London School of Economics and Political Science

The need for international community support, coupled with a lack of funding for that support, are recurrent features of refugee emergencies. The instability of governmental support suggests an important role for research examining individual efforts to help refugees. This research aims to develop a global bystander intervention scale and examine how a number of contextual factors (e.g. salience of refugees, audience inhibition) predict the consecutive steps of global bystander intervention in Syrian refugee emergency. In Study 1 (N = 80) and Study 2 (N = 205), a substantive validity assessment and a confirmatory factor analysis were run to establish a 12-item scale. Study 3 (N = 601) explored the potential antecedents of global bystander intervention, employing British and German samples. Overall results show that although the global bystander intervention model works for both samples, there are significant differences between the ways in which British and German people notice the emergency, know how to help, and show political support. Additional between-group differences were detected in terms of the predictors of the model. This research is the first attempt to apply bystander intervention model to a global emergency and it offers timely suggestions to promote support for refugees.
Perception and Adaptation of Environmental Issues across Racial and Ethnic Groups
Chair: Jennifer Cole, University of Colorado Boulder

Talk 1: Anthropomorphism of Nature and Environmental Justice
Jennifer Cole, University of Colorado Boulder

Environmental issues such as climate change disproportionately affect disadvantaged socioeconomic classes and racial and ethnic groups. Issues of injustice towards minorities, such as ignorance about and neglect of environmental injustice, are often connected to the psychological process of dehumanization of outgroups. The inverse process of dehumanization is anthropomorphism of non-human entities. In four studies (total N = 2561), we measure anthropomorphism, including the general process and anthropomorphism of nature and natural disasters specifically exacerbated by climate change, as well as perceptions of environmental injustice towards minority groups. We analyze the relationship between anthropomorphism and environmental injustice in comparison to factors already demonstrated to relate to these two constructs such as race, other demographics, and empathy. Anthropomorphism predicts perceived environmental injustice over and above established predictors. We argue that this may be driven by trail level individual differences and that individuals with higher tendencies to anthropomorphize non-humanity entities also are less likely to dehumanize disadvantaged groups. This work has implications for how to increase perception of environmental injustice experienced by minorities. Addressing environmental injustice is key to adequately addressing environmental and climate issues, as those most affected by these issues need the most help and consideration through mitigation and adaptation efforts.

Talk 2: Role of Social Connectedness in Sri Lankan Farmers Drought Adoptions
Jeremiah Osborne-Gowey, Amanda Carrico - University of Colorado Boulder

Climate change is pressuring dynamics in coupled natural and human systems, necessitating human adaptation. Adaptation in complex, multi-scalar systems requires collaborative approaches. Understanding how actors collaborate and exchange information is of considerable importance for predicting adaptive responses, inequalities in access to information, and identifying opportunities for interventions. Data for this analysis come from the Sri Lankan Environmental and Agricultural Decision-making Survey (SEADS) a survey of ~1,100 smallholder paddy-farming households in Sri Lankan’s agricultural dry zone. We examine the relationship between a farmers social connectedness (e.g., social connections outside the household, participation in shared labor and water governance organizations or assistance programs, etc.) and knowledge and adoption of drought adaptation strategies (e.g., seed selection, irrigation management, harvest timing, etc.). In addition to social connectedness, we also consider the role of natural and economic resources. Results suggest 1) inequitable knowledge distribution and 2) engagement in labor sharing networks are not correlated with with knowledge about adaptive practices, but 3) are positively correlated with adoption of these practices. Here we discuss the implications of these findings on the projected agricultural impacts of climate change and for policies and programs designed to support desirable and adaptive behaviors among smallholder farmers.

Talk 3: La familia, la identidad, y el ambientalismo: Understanding the Mechanistic Drivers of Latino Environmentalism
Sarah Naiman, Cornell University

Latinos are one of the fastest growing racial-ethnic group in the United States and are expected to make up the majority racial-ethnic group by 2043. As a result of this changing population, scholars have begun to investigate Latino environmentalism. While research continues to find that Latinos have greater environmental concern, perceptions of risk, and support for environmental policy than Whites, few studies have examined the mechanisms that drive Latino environmental attitudes and behavior. This study seeks to expand our understanding of these mechanistic drivers by examining the predictive power of racial-ethnic identity strength, generational cohort, and familism on key environmental outcomes. Using a sample of self-identifying Latinos/Hispanics (n=306) from the 2016 GFK Climate Change and Sustainabilities Issues Survey, I conducted a path analysis investigating the relationship between Latino racial-ethnic identity, generational cohort, familism values, and ethnicity on individuals’ level of environmental concern, perceptions of climate risk, and support for climate policy. Of the variables examined, I found that familism values were the strongest predictor of all three environmental outcomes even when
controlling for sociodemographic variables. This research suggests that more work should explore the ways in which familism values influence the ways in which Latinos engage in environmentalism.

**Talk 4: Lay Reactions to Learning about Climate Change-driven Migration**  
Nathan Geiger, Indiana University Bloomington

Climatic changes are increasingly acting as a core driver of mass migration. Yet, in the US the connection between climate change and immigration appears to be rarely communicated to the general public (with rare exceptions, such as Julin Castros focus on this topic during his 2020 campaign for the US Democratic presidential nomination). In the present work, we explore how lay individuals (Amazon MSurk workers; \(N=1,010\)) react to messaging about this topic. Our work suggests that at least among those who are not psychologically motivated to discount the information that they receive, learning about the link between climate change and immigration decreases risk perceptions and concern about immigration (relative to just learning about immigration) and fosters similar concern about climate change as learning about the health impacts of climate change. We also explore the role of political partisanship in moderating the effects. We discuss the implications of this work and future directions.

**Perceptions of Policies that Support Diversity and Inclusion**  
Chair: Abigail Folberg, University Kentucky

**Talk 1: Perceptions of Requests for Diversity Statements in Job Advertisements**  
Laura Brooks Dueland, Matthew Swanson, Carey Ryan - University of Nebraska Omaha

Successful inclusion efforts rely on supportive diversity climates. Thus, organizations might select employees who value diversity by soliciting a diversity statement common in academic job searches. However, Whites may perceive diversity statements as status threatening. We examined the roles of status threat and conservatism in perceptions of diversity statements. Black and White participants (\(N=411\), 47.2% Men) completed measures of social and economic conservatism and status threat. Approximately three days later, participants read a paragraph from an ostensive job ad that varied with respect to the type of statement (Diversity vs. Teamwork) requested by the employer and rationale for the statement (Morality vs. Utility). They then completed measures of perceptions of justice, person-environment fit, and job interest. Gender X Race X Rationale X Statement interactions indicated that White (vs. Black) men perceived diversity (vs. teamwork) statements negatively (i.e., lower perceptions of justice, fit, and interest), whereas the opposite was true of White (vs. Black) women. Stronger status threat and social, but not economic, conservatism were associated with negative perceptions of diversity (vs. teamwork) statements. Thus, social conservatives negative reactions to diversity statements may be due to status threat. Further, diversity statements do not appear to deter conservatives writ large.

**Talk 2: Perceptions of Fit and Task Socialization Effectiveness among Marginalized Students**  
Abigail Folberg, University Kentucky  
Carey Ryan, University of Nebraska Omaha

We examined longitudinal changes in new college students perceptions of fit and task socialization effectiveness, re-enrollment intentions, and subsequent GPAs as a function of ethnicity and first-generation status. Incoming students completed fit and task socialization measures before orientation (\(N=2,320\)), after orientation (\(N=1,867\)), and during a first-semester course (\(N=324\)). Results indicated that students, especially ethnic minority students, exhibited greater task than fit socialization effectiveness as the semester progressed. Further, students who perceived greater fit (but not task) had stronger intentions to re-enroll; this was especially true among Latinxs (vs. non-Latinx minorities), and non-Latinx ethnic minority (vs. Latinx) continuing-generation students. In contrast, students who perceived greater task (but not fit) socialization effectiveness had higher GPAs and this was more true of Latinx (vs. non-Latinx ethnic minority) students. Finally, the orientation promoted belonging more for Whites (vs. ethnic minorities). These findings support the use of a brief measure to assess socialization effectiveness and suggest that fit and task socialization interventions might be effective for improving retention and performance, respectively. However, orientations and similar activities may need to be revised to better promote belonging among underrepresented group members.
Talk 3: High Schools Lack Explicit Policies Regarding Sexual Harassment
Sharla Biefeld, Christia Spears-Brown - University of Kentucky

All public schools in the US that receive Title IX funding are required to (a) have a written policy regarding sexual harassment and (b) report each instance of sexual harassment to the Title IX officer. However, sexual harassment (SH) is pervasive in middle and high school and the majority of students feel schools do little to combat it (Hill & Kearl, 2011). The current study empirically examined this by conducting a content analysis of the policies regarding, and the official reports of, SH from all 172 school districts in Kentucky. We found that only 43.4% of districts mentioned SH in their code of conduct, and only 27.3% of those actually defined what SH was. However, of 172 school districts in Kentucky, 92.4% have a policy regarding bullying or general harassment. Hence, SH is often overlooked in the majority of district policies. Further, based on school reports, less than 1% of students have reported SH (596 girls/420 boys). Latina girls were the most common targets of SH, and White boys were the most common perpetrators. The vast disparities between school reports and published research on SH rates suggest that policies and instances of SH in school are often ignored by schools.

Psychologys Resistance to Social Justice through Misuse and Exclusion of Intersectionality
Chair: Kim Case, Virginia Commonwealth University

Talk 1: The Epistemic Exclusion of Intersectionality Theory in Psychology
Isis Settles, University of Michigan
Leah Warner, Ramapo College of New Jersey
NiCole Buchanan, Michigan State University
Martinque Jones, University of North Texas

Intersectionality scholars have noted that the field of psychology has demonstrated continued resistance to intersectionality theory. We suggest that this resistance reflects epistemic exclusion, or the devaluation of certain types of scholarship as illegitimate and certain scholars as without credibility. In this presentation, we argue that this exclusion is due to qualities of intersectionality theory that challenge mainstream psychological norms, such as a focus on sociocultural (vs. individual) factors, use of a social constructivist perspective, and engagement with qualitative methods. These disciplinary challenges are coupled with the fact that psychologists from marginalized groups, including women, people of color, and feminists, have most readily adopted intersectionality. Further, we provide evidence of the epistemic exclusion of intersectionality in psychology through formal means (e.g., exclusions from mainstream journals) and informal processes (e.g., through misuse of the theory). Finally, we highlight how the epistemic exclusion of intersectionality is a barrier to both social issues scholarship and social justice and equality in the discipline itself.

Talk 2: Using Intersectionality Theory to Change How Psychologists Think about Participants
Leah Warner, Ramapo College of New Jersey
Kaitlin McCormick-Huhn, University of Nevada, Las Vegas
Isis Settles, University of Michigan
Stephanie Shields, The Pennsylvania State University

Intersectionality has the potential to reveal researchers blind spots about social identities by shifting psychologists thinking to make the invisible, visible. Using intersectionality to change how psychologists think about the demographic profile of their participants is one important, discipline-wide step forward psychology can take to improve its science. In this presentation, we provide a guide for using intersectionality to more accurately represent the person that psychology, as a discipline, seeks to understand. In particular, intersectionality makes visible that (1) participants are multidimensional, (2) participants social group memberships are dynamic, (3) power is a feature of participants intersectional positions, and (4) participants intersectional positions create outcomes of systemic advantage and disadvantage. This guidance forms part of a larger movement to implore psychologists to deeply engage with intersectionality as a theory that fundamentally challenges dominant theories and epistemologies in psychology. We suggest changes at the researcher, journal, and grant-making agency levels to support an intersectional reconceptualization of participants. As psychology continues to foster reproducible science practices and research with relevance to real-world problems, there is opportunity to promote discipline-level change that would take intersectionality seriously.
Talk 3: When Intersectionality + Psychology Intersectional Psychology: Unpacking the Black Box of Intersectional Methods
Patrick Grzanka, University of Tennessee

There has been much handwringing in psychology over the perceived methodological challenge of intersectionality. Whether its the testability of intersectionality as a scientific theory or the capacity of multivariate analyses to capture the complexity of intersectionality, psychologists have devoted special issues, forums, and conference symposia to wrestling with the issue of method. In other words, we (psychology) have positioned intersectionality as a methodological black box. In this presentation, I want to both interrogate the construction of the black box and unpack it. First, I offer a series of provocations that reject the supposed methodological challenge of intersectionality and instead positions intersectionality as an epistemic and political challenge to psychology that transcends the qualitative/quantitative binary or even the constructivist-interpretivist versus post-positivist dualism. Second, I use a case study in which a large sample of sexual and gender minority youths experiences of violence were investigated via person-centered statistics to explore how intersectionalits canonical texts might be revisited and mined for root metaphors that can help evade the black box altogether and animate methodological innovation in intersectional psychology. The thesis of my presentation is as follows: what if psychology is the problem, and not intersectionality?

Relationships and Motivation: Predicting Probation Violations, Sanctions and Revocations

Talk 1: Officer/Client Relationships: Quantifying Changes across Probation Supervision Sessions
Ryan Thompson, University of Nebraska/Lincoln

In accordance with Therapeutic Jurisprudence, an interdisciplinary approach to improve the functioning and well-being of those impacted by law (Winick & Wexler, 2003), Wiener, Winick, Georges and Castro (2010) proposed a probationer decision-making model emphasizing the quality of the officer and client relationship. We tracked perceptions of probationers and their officers by having 279 Nebraska probationers and their officers complete surveys after each supervision session to show increases in the officers perception of relationship quality, F(3, 252) = 6.16, 2 = .068, p = .001, which was a significant predictor of probation outcome described in this symposiums second paper. Importantly, this pattern was opposite for the clients perception of the relationship, which decreased across sessions. Furthermore, client judgments of distributive justice, which predicted client violations, increased from session 1 to session 2 before flattening, F(3, 244) = 5.87, 2 = .047, p = .009. Finally, clients initial high level of engagement in multiple rehabilitative activities and goals diminished across sessions, indicative of a honeymoon-type phase quickly tempered by reality. These data suggest probation officers must work to help their clients to relate more openly to offset the natural decline in client perceptions of the officer and clients relationship.

Talk 2: Probationer Decision-Making: An Officer/Client Relationship Model
Colin Holloway, University of Nebraska/Lincoln

Wiener, Winick, Georges and Castro (2010) proposed a probationer decision-making model, which views clients as active participants in client-officer relationships. Funded with an NIJ award, we tested this social cognitive model with longitudinal survey data collected after supervision sessions. Multinomial logistic regression involving 391 probationers who completed surveys after their first two supervision sessions and for whom we had one year of outcome data showed strong effects for distributive justice perceptions after session 1. Probationers who believed officers responded fairly were more likely to commit zero violations ( = -.32, p = .035, Wald = 4.46, 95% CI [.54, .98]), as were those perceiving a high quality relationship during their first supervision session ( = -.34, p = .034, Wald = 4.50, 95% CI [.52, .97]. Surprisingly, probationers who listed a higher number of supervision goals, were more likely to commit 5 or more violations ( = .12, p = .039, Wald = 4.25, 95% CI [1.01, 1.27]) demonstrating that officers overloading clients with goals to accomplish predicts clients acting out and violating their probation conditions. In summary, initial findings suggest that the quality and fairness of the early client/probationer relationship plays an important role in client decisions to desist.
Talk 3: Promoting Success: Motivation through Goal Attainment Scaling in Adult Probation
Rosa Delgado, University of Nebraska/Lincoln

This research applied the Regulatory Focus Theory (RFT) of motivation (Higgins, 1998) as measured through Goal Attainment Scaling (GAS; Kiresuk, Smith & Cardillo, 2014) to test a rehabilitation model for probationers and compared it to the established theories of the Risk-Need-Responsivity (RNR) and Good Lives Models (GLM). Archived data from 213 high risk, substance abusing probationers including index LS/CMI risk scores, baseline goal scores, number of GAS goals, achieved GAS goals, importance and difficulty ratings for the goals, and goal scores at each supervision session to predict outcomes, which consisted of violations and revocations for probationers with high level misdemeanor or felony charges. Multinomial logistic regressions modeled the relationship between the predictors and successful completion of probation to show that mean GAS accomplishment ratios, GAS minimum scores, and LS/CMI risk scores made significant unique contributions to predicting probation outcomes, $2(10, N = 213) = 41.01$, Nagelkerke $R^2 = .22$, $p < .001$. Probationers with a promotion focus showed greater odds of successfully completing probation as measured by achievement of the goals they negotiated with their officers at the onset of probation. The presentation ends with a discussion of the importance of motivation and the goals that probationers negotiate with their officers.

The Ideological, Emotional, and Cognitive Processes of Low Status Discrimination

Talk 1: SDO is Related to Motivations to (not) Feel Empathic Emotions
Sa-kiera Hudson, Mina Cikara, Jim Sidanius - Harvard University

Social dominance orientation (SDO) the tendency to accept and endorse group-based dominance has been linked with reduced empathy and increased schadenfreude (i.e., pleasure at the misfortunes of others) towards competitive others. Are these outcomes driven by a strategic motivation to feel emotions that facilitate hierarchy-reinforcing behaviors (and avoid those that interfere)? Across three pre-registered studies ($N = 1724$) we find that emotions elicited in intergroup contexts are not only shaped by levels of SDO but motivated by it. People with higher (relative to lower) levels of SDO make similar predictions of others emotions when asked, but desire to feel less empathy and schadenfreude toward low-status targets, and when given a choice, choose to feel less empathy and more schadenfreude. This work adds to a growing literature on the impact of ideology in this case, SDO on emotion tendencies and further expands work on the motivated nature of empathy.

Talk 2: Relationship between Perceptions of Agency and Support for Punitive Public Policies
Noelle Malvar, CUNY Graduate Center
Danielle Ochoa, University of the Philippines

Peoples willingness to penalize groups that are deemed as dangerous or dissident, or both (i.e., drug users) are rooted in a social dominance orientation (SDO) and authoritarian ideologies. However, the extent to which individuals will support extreme punishment for disliked groups remain unclear. When and why do individuals support punitive policies? To address this question, we conducted two studies ($N=320$) in the Philippines, where the current country-wide drug policy is to kill suspected users and dealers without due process. We examined whether perceptions of drug users agency moderated the role of social dominance orientation (SDO) on individuals attitudes toward punitive drug policies (i.e., shoot to kill without due process). We find that regardless of SDO strength, people who see drug users as agentic express more support for the current drug policy compared to those who perceive drug users as less agentic (i.e., victims of structural oppression). We discuss the findings in the context of the governments current framing of the drug problem, and propose interventions that aim to promote a more humane treatment of drug offenders.

Talk 3: First-person Labeling Effects on Mental Health Stigma
Paige Amormino, David Dodell-Feder - University of Rochester

Past stereotyping research shows that not all mental disorders have the same stigma. While neurocognitive disorders such as Alzheimers evoke pity, mood disorders such as Major Depressive Disorder do not. Antisocial disorders such as psychopathy are stereotyped as less warm than mood disorders and neurocognitive disorders. Psychotic disorders such as schizophrenia are also stereotyped as less warm, yet they are seen as less competent than antisocial disorders. These different stereotypes suggest that
studying the effects of person-first language on attitudes toward mental disorders ought to be studied in a disorder-specific manner. We examined the relationship between person-first language and stigmatizing attitudes for eight different mental disorders (i.e., schizophrenia, depression, etc) through an online survey with measures of stereotyping and dehumanization adapted from previous studies designs. Participants were randomly assigned to one of three different conditions, all of which asked the same questions, with the only difference being the language used to describe the target: person-first labels, identity-first labels, or identity-only labels regarding mental disorders. By focusing on this disorder-specificity, we can study if the use of person-first language mitigates negative attitudes toward all mental disorders indiscriminately, or if it is more effective for some disorders more than others.

Transparency in Teaching: Models for Inclusion and Equity in Higher Education
Chair: Carolyn Weisz, University of Puget Sound

**Talk 1: Behind the Curtain of Transparent Assignments for Student Success**
Michelle Nario-Redmond, Hiram College

As students navigate the mysteries of college life, so much is unspoken and unexplained. To be transparent to an increasingly variable student body is to make tangible the schemas for success, and to uncover both the methods and means for achievement. For example, students appreciate learning how to parse articles nonlinearly. Prompts and scavenger hunts can signal where to find information using technology that builds on peer response. Teaching efficiencies can accrue with 1:1 paper conferences using recording/mark-up applications, encouraging students to identify what they like and what needs work, and holding them accountable to higher-order concerns. We can give students practice with how to generate good discussion questions; provide alternatives to oral idea sharing; illustrate criteria fulfillment; and cultivate strategic reading. Showing samples of what previous students have done along with how their scores translate to a rubric helps students visualize meeting the benchmarks. Finally, to make transparent the purpose of discussions, instructors can facilitate difficult dialogues with activities that foster a dialogue mindset which is distinct from discussions motivated to convince, and is encouraged by goals for working with people whose experiences differ from ones own.

**Talk 2: Creating Equitable Classrooms Despite Inequitable Representation and Expectations**
Delia Saenz, Bennington College and Arizona State University

The new student majority (NSM) in higher education including students of color and first generation and low-income students faces primarily White and/or male professors. Historically, the latter have been trained to present traditional content with little to no emphasis on interrogation of the perspective taken or the voices excluded from the development of knowledge and creative activity in their respective disciplines. The NSM, thus, likely experiences an education that rarely reflects contributions of people like them. This situation, characterized by lack of multi-perspective representation and, potentially, reduced self-relevance, may lead to diminished student engagement and ultimately, lower retention and successful learning. Furthermore, given the ubiquitous nature of ingroup favorability bias and category-based expectations, the classroom may reflect a situation wherein a high power individual (instructor) intentionally or inadvertently enacts biases based on race/ethnicity, social class, and other outgroup dimensions. In this context of inequitable representation (in course content) and inequitable expectations (based on category membership), how can faculty promote more equitable classrooms? The presentation will address faculty training in 5 key areas that can promote equitable learning contexts for both NSM and others: fostering community, understanding intersectionality, expanding perspective-taking, adopting growth models, and effective framing of the difference.

**Talk 3: Transparent Assignments to Make Visible the Unwritten Rules of College Success**
Kathryn Oleson, Reed College
Dan Richard, University of North Florida
Carolyn Weisz, University of Puget Sound
Mary-Ann Winkelmes, Brandeis University

How do we create equitable environments in higher education in which all students flourish? The increasingly diverse population of students may not implicitly know the academic strategies to insure they thrive in their courses. Without this invisible knowledge, they may struggle to grasp the value of particular class projects or how to approach them. In this talk,
we provide a framework for college instructors to create transparent assignments. In particular, we focus on three aspects of transparency: (1) the task what students are being asked to do, (2) the purpose of the assignment why they are doing it, and (3) the criteria used to assess the assignment. Using specific examples, we walk through reflection questions to help faculty provide clearer, more equitable instructions for students. We consider ways to present academic tasks in more precise terms so that students can begin their work from the same starting line of understanding. Next, we think through ways to explain the purpose of an assignment for building knowledge and practicing skills. Finally, we illustrate methods for providing clear rubrics and authentic examples for evaluation. To broaden access to higher education, we need to make visible the unwritten rules of success in college.

**Talk 4: Assessing the Impact of a Large-Scale Transparent Teaching Intervention**
Carolyn Weisz, University of Puget Sound
Kathryn Oleson, Reed College
Charlotte Powley, Ahmed Sadiq, Mary-Ann Winkelmes - Brandeis University
Dan Richard, University of North Florida

Transparency in Learning and Teaching in Higher Education (TILT Higher Ed) promotes communication among college faculty and students about the purposes, tasks, and criteria for academic work with the goal of providing more equitable opportunities for all students to succeed. Previous TILT assessment efforts suggest that transparency around academic assignments increases students confidence, belonging, and metacognition, with even greater gains for historically underserved students (Winkelmes et al., 2016), and that a transparent teaching intervention can improve student retention (Gianoutsos & Winkelmes, 2016; Winkelmes, Calkins, & Yu, forthcoming). This presentation will describe new data from 1140 students at 20 community and technical colleges in Washington State, whose instructors participated in TILT training and then created two transparent assignments for students in 10-week courses. Students completed measures of academic confidence and self-perceived skills (e.g., writing, analysis, application, collaboration, independence) at the beginning and end of their courses, and rated transparency, school belonging, and self-perceptions of learning at the end of the course. Preliminary analyses show that the 9-item transparency measure has good reliability and predicted positive outcomes including skill development, confidence, and belonging. The presentation will discuss the validity of the transparency measure, including analyses involving both course-level and student-level transparency variables.

**Uncovering Complexity: Examining older Chinese and American Womens Lives**
Chair: Nicky Newton, Wilfrid Laurier University

**Talk 1: Empowering Ethnic Minority Women: Transformative Research and Rural Development**
Hua Huo, Wilfrid Laurier University

Integrating theoretical research with the implementation of projects beneficial to ethnic minorities can take many forms. This qualitative case study examines the narratives provided by He Zhonghua, a Chinese female activist, one participant involved in the Global Feminisms Project (2006). As an ethnic minority woman, professor He first-generation student cherished the rare opportunity of receiving higher education. She felt an inescapable responsibility to uncover the real situation of ethnic minorities, which contains unique and rich culture, rather than barbaric and backward historical stereotypes. Her work is rooted in long-term and extensive research at the grassroots level. She believed that rural development and community management was crucial, and insisted on taking a gender perspective: one that recognized the unique value of women in cultural inheritance and community involvement, and encouraged women to empower themselves through actively participating in community development. She initiated the Photographic Story project, led by local villagers, who took photos to promote eco-tourism for their region. The project not only encouraged community development and environmental protection but improved the socioeconomic status of women. She transformed her self-growth and academic research into a force that enabled marginal groups can voice their opinions in community planning.
Talk 2: Well-Being in Older Women: The Importance of Despair
Katherine Ottley, University of Saskatchewan
Samantha Williams, Taylor Benoit - Wilfrid Laurier University

Research on aging women often focuses on correlates of age-related physical change, subsequently overlooking the psychosocial aspects of aging. This presentation examines women's psychosocial experience of aging, with a focus on both constructs of Erikson's (1959) eighth stage of development, Ego Integrity (EI) and Despair. Drawing on qualitative and quantitative data from a group of American women from two longitudinal studies (N = 231; Mage = 69.06), EI and Despair were measured in three different ways: newly-developed Q Sort scales (Newton, Stewart, & Vandewater, 2019), coded qualitative data, and Ryff and Heinckes Ego Integrity Scale (EIS; 1983). Relationships between these operationalisations of EI and Despair were examined along with their relationship to well-being. Relationships between all measures were as expected; for example, the EIS (1983) was negatively related to Q-sort Despair and negatively related to a specific code—almost integrated—which encompassed people who had an overall positive view of their life course. Interestingly, Q-sort Despair but not Q-sort EI was related to well-being, suggesting that EI and Despair are best conceptualized as highly related but separate constructs. Results further emphasize the importance of examining not only EI but also Despair in studies of well-being in older women.

Talk 3: You’re Kind of Invisible: Older Women Talk about Their Lives
Nicky Newton, Wilfrid Laurier University

Older women in the United States have been described as America's silent, invisible majority (Harrison, 1991, p. 111). While there has been progress in the visibility of women in arenas such as politics and the media, there still remains some disconnect between how women perceive themselves and how they are perceived particularly as they age—by much of society. Moreover, the process of women aging remains understudied, and scholars have called for more individualized perspectives on women's aging through the study of their narratives (Dionigi et al., 2011; Webster-Wright, 2019). Using content analysis, this study examines themes of visibility in the qualitative interview transcripts of 35 older women (Mage = 72.43), as well as related themes of identity and agency. Visibility is explored through issues of how others perceive (e.g., the male gaze, societal blindness, lack of visibility and/or existence) and participants' perceptions of themselves (e.g., perspective, insight), and how this self-perception has changed over time (e.g., identity renegotiation, increased wisdom, continued need to meaningfully contribute to society). Findings are discussed in light of the complex relationship between the physical and psychological facets of aging for women, and the importance of making visible all manifestations of women's aging process.

Understanding Pathways to Health Disparity for Native American Families and Children Through Community-engaged Research
Chair: Sara Nozadi, University of New Mexico

Talk 1: First Look at Developmental Profiles in Young Children Enrolled in NBCS/ECHO
Ellen Geib, Center for Development and Disability

The goal of the Navajo Birth Cohort Study/Environmental influences on Child Health Outcomes (NBCS/ECHO) study is to address community concerns regarding the impact of exposure to abandoned uranium mine waste on children's health and neurodevelopment. Participants included over 100 children ages 3:6 to 5:11 years. Data were collected at six sites across the Navajo Nation. Psychologists, psychiatrists, and other individuals with expertise in child development conducted evaluations. They included a medical history and examination, and assessment of child behavior, social skills, daily living skills, cognitive abilities, and language abilities. Results suggest high rates of language concerns and disorders. On standardized cognitive and language testing, children scored significantly lower on verbal items than nonverbal and spatial scores. Sex difference emerged such that boys had significantly lower verbal scores than girls. These results provide preliminary data on the current neurodevelopmental profiles of Navajo children. This research serves to inform current services and projects to assess environmental exposures and health outcomes in Navajo Nation. This study provides baseline data on Navajo children to help with diagnoses and evaluating intervention efforts.
Talk 2: Use of Eye-tracking to Study Socioemotional Functioning in a Sample of Navajo Children
Sara Nozadi, University of New Mexico

Most developmental assessments have been validated in non-Native American children, and hence, may not be appropriate for assessing children from NBCS-ECHO study living on Navajo Nation. Moreover, some of these children come from Navajo speaking households and most standardized measures are not available in their indigenous language. Thus, using technologies that can assess children’s psychological and cognitive functioning without requiring behavioral or verbal responses from children can help to assess cognitive and socio-emotional functioning. In this study, we used eye tracking technology to assess how Navajo children processed emotional facial expressions related to children’s symptoms of externalizing and internalizing behavioral problems. Sixty-six children (age range = 3.6 - 5.0 years) sat in front of a computer with an attached eye tracker, which is a non-invasive camera that records children’s eye movements to show what sections of the screen children looked at, to watch images of facial expressions. Children’s socioemotional functioning was assessed using a battery of comprehensive standardized developmental assessments. Results showed that children with high aggression and anxiety avoided faces with positive and negative emotions. Given that eye tracking provides a direct non-verbal measure of socioemotional functioning, these results along with ongoing research to examine associations among environmental exposures, children’s processing of social/emotional stimuli and subsequent socioemotional functioning will help us to validate comprehensive neurodevelopmental assessments not previously validated in a Navajo population.

Talk 3: Adding Mental Health Outcomes and Socioeconomic Information to Exposure Assessment a Pilot Study among Cheyenne River Sioux Tribal Members
Esther Erdei, University of New Mexico

The Native Environmental Health Equity Research Center, and its research projects are dedicated to addressing disparities that are related to exposure to toxic metals and metal mixtures on tribal lands. In addition to socioeconomic inequities and environmental contaminations, American Indians experience greater mental health disparities as well. Metals (such as mercury, cadmium, lead) have long been suspected to be contributors to mental health conditions as many of them are well-known neurotoxicants. Mercury and arsenic exposures were found in public water sources, air, river sediment and through dietary exposures. As fishing is a way of life among Lakota people of the Cheyenne River Sioux Tribal (CRST) land, CRST communities located along the Cheyenne River in South Dakota have been exposed to mercury and other heavy metals for more than 5 decades. Our hypothesis is that metal exposures and other chemical contaminants originated from environmental injustice and socioeconomic disadvantage contribute to mental and public health problems, forming at least part of the Indigenous environmental trauma and mental health crisis framework. In this pilot study, we enrolled 60 people with documented fishing and metal exposures from within the larger parent study of 225 CRST community members. Surveys on mental health and socioeconomic conditions (stress measures, ACE, scl-90, discrimination scale, economic data collection) were administered to each participant. This approach is novel as an intersection between contaminant exposures and health equity in environmental health. We explore this interdisciplinary research need as potentially the most preventable in high-risk, highly exposed communities relying on traditional food and environmental resources. This project directly addresses the knowledge gap through the combination of biomonitoring, survey analysis and multivariable mixed methods statistical modeling.

Using Psychological Science to impact Equity, Diversity, and Inclusion
Chair: Chelsea Crittle, Tufts University

Talk 1: A “Wise” Intervention Improves Intergroup Climate and Marginalized Student Well-Being
Mitchell Campbell, UW-Madison

To address detriments in the well-being and academic success of individuals from marginalized groups, we designed an intervention meant to increase inclusive behaviors among students in university classrooms. We used social marketing principles, identifying a specific target audience, several impactful inclusive behaviors, and barriers that prevent members of this audience from engaging in these behaviors. The end result was a one-page pro-diversity intervention designed to be added to course syllabi. This intervention leverages psychological theories of behavior change and addresses current barriers to inclusive behaviors. After pilot-testing, we evaluated the intervention in two large-scale randomized controlled trials (total N = 1324) in which we assigned university courses to either receive the intervention or a control condition. At least 8 weeks
later, students completed a climate survey. The intervention led to more inclusive attitudes and behaviors among all students. In addition, students from marginalized groups reported increased well-being and obtained better grades. The effectiveness of this intervention suggests wise interventions can be used to promote inclusion and demonstrates the strength of adopting a social marketing approach to prejudice research.

**Talk 2: Ethical Considerations when Working with POC who Identify as LGBTQ+**
Bharat Bharat, University of South St. Petersburg

People who identify as lesbian, gay, bisexual, transgender, and queer (LGBTQ) often struggle with identity issues, homophobia, and resulting psychological distress. Individuals who are Asian, Black, Latinx, Middle Eastern, or multiracial experience persistent racism. Although mental health services have improved by training professionals about how to provide effective services to the LGBTQ community, many providers still lack proper training and/or competence to treat people of intersecting identities such as people of color (POC) who identify as LGBTQ. In fact, some professionals might hold personal biases and beliefs that affect treatment methods, which may result in more harm than benefit to clients. Furthermore, researchers personal biases and misjudgments of POC-LGBTQ can negatively affect both the participant and the experiment. Ethical considerations play a pivotal role in ensuring that psychologists work adequately with POC-LGBTQ. Ethical issues such as informed consent, cultural competence, privacy, and confidentiality will be discussed in this paper. After providing an overview of issues facing POC-LGBTQ and relevant principles and standards from APA, gaps in knowledge will be identified. An innovative POC-LGBTQ Multidimensional Ethical Decision Making (M^*EDM) Model will be introduced to help professionals understand ethical issues related to research and treatment with POC-LGBTQ and make informed ethical decisions.

**Talk 3: Assessing Climate and Maximizing Diversity Efforts in STEM Doctoral Programs**
Chelsea Crittle, Tufts University
Giselle Laiduc, Emily A. Hentschke, Anna Sher - University of California, Santa Cruz

People from historically marginalized backgrounds (e.g., women, people of color) experience high rates of discrimination in STEM fields (Pew Research Center, 2017). This runs counter to highly-publicized, well-funded equity, diversity, and inclusion (EDI) efforts that seek to reduce bias in these fields. To gain a deeper understanding of perceptions of the climate in STEM graduate programs, we conducted a needs assessment of EDI issues at the University of California, Santa Cruz. Doctoral students in the physical and biological sciences participated in an online survey (n=156) and follow up interviews (n=20) examining psychological wellbeing, discriminatory experiences, and perceived departmental climate, including efforts to address EDI issues and suggestions for improvement. Our analyses indicate that students assessment of how their departments prioritized EDI issues negatively predicted their perceptions of climate, belonging, and well-being. Analysis of interview and open-ended survey questions echo these findings, highlighting the unintended consequences of promoting EDI issues in shallow ways (e.g., underequipped faculty, the persistence of myths about minority advantage). We discuss strategies for sharing findings with campus leadership, including concrete recommendations from doctoral students themselves about how to meaningfully promote supportive, inclusive, and equitable initiatives.

**Talk 4: Pathways to Inclusive Excellence for Black Students in STEM**
Chelsea Crittle, Tufts University

Many institutions of higher learning seek to answer the question, how can we better serve underrepresented populations? In recent years, predominantly White institutions (PWIs) have attempted to improve the collegiate experience for underrepresented students through inclusive excellence, a framework designed to help campuses integrate quality diversity efforts into the core of institutional functioning (Williams, Berger, & McLendon, 2005). Improving Black students sense of trust and comfort towards their academic environment might be beneficial in progressing towards inclusive excellence within the STEM field. Cues in the environment such as low minority representation, have the potential to signal the level of threat or safety a stigmatized person will experience, influencing their expectations. An immediate way to combat this threat could be to implement identity-safety cues (e.g., signals that an identity will be valued). Across three experiments, currently enrolled Black STEM students provided their impressions of identity-safety cues as well as responses to classroom bias. This research replicates and extends previous work on diversity and inclusion and will directly shape bias training for Tufts Physics, Biology, and Chemistry professors.
Index

A
Acheson, Shawn 54
Adams Bass, Valerie 102
Adams, Emily 51
Adams, Glenn 15, 49
Agadullina, Elena 49, 74
Agassiz, Kelle 23
Agboh, Darren 86
Aguinaldo, Erick 18
Akiabar, Alvin 54
Alaluf, Rozita 50
Albayrak-Aydemir, Nihan 105
Albritton, Tashuna 85
Alexander, Apryl 10, 38, 87
Allen, Elizabeth 29, 64
Allen, Jill 63
Alshabani, Nuha 28, 62, 78
Amaral, David 92
Amormino, Paige 110
Anderson, Kayla 23
Andrade, Brendan 24
Ankushev, Vladislav 74
Ansari, Shahana 55
Arce, Alejandra 96
Areguin, Maira 33
Ashburn-Nardo, Leslie 71
Ashraf, Leyla June 4
Atkinson, Ciara 22, 25
Awad, Germine 39
Axt, Jordan 22

B
Badura-Brack, Amy 53, 63
Bai, Hui 5, 22, 31
Baker, Alexandra 76
Baker, Denise 57
Balaram, Arita 43
Ballinger, Taylor 80
Ball, Tom 6
Balzer Carr, Brandon 52
Banks, Jasmine 81, 88
Banos, Noely 4, 67
Barber, Ja’Bria 64
Barkin, Alexandra 18
Barnes, Melissa 7
Barton, Alexa 69
Bart-Plange, Diane-Jo 5
Bartz, Logen 102
Battle, Jericka 56
Belgrade, Andrea 3, 40
Benoit, Taylor 113
Benson, Grazziella 4, 67
Bergkamp, Jude 23
Bernal, Darren 28
Berry, Megan 31
Bertin, Jeannine Alana 102
Bharat, Bharat 115
Biefeld, Sharla 52, 108
Bienrat, Monica 95
Blankenship, Benjamin 6
Blankley, Kristen 103
Bliss, Sara 91
Bogatireva, Natalia 49
Bonam, Courtney 95
Boone, Janet 29
Boparai, Anmol 24
Borgida, Eugene 40
Borras Guevara, Martha Lucia 14
Boswell-Strain, Emily 19
Botelho, Elliott 16
Boucher, Kathryn 90
Boudreaux, Edwin 10
Bowman, Nicholas 90
Boyd, Ryan L. 59
Brack, Abigail 53
Brady, Laura 1, 20, 79
Brady, Shannon 80
Brandt, Caletta 4
Brannon, Tiffany 16
Branscombe, Nyla 6, 64, 67
Brashear, Brittany 41
Brassel, Sheila T. 104
Braun, Kelsey 84, 100
Bravo, Elsa 52, 78
Brochu, Paula M. 33, 35, 47
Brockdorff, Alexandra 104
Brooks Dueland, Laura 37, 51, 107
Brown, Brandon E. 85
Brown-Iannuzzi, Jazmin 52
Brown, Jill 53
Bryant-Lees, Kinsey 76
Buchanan, NiCole 108
Buie, Hannah 25
Bullock, Heather 85, 92
Bullock, Heather E. 26
Burke, Sara 51, 61
Burns, Devin 57
Bustamante, Priscilla 43
Bustos, Tatiana Elisa 88
Butler Barnes, Sheretta 101, 102
Butler, Kevin 70

C
Cabana, Allison 43
Cajas, Jonathan 70
Calaff, Carlos Ivan 40
Calogero, Rachel 71
Campbell, Mitchell 114
Campbell, Santiba 88
Campos-Ordonez, Pamela 49
Carrete, Ivy 63
Carrico, Amanda 106
Carriere, Kevin 42, 86
Carroll, Ellen 9
Carter-Sowell, Adrien F. 42, 87
Case, Kim 41, 108
Castrillon, Valentina 21
Cavanagh, Caitlin 11
Cervantes, Delilah 61
Chang, Andrew 92
Chan, Winnie 96, 97
Chapman, Daniel 53
Chapman, Jule 88
Chapman, Stephanie 42
Chasteen, Alison 26
Cheng, Alice 60
Cheon, Yuen Mi 37
Chimowitz, Hannah 10
Christens, Brian 23
Cicho, Martha 21
Cikara, Mina 110
Cipriano, Allison E. 30, 104
Cole, Alexia 80
Cole, Jennifer 106
Cole, Mathew 25
Collier, Ariel 41
Collins, Charlie 31, 79
Collins, Constance 88
Conner, Stephanie 54
Cooper, Rachael 47
Coppola, Federica 40
Corpz, Randy 58
Correll, Joshua 22
Cortina, Lilia 14
Covarrubias, Rebecca 17, 20
Crandall, Chris 73
Crawford, Danielle 37
Crier, Nicolas 88
Crimin Johnson, Leslie 68
Crist, Jaren 68
Critt, Chelsea 114, 115
Crocker, Jennifer 80
Croft, Alyssa 9, 22, 25
Cundiff, Jessica 90

D
Dai, J. Doris 1
D’Alessandro, Sophia 58
Daniels, Jarrell 40
Dasgupta, Nilanjana 19
Da Silva, Caroline 12
Davis, Maura 41
Davis, Roxy 2
Davis, Tangier 98
Deane, Lindsey 88
DeCuir-Gunby, Jessica 4, 29, 64
Dehrone, Trisha 26, 36
De La Vega, Eduardo 58, 73
Delgado, Rosa 110
De Lima, Fabiana 80
K
Kachanoff, Frank 90
Kahn, Kimberly 27, 78
Kalkstein, David 80
Kato, Emu 67
Katz, Phyllis 77
Kaur, Sona 71
Kennedy, Thomas 47
Kenny, Maureen 72
Kent, Ana 5
Khan, Aisha 67
Khatib, Nadim 96
Khukhlovich, Adi 85
Kiebler, Jessica 14
Kilgo, James 16
Kil, Hali 24
Kimball, Ezekiel 10
Kira, Mari 3
Kite, Mary 19, 41
Klukoff, Hannah 38
Kohfeldt, Danielle 31
Kornbluh, Mariah 31
Kornenko, Anastasiia 27, 81
Kremer, Michael 49
Kroeper, Kathryn 90
Kuey, Claire 57
Kuo, Entung 92
Kuperminc, Gabriel 96, 97
Kurucz, Elizabeth 57
Kutchko, Val 18

L
Lacasse, Katherine 11
Laiduc, Giselle 2, 17, 115
Lake, Jaba 29
Lamarche, Veronica 22
Amanda 4, 48
Lasagna, Molly 41
Lawrence, Jason 15, 16
Lawrence-Ramos, Marcella 16
Leavitt, Peter 25, 44
Lee, Fiona 3
Lee, Harmony 32
Lee, Timothy 16
Lee, Tina 36
Lehman-Rios, Emily 54
Leidner, Bernhard 58
Lench, Heather 56
Leong, Suvi 72
Leskimen, Emily 37, 84
Lickel, Brian 13, 32, 53
Lies, Trevor 49
Lifshin, Uri 11
Lj, Jessalyn 60
Liu, Guanyu 10
Livert, David 36
Livert, David Edward 94
Lizzio-Wilson, Morgana 12
Pahlke, Erin 77
Palma, Paolo 86
Palmer, Gordon 99
Papp, Leanna 18
Park, Jeongeun 17
Pauer, Kristin 55, 65
Peabody, James 61
Pearlberg, Stephen 57
Peifer, Janelle 43
Peirce, Anne 89
Peiwei Li 3
Penick, Rachael 100
Perez, Michael 68
Perkins, Vernita 27
Perriello, Leta 61
Peterson, Laurel 36
Pettinato, Michael 76
Pham, Minh 25
Pickering, Ryan 44, 64
Pietri, Evava 91
Pinedo, Andres 7
Platten, Samantha 59
Poe, Jennifer 12
Powley, Charlotte 112
Preddie, Justin 105
Prokhorets, Svyatoslav 55
PytlikZillig, Lisa 103
Rabelo, Verónica 98
Ragin, Deborah 94
Ramirez, Alondra 63
Rawlins, Jamiee 70
Reardon, Jenny 2
Reitz-Krueger, Cristina 41, 54
Reppond, Harmony 85
Reppond, Harmony A. 91
Reyes, Cheyenne 56
Reynolds, Heather 70
Richard, Dan 111, 112
Richardson, Bridget 102
Richmond, Cathryn 7
Rincón, Claudia 80
Rios, Desdamona 33
Rivas, Catherine 85
Robbins, Mark 56
Robotham, Kathrina 98
Roecker, Maria 48
Rodriguez, Ana Lucia 58, 73
Rogers, Onnie 37, 101, 102
Ropp, Anna 42
Rosenthal, Lisa 84, 85, 87
Rottman, Joshua 58
Roussos, Gina 35
Rowley, Stephanie 6
Rozen, Chris 80
Rudenstine, Sasha 50
Rumberger, Jonquil 52
Russell, Teal 19
Russell-Mayhew, Shelly 30
Ruvalcaba, Yanet 88
Ryan, Carey 37, 51, 107
Ryan, Desiree A. 26, 36
Ryu, Daniel 45
Sadiq, Ahmed 112
Sadler, Melody 50, 75
Saenz, Delia 111
Sahaugian, Lily 101
Saleem, Rakshanda 3
Salter, Phia 38, 56, 68, 95
Salton, Rowan 65
Sanchez, Sirenia 89
Sandoanapitchai, Priyadharshany 36
Santiago-Rodríguez, Edda I. 85
Sarieva, Irena 75
Sarwaru, Miriam 27
Satturu, Anusha 67
Saucedo, John A. 85
Saucier, Gerard 56
Saunders, Jessica 30, 44, 78
Schiller, Julia 63
Schiralli, Jordana 26
Schlehofer, Michele 38, 66
Schmitt, Michael 15, 89
Schneider, Jacob 81
Schratz, Daniel 60
Schultz, Olivia 79
Schwartz, Eliezer 40
Schwartz, Seth 69
Scruggs, Barrett 6
Seidl, Matthew 33
Sekaquaptewa, Denise 34, 91
Serrano, Jose 33, 35
Serrano, Michelle 70
Settles, Isis 98, 99, 104, 108
Shapiro, Ester 67
Shaunessy, Liam 60
Shawamreh, Bassam 54
Shepp, Veronica 21
Sher, Anna 115
Shi, Christine Li 4
Shields, Stephanie 108
Shinn, Marybeth 94
Shoulberg, Erin 68
Sidanius, Jim 110
Siegel, Jaclyn 39, 42, 71
Signorella, Margaret 77
Silka, Linda 37
Simon, Eric 92
Simon, Jeremy 31
Singh, Anneesa 24
Singh, Balbir 22
Singh, Melina R. 36, 85
Singh, Namrita 39
Skinner, Allison 89
Smith II, Richard 76
Smith, Jessi 12
Smith, Joslyn 44
Smith, Rebecca 21
Smith, Stephanie 25
Smith, Tanya 48
Smokowski, Paul 13
Snyder, Hilary 19
Solis, Mayra 65
Somoh, Angela 50, 75
Sosa, Johanna 60
Sparks, Haley 100
Spears-Brown, Christia 108
Spengler, Elliot 71
Spitalny, Arissa 64
Staley, Sara 35
Stanley, Christine A. 87
Stanton, Alexis 99
Steck, Laura 20
Steele, Jennifer 34
Steele, Rachel 38, 69
Stepanek, Sarah 37
Stephens, Dionne 52, 58, 69, 72, 73, 78, 88
Stewart, Abigail 98
Stitt, Samantha 55
Stockdale, Peggy 91
Straka, Brenda 54
Stringer, Sharon A. 100, 101
Stuart, Shannon 12
Suh, Seh Min 32
Sutherland, Kelly 15
Swanson, Matthew 37, 107
Swartout, Kevin 8
Swartzwelder, Scott 54
Swoboda, Mara 54
Syropoulos, Stylianos 11, 58, 68
Tai, Christine 65
Takahashi, Koji 91
Talmage, Craig 74
Tang, Joy 83
Tang, Ying 100, 101
Tannenbaum, Karen 32
Taylor, Candace 41
Taylor, Katherine 92
Tesslerova, Maria 49, 74
Thiem, Kelsey 19
Thoman, Dustin 12
Thomas, April 11, 65
Thompson, Brycen 42
Thompson, Ryan 109
Thorne, Kelsie 98, 99
Tisdale, Casey 103
Todd, Emerson 84
Toizer, Barbara 75
Toolis, Erin 91
Toomey, Russell 71
Tormala, Teceta 45
Torrez, Brittany 92, 93
Tost, Leigh 73
Trost, Leigh 73
Trafalis, Sandra 18
Tran, Julia 93
Trawalter, Sophie 5
Tropp, Linda 26
Trott, Carlie D. 4, 48
Truong, Shirley 85
Turnbull, Kierra 42
Twali, Michelle 93

V

Vaid, Jyotsna 87
Valle, Ibette 17
Vallerga, Michael 28
Van Der Linden, Sander 29
Van Der Vord, James 59
Vanman, Eric 59
Veillette, Laurie 33, 35
Villicana, Adrian 95
Volpe, Vanessa 4, 67
Vossoughi, Nadia 34
Votruba, Ashley 102, 103
Votruba, Ashley M. 102

W

Waddell, Maitland 89
Walker, Tahirah 77
Walker, Tammi 9
Walton, Greg 80
Ward, L. Monique 6, 18, 101
Warner, Leah 108
Weber, Leslie 47
Weber, Shelby 48
Weisz, Carolyn 111, 112
Wertheimer, Julie 18
West, Keon 14
Wheeler, Johnny 79
Whyte, Aimee 43
Wiener, Richard L. 18, 31
Williams, Jane 81
Williams, Samantha 113
Williams, Stacey L. 84, 100
Williams, Tellis 43
Williams, Wendy 41
Wilton, Leigh 1
Winkelmes, Mary-Ann 111, 112
Womack, Veronica 14
Won Park, Jun 92, 93
Wout, Daryl 2
Wright, Joshua 15
Wright, Stephen 89
Wu, Deborah 19

Y

Yang, Jenny 72
Yantis, Caitlyn 95
Yap, Melo-Jean 12
Yellowtail, Jamie 48, 56
Yennello, Sherry 87
Young, Alyson 19
Young, Danielle 1
Young, Hana 60

Z

Zeiders, Katharine 71
Zhang, Angela 19
Zhao, Xian 22
Zhong, Lizi 19
Zosky, Joshua E. 3, 104
Zurbriggen, Eileen L. 28, 52, 71
ADDENDUM TO
15 MINUTE PRESENTATIONS:

Values-affirmation motivates prosociality towards ex-prisoners in Nigeria and the U.S.

Claudia Schneider - University of Cambridge

Behaving with the welfare of others in mind can positively influence human interactions and well-being. Yet, humans often do not behave prosocially, especially towards unknown distant others or marginalized societal groups. Here, we assess whether a values-affirmation intervention can reduce discrimination and foster prosociality towards these groups. Studies 1 and 2 (n=1,527) show that engaging in a values-affirmation exercise can increase prosocial behavioral intentions and actual prosocial behavior towards unknown others. Studies 3 and 4 (n=1,511) replicate and extend findings to a marginalized societal group: ex-prisoners. In an endeavor to assess a potential avenue for peace building and conflict reduction in Nigeria, study 3 tests a values-affirmation intervention to shift the Nigerian public's discriminatory attitudes towards ex-prisoners and to foster prosocial motivation. Study 4 tests whether effects generalize to the U.S. context. Results suggest that in both countries engaging in a values-affirmation exercise can lower discriminatory attitudes and increase prosocial motivation towards ex-prisoners compared to control groups. Our findings make important contributions by extending the application of values-affirmation theory to the context of prosocial behavior change, in general and specifically towards marginalized societal groups, to help advance just and peaceful societies.