BRIAN HARDER HONOURS DAY CONFERENCE

April 13, 2017 | 9:30 am - 3:45 pm | CCIS 1-430 & 1-440
A day to celebrate work by Psychology Honours Students

UNIVERSITY OF ALBERTA
DEPARTMENT OF PSYCHOLOGY
The Brian Harder Honours Day Conference is a special opportunity to interact with students in the Honours Psychology program. Third-year students give an oral synopsis of their thesis proposal, while fourth-year students give poster presentations of their research findings. Scholars across campus are invited to attend, and families and other personal supporters are welcome. The Honours Day Conference is named after Brian Harder, a former student.

Emerging from a small rural community and influenced by the Mennonite Brethren, Brian began his academic career at the University of Alberta in 1984. In his second year he majored in Drama, which likely reflected his continuing interest in creativity and creative expression. After his second year, Brian decided to travel for a year. He frequently sought out situations he knew would challenge his personal philosophies and resourcefulness; so he undertook the journey alone. He visited Europe and the Middle East and was particularly enamoured of Turkey.

In 1987 he entered the Psychology undergraduate honors program and graduated with first class standing in 1989. He married Joan Fitzpatrick in July of that year. He began his graduate studies at the University of Alberta in September 1989 and was studying dreams and the psychology of self with Professor Don Kuiken.

Brian died in July 1990 of a brain aneurysm at the age of 28. Many were shocked at Brian’s untimely death. However, Brian knew he was at risk; he had already survived one aneurysm a number of years earlier. But Brian chose to live life in a way that was most meaningful to him. He was a thoughtful and contemplative individual, as much a philosopher as a psychologist. He often chose to ask the most difficult questions both of himself and of others. As a consequence, he encouraged others to think deeply about those things that matter most.
PROGRAM

9:30 am

Oral Presentation Session I
3rd Year Psychology Hons Students
Daniel Ennett (T. Masuda)
Rebecca Stuber (E. Nicoladis)
Jayasree Narayanan (K. Noels)
Angela Ma (D. Rast)
Ashley Huang (P. Hurd)

10:45 am

Coffee Break

11:00 am

Keynote Address: Dr. Paul L. Vasey

12:00 pm

Lunch & 4th Year Poster Presentations

1:30 pm

Oral Presentation Session II
3rd Year Psychology Hons Students
Tristan Pidner (W. Hoglund)
Bryce Hoy (T. Masuda)
Lorelei Baquiran (E. Nicoladis)
Maria Kaczmar (D. Rast)

2:30 pm

Coffee Break

2:45 pm

Oral Presentation Session III
3rd Year Psychology Hons Students
Cathy Agyemang (C. Gagne & T. Spalding)
Rania Mahdi (T. Masuda)
Lane Liddle (F. Colbourne)
Sarah Nguyen (C. Dickson)
In many cultures, worldwide, more than two genders are recognized. In such places, individuals exist that are perceived as being neither men, nor women. Instead, such individuals are recognized as “third” genders.

Dr. Paul L. Vasey works in two such cultures. Since 2003, he has conducted research in the south Pacific island nation of Samoa, where feminine, same-sex attracted males are recognized as a third gender, known locally as fa’afafine. Since 2015, he has worked concurrently in the Istmo region of Oaxaca, Mexico, where feminine, same-sex attracted males are recognized as a third gender, known locally by the indigenous Zapotec as muxes.

In this talk, Dr. Vasey will examine how the presence of third gender males in the local environment influences the sexual psychology of men and women. His discussion will highlight a previously underappreciate pattern of mate acquisition—inter-sexual mate competition—which has implications for sexual selection theory.
Dr. Vasey is a Professor and a Board of Governors Research Chair at the University of Lethbridge. His research has been funded by all three of the Canadian tri-council agencies (NSERC, SSHRC & CIHR) in addition to local, provincial and international agencies such as NIH. He is the author of numerous peer-reviewed articles on sexuality and gender and co-editor of two books. His is an Associate Editor of the Archives of Sexual Behavior.

Vasey’s work has been the subject of various television documentaries (National Geographic, Discovery Channel, The Nature of Things) and has been reported on in hundreds of newspapers and magazines worldwide including Globe & Mail, New York Times, The Economist, National Geographic, and Oprah Magazine. He has been interviewed on U.S. National Public Radio, the Canadian Broadcasting Corporation, and Radio Netherlands.
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<td>Rebecca Stuber (E. Nicoladis) Children’s Development of Musical Constructions and Learnt Affective Meaning</td>
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<td>Jayasree Narayanan (K. Noels) Effects of perceived discrimination and language patterns on bi-cultural identity</td>
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<td>Angela Ma (D. Rast) Group Identification Under Uncertainty: Effects of Entitativity and Group Extremism</td>
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<td>Ashley Huang (P. Hurd) What is the Relationship Between Alexithymia and Schizotypy in a Non-Clinical Population?</td>
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*Effects of Speech Accent on Perception of Physicians*                                                      |
| 2:15 pm    | Maria Kaczmar (D. Rast)  
*The effects of uncertainty on perceptions of warmth and competence of male and female leaders*        |
| Break      |                                                                                                             |
| 2:45 pm    | Cathy Agyemang (C. Gagne & T. Spalding)  
*Moving Through Time and Space: Metaphorical Spatial Schemas Used for Temporal Understanding*          |
| 3:00 pm    | Rania Mahdi (T. Masuda)  
*I Spy with my Little Eye, Attention and Object Recognition across Cultures*                              |
| 3:15 pm    | Lane Liddle (F. Colbourne)  
*An Investigation of the Effects of Rehabilitation on Recovery from Intracerebral Hemorrhage*         |
| 3:30 pm    | Sarah Nguyen (C. Dickson)  
*From molecules to memory: Building bridges without support from intervening neurophysiological levels* |
Daniel Ennett (Supervised by T. Masuda)

Empathy and Compassion’s Effect on the Resolution of the Requirements of Mourning

The requirement of mourning framework suggests three ways people resolve discrepancy between expected suffering and perceived suffering: empathetic, self-aggrandizing, and ought. It suggests the empathetic requirement is the only way for people to revise their expectations. I will investigate how perspective taking in compassion (a purportedly more sustainable and efficient alternative) and empathy inductions affect participants’ perception of a spinal cord injured (SCI) individual’s mood and how participants rate physical disability within the stereotype content model (SCM). Participants undergo a neutral, empathy, or compassion induction through audio instructions. Next, after listening to an audio interview with an SCI individual, they will complete the personality questionnaire for SCI individuals, the SCM in relation to physical disability, and the positive and negative affect scale (PANAS-X). I hypothesize that the empathy and compassion inductions will (1) result in lower ratings of negative affect in perceived SCI individual, (2) result in higher competence ratings in the SCM, (3) Compassion may show significantly lower perceived negative affect and higher competence ratings in comparison to empathy and (4) compassion may not lead to false veneration (inspiration measured with subscale on SCM). (5) PANAS-X scores for the compassion condition may have more neutral affect than other conditions.

Rebecca Stuber (Supervised by E. Nicoladis)

Children’s Development of Musical Constructions and Learnt Affective Meaning

Music carries an emotional meaning that is relayed through musical elements such as mode, rhythm, and tempo. Previous research has found differences between children, ages 4-years and younger, and adults in their understanding of music’s affective meaning. The usage-based theory of language suggests that these differences in understanding are due to the fact that meaning is learnt through familiarity, and states that language is learnt through the gradual generalization of linguistic schemas based on frequency of exposure. Applying the usage-based theory to music is the basis of the proposed research study; I test if children’s previous experience with music in movies affects their understanding of music’s emotional meaning. This research proposes that the connection between emotions and music is learnt through exposure. Suggesting that understanding emotion in music is not innate, but learnt over time.
10:00 am
Jayasree Narayanan (Supervised by K. Noels)
*Effects of perceived discrimination and language patterns on bi-cultural identity*

The current study investigates how perceived discrimination; language use and proficiency will impact identity patterns of bicultural individuals. In previous research, perceived discrimination had a positive correlation with ethnic identity and a negative association with national identity. Research on heritage language learning demonstrated that greater usage and proficiency of a language is positively correlated with a stronger identity in relation to that language. We will conduct the study in Singapore. An equal number of participants (N=300) from the Chinese, Malay or Indian ethnic groups will be surveyed using an online questionnaire. We hypothesise that participants who report a higher level of perceived discrimination will demonstrate a stronger ethnic identity and a weaker national identity. We will examine the language use and confidence of participants in their heritage language and English. We expect to see a balance between their ethnic and national identities for participants who report an equal level of confidence and usage of both languages. We expect participants to display an imbalance between their identities when they have a higher level of confidence and usage in one language. We will use analyses of variance (ANOVAs) to measure group differences and correlational analyses to evaluate associations between the variables.

10:15 am
Angela Ma (Supervised by D. Rast)
*Group Identification Under Uncertainty: Effects of Entitativity and Group Extremism*

Uncertainty identity theory (Hogg, 2014) predicts that uncertain individuals will tend to identify more strongly with extremist groups. This is thought to be due to the high entitativity or cohesiveness that such groups tend to possess. Currently, there is a dearth of research examining the relationship between extremism and entitativity. The present study seeks to fill this knowledge gap by orthogonally manipulating group extremism and entitativity. Participants are University of Alberta students (n=181) recruited through the Psychology Research Participants Pool. The participants will be primed to feel high or low uncertainty, and presented with descriptions of student groups. The groups will be high or low in entitativity, as well as highly or lowly extremist. The dependent variable will consist of a group identification scale (Hogg, 2007) and a manipulation check (Hogg, 2007). We predict that under high uncertainty, the highly entitative, extremist group will receive the highest ratings of identification, followed by the highly entitative moderate group. This study has the potential to contribute to current research on uncertainty identity theory and bolster our understanding of why individuals join extremist groups.
Oral Presentation Abstracts

10:30 am
Ashley Huang (Supervised by P. Hurd)
What is the Relationship Between Alexithymia and Schizotypy in a Non-Clinical Population?

Schizophrenia is a psychiatric disorder that has detrimental effects on social interactions. In particular, people with schizophrenia have difficulties navigating the emotional expressions and exchanges that underlie social exchanges. This leads to difficulties with forming close bonds and being accepted in social groups. The inability to identify and express one’s emotions and inner states, known as alexithymia, has been observed in clinically schizophrenic populations, but little research has been conducted on nonclinical groups. We will compare alexithymia scores with positive and negative symptoms of schizophrenia in an undergraduate university population and determine the correlations between these scores. Based on existing literature, we expect that alexithymia scores will correlate positively with negative symptoms and be uncorrelated with positive symptoms. Results may provide novel connections between alexithymia and schizotypy scores, suggesting that certain therapies for alexithymia could be effective for ameliorating emotional awareness deficits in those scoring highly, but subclinically, on the schizotypy spectrum.

Session II

1:30 pm
Tristan Pidner (Supervised by W. Hoglund)
Informant Discrepancies in School Climate and Adolescent Internalizing Problems

Depression and anxiety, collectively defined as internalizing problems, occur in over 35% of adolescents (Tandon, Cardeli, & Luby, 2009; Merikangas et al., 2010). School climate, incorporating perceptions of school safety and bullying in the school, can meaningfully influence the development of internalizing problems among (e.g., Somersalo, Solantaus & Almqvist, 2002). An unexplored factor in the association between school climate and adolescents’ internalizing problems is the effect of informant discrepancies in perceptions of school. We investigate whether adolescent school climate ratings, as well as discrepancies in school climate ratings predict adolescents’ internalizing problems across two school years. Participants included 1765 adolescents in grades 7 to 10 from 10 schools. Adolescents reported on their internalizing problems (Bevins, Diamond, & Levey, 2012) and school climate
(Bear & Yang, 2012). Adolescents completed their surveys in the fall and spring of two school years. Hierarchical linear modeling will be used to assess individual adolescents’ perceptions of school climate, as a time-varying covariate of change in adolescents’ internalizing problems, and whether aggregate perceptions of school climate moderate this covariation. If an association is found, then discrepant individual climate perceptions could be further investigated as a target for preventative internalizing problems interventions.

1:45 pm
Bryce Hoy (Supervised by T. Masuda)
Culture and Gender Role Identification Differences on Social Anxiety: A Cross-Cultural Study

Despite being a global disorder, the effects of social anxiety disorder are not experienced equally across cultures. The proposed study will attempt to address the question as to why some populations are at a greater risk of developing social anxiety disorder. European Canadian and East Asian Canadian participants will be asked to complete a Self-Construal scale, Individualism-Collectivism scale, as well as a Social Phobia and Anxiety Inventory. I hypothesize that participants who report higher social anxiety experiences will (1) identify as more interdependent (2) identify more with female gender roles, compared to male gender roles and (3) that these differences will be mediated by culture. Importantly, this study will help clarify the effect of differences in self-construal and gender role identification on social anxiety disorder aetiology across cultures.

2:00 pm
C. Lorelei Baquiran (Supervised by E. Nicoladis)
Effects of Speech Accent on Perception of Physicians

A foreign English accent can be associated with negative traits and personality characteristics. The purpose of this study is to test if doctors are perceived negatively based on their accent. In the present study, the impact of physicians’ speech accent (Standard Canadian- vs. Chinese-accented English) on perceptions of their competence will be investigated in a sample of Canadian and Chinese undergraduates. Terror Management Theory (TMT) suggests that in the presence of death reminders, prosocial and behaviours favouring in-group members are more likely to occur (Solomon, Greenberg, & Pyszczynski, 1991). Thus, it is hypothesized that the negativity might emerge in the presence of mortality salience. It is predicted that Chinese-accented doctors are more likely to be judged positively by Chinese participants who are reminded of death. Similarly, standard Canadian-accented doctors are more likely to be favourably perceived by Canadian participants who face mortality reminders.
2:15 pm
Maria Kaczmar (Supervised by D. Rast)

The effects of uncertainty on perceptions of warmth and competence of male and female leaders

Female leaders are vastly underrepresented in leadership positions. This is partially because there is a discrepancy between the role of a female and the role of a leader (Eagly & Karau, 2002); however, women are preferred as leaders when companies experience a financial crisis (Ryan & Haslam, 2005). Rast (2015) hypothesized that uncertainty is the moderating psychological variable to this ‘think crisis, think female’ paradigm (Ryan, Haslam, Hersby, & Bongiorno, 2011). This study incorporates the social identity theory of leadership (Hogg Van Knippenberg, & Rast, 2012), uncertainty-identity theory (Hogg, 2007) and the stereotype content model (Fiske, Cuddy, Glick, & Xu, 2002) to examine how uncertainty changes perceptions of warmth and competence of male and female leaders. Participants (N = 180) will be primed with high or low uncertainty, and then evaluate a prospective group-representative or non-group representative leader who was either male or female, on levels of warmth and competence as well as how much they would support this leader. We believe that under high uncertainty, a group non-representative female will be perceived as more competent and will gather more support than her male counterpart. Implications to increase the emergence of female leaders are addressed.

SESSION III

2:45 pm
Cathy Agyemang (Supervised by C. Gagne & T. Spalding)

Moving Through Time and Space: Metaphorical Spatial Schemas Used for Temporal Understanding

Through spatiotemporal metaphors, spatial language is used to figuratively describe temporal events. According to the domain-mapping hypothesis, metaphorical schemas are constructed from spatial information relevant to time. The basis for these different representations is believed to be the different reference frames used to relate two temporal events to each other. Gentner, Imai and Boroditsky (2002) showed an effect of consistency for metaphors that used different frames of reference, however, their findings used perspectives that have since been
proposed to be confounded into one category (Nunez & Sweetser, 2006). Likewise, additional contextual information may modulate temporal judgments differently than spatiotemporal metaphors. This study will examine the effect of consistency of intrinsic and deictic reference frames for events that are semantically related. Participants will respond to comprehension questions with a reference frame that is either consistent or inconsistent with the preceding context. Under the domain-mapping hypothesis, I expect that a semantic relationship will not interfere with the effect of consistency. Such a result would clarify the metaphorical schemas used to figuratively represent time and the situations in which spatiotemporal use is beneficial.

3:00 pm
Rania Mahdi (Supervised by T. Masuda)
I Spy with my Little Eye, Attention and Object Recognition across Cultures

Analytical and holistic cognitive mindsets have been correlated with cultural exposure and development. Attentional patterns differ across different mindsets, having an object-oriented pattern of attention for analytical thinkers and a context-oriented pattern of attention for holistic thinkers. The embedded figures task has been previously used to test how different attentional patterns may differ in object recognition in which object-oriented individuals have been shown to perform better. In this study, participants will be asked to find specific geometric shapes in an image. The first condition will replicate the embedded figures study, the second condition will use a non-embedded figures task to examine cultural differences in object recognition when context is not provided, and the third condition will manipulate the depth to test if attentional patterns differ in a different depth of field. The number of figures will be manipulated to create simple or complex organizations of stimuli. An ANOVA analysis will be conducted to examine the statistical patterns. It is expected that analytical thinkers will perform better in the embedded figures task and the depth of field task while holistic thinkers will perform better in the non-embedded figures task when present with more complex stimuli.

3:15 pm
Lane Liddle (Supervised by F. Colbourne)
An Investigation of the Effects of Rehabilitation on Recovery from Intracerebral Hemorrhage

Intracerebral hemorrhage (ICH) is a stroke subtype with high rates of death and disability, with no current medical or pharmaceutical treatments. The timing and mechanisms of secondary injury after ICH are not well understood. It is known that toxic blood products such as iron form reactive oxygen species as blood degrades in the parenchyma. Iron chelation
research is mixed, suggesting that there is more to functional recovery than only removing iron after ICH. Previous research has shown recovery after rehabilitation by way of accelerated hematoma removal and improved ion homeostasis in a collagenase model of ICH. The current research aims to extend previously reported findings to another predominant model of ICH: the autologous whole blood model. Extension to another preclinical model is necessary, because neither model perfectly predicts human ICH. In the proposed study, autologous whole blood will be infused into the striatum of rats, creating skilled-reaching deficits. After ICH, rats will be randomly assigned to groups receiving varied levels of rehabilitation and enrichment. Behavioural and histological recovery will be assessed with a focus on skilled-reaching improvement and accelerated hematoma clearance. This study will determine whether rehabilitation prevents additional bleeding seen only with collagenase, or accelerates hematoma removal.

3:30 pm
Sarah Nguyen (Supervised by C. Dickson)
From molecules to memory: Building bridges without support from intervening neurophysiological levels

Consolidation is the process by which memories are transformed from a labile state to one of semi-permanence and is widely believed to depend upon protein synthesis. In recent years, scientists have targeted specific signaling cascades that regulate protein synthesis and shown that their dysregulation impairs long-term synaptic plasticity and memory. However, controversy has arisen regarding both the validity of pharmacological inhibitors that have been used to draw these conclusions and the notion that there can be a single molecule-dependent cascade that can lead to memory consolidation. Currently, a potential mediator of consolidation is thought to be the mechanistic target of rapamycin (mTOR) pathway. Rapamycin is a drug that inhibits this protein regulator of synthesis (mTOR) and that has been shown to produce memory impairments. Our lab has previously shown, however, that general inhibition of protein synthesis produces catastrophic impairments of neural signaling. Here, I will examine the potential effect of rapamycin on hippocampal network (EEG) activity. I will address if there are confounding neurophysiological influences of rapamycin that might change the interpretation of behavioural studies. The results obtained here will clarify the unique and independent role of neural activity over molecular signaling as a mediator of memory consolidation.
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Kelly-Ann Albrecht (Supervised by D. Kuiken)

*Metaphoric Processes Following Awakening*

Heightened levels of creativity have been observed upon awakening from REM sleep, and some recent evidence suggest this effect is accentuated following impactful dreams. Previous research has identified three types of impactful dreams: existential dreams, transcendent (or archetypal) dreams, and nightmares. Kuiken and Porthukaran conducted an online study on associative processes upon awakening with a loss and trauma factor (in preparation). Their results indicated that existential dreams were followed by an interactive combination of associative fluency and associative restraint, a process that may support the ability to think metaphorically. This study replicated and extended their work; undergraduate students completed the original three association tasks (associative fluency, associative inhibition, and associative combination) but also an additional class inclusion metaphor task to investigate metaphoricity. We originally expected that awakening from existential dreams would be associated with higher scores on the association tasks and increased readiness to place metaphoric vehicles and topics into the same conceptual category. Although we observed higher scores on the association tasks following existential dreams, as expected, all three types of impactful dreams were followed by increases in class inclusion judgments, especially for the vehicles and topics of conventional metaphors.

Jasmine Aziz (Supervised by F. Colbourne)

*Influence of rehabilitation duration on hematoma volume and behavioural recovery after stroke*

Intracerebral hemorrhage (ICH) is a devastating stroke subtype characterized by vessel rupture. Since there is no established cure, rehabilitation (REHAB) is the gold standard of treatment, but mechanisms of rehabilitative recovery remain poorly understood. Following the initial bleed, the hematoma breaks down into cytotoxic blood products, contributing to chronic injury. Given that this damage occurs over days to weeks, rehabilitative timing is important for maximizing treatment efficacy. Recent evidence suggests that REHAB (i.e., skilled reaching training combined with environmental enrichment) may accelerate hematoma clearance in an ICH rat model. My project examined how duration of REHAB influences functional recovery after ICH and whether this recovery is linked to enhanced hematoma clearance. Rats were given an ICH and randomly assigned to a REHAB duration of one or two weeks, or to a control group. Skilled reaching ability and blood volume were assessed after the intervention period. Although both REHAB durations enhanced reaching function, neither reduced hemorrhage volume. Follow-up experiments on wheel running and hemoglobin assay specificity are underway to explain broad range of hemorrhage volumes. Findings build on the small but growing literature on therapeutic timing after ICH and have implications for future mechanistic work in the REHAB field.
Lexi Brunner (Supervised by J. Passey and J. Schimel)

*Getting schooled in romantic relationships*

Individuals who possess unrealistic beliefs about love and behave destructively in conflict are at risk for dissatisfaction and dissolution of their relationships. The current study examined how 67 students taking an interpersonal relationships course (compared to 71 students in a control course) reduced their maladaptive implicit theories of relationships and increased constructive styles of conflict. In particular, the current research examined whether taking an interpersonal relationships course was associated with an increase in cultivation orientation (higher growth beliefs, lower destiny beliefs) and a reduction in evaluation orientation (higher destiny beliefs, lower growth beliefs). Moreover, I examined if this mirrored changes in conflict styles, whereby cultivation oriented individuals would engage in more compromise and evaluation oriented individuals would be more likely to use maladaptive conflict styles: avoidance, separation, domination, submission and interactional reactivity. To assess these effects, the study implemented a longitudinal, correlational design and collected three waves of data over a period of nine months.

Taryn Buoy (Supervised by E. Nicoladis)

*C’est Très Weird: Perceptions of Codeswitching*

Codeswitching is switching between two languages within a sentence or conversation. This study examined whether codeswitching is perceived as considerate or inconsiderate. I hypothesized that assumptions of others’ knowledge of the languages in question would be important in determining how codeswitching would be perceived. Participants were French-English bilinguals from Québec and Alberta, and English monolinguals. The monolinguals and half of the bilinguals were in the English condition; half of the bilinguals were in the French condition. Participants watched videos of short conversations between two actors; one actor had a word-finding difficulty, and the other exhibited one of three responses: codeswitching, ignoring the word-finding difficulty, or rewording the phrase in the language already being spoken. Participants watched three videos, one that contained each response. After watching each video, participants completed a questionnaire about the video clip, which included the measure of considerateness. Next, participants indicated whether they thought any of the actors spoke French, or English, depending on the condition. Lastly, participants completed a personal language history questionnaire. Québécois rated codeswitching as considerate in one direction only. Québécois were less likely to believe the codeswitching actor spoke English. Albertan bilinguals rated ignoring the word-finding difficulty as considerate. Language attitudes, rather than assumptions about language knowledge, seem to have influenced ratings of codeswitching.
Emily Friesen-Peters (Supervised by J. Schimel)
Evaluating Effects of Relationship Education on Implicit Relationship Theories

This study is a correlational, between-subjects study that looked at whether a non-interventional Interpersonal Relationships course is associated with changes in implicit theories of relationships, and whether those changes are associated with views on the acceptability of conflict tactics within romantic relationships in general. Comparing 100 undergraduate students longitudinally, this study explored if students who participated in an Interpersonal Relationships course, relative to students who did not, 1) increased in growth beliefs in relationships 2) rated negotiation tactics increasing acceptable 3) rated abusive tactics increasingly acceptable by semester’s end. Support was found for the first hypothesis, support was not found for the second hypothesis, and the results were mixed for third hypothesis.

Nancy Lei (Supervised by W. Hoglund)
Parental Discipline, Parent-Child Attachment, and Child Internalizing Problems

The prevalence of internalizing problems (including symptoms of depression, anxiety, and somatization) is estimated at 10-15% for young children (Briggs-Gowan et al., 2004). Research indicates that parenting behaviors such as parental discipline and parent-child attachment are key predictors of internalizing problems in childhood (Otto et al., 2016; Brumariu & Kerns, 2010). However, few studies have assessed the additive effects of parental discipline and parent-child attachment on internalizing problems in preschool children. The current study investigates parental discipline and parent-child attachment as predictors of child internalizing problems from preschool to kindergarten, and whether parent-child attachment mediates the association between parental discipline and internalizing problems. Participants included 231 low-income, ethnically diverse children in preschool who were followed over a two-year period from the fall of preschool year to the spring of kindergarten. Results indicate that although depression tended to decrease over the school year, more parental discipline predicted slower decreases in depressive symptoms. Parent-child attachment did not mediate the association between parental discipline and children’s internalizing problems. These results suggest that parental discipline might make children feel more inhibited in their expressions of sadness, which may contribute to slower decreasing rates of depression.

Sarah Poirier (Supervised by W. Hoglund)
Parent Discipline and Emotional Regulation in Early Childhood

Emotional regulation involves unconscious and conscious efforts to modulate emotional responses and expression and these abilities develop during childhood (Gross & Thompson, 2007). Through social interactions with parents, children learn how to interpret their feelings,
learn strategies for emotion management, and understand the expectations for appropriate emotional responses (Gross & Thompson, 2007). These social interactions include parent discipline practices, such as the reinforcement of children’s desirable behaviors and punishment of inappropriate behaviors (Calkins, 1994). The present study examined how children’s emotional regulation changes from preschool to kindergarten and tested whether parent discipline predicts levels and change in children’s emotional regulation. Gender was also assessed for differences in this association. Participants included 231 low-income, ethnically diverse children, who were followed from fall of preschool to spring of kindergarten. Parents self reported on their parenting behaviors. Teachers reported on the children’s emotional regulation. It was found that children’s emotional regulation showed a linear increase across the two years. Parent discipline positively predicted levels of emotional regulation in fall of preschool for girls and not for boys, but did not predict change in emotional regulation from preschool to kindergarten. This study will add to the understanding of parent discipline as a role that provides structure and feedback for negative behaviors, which can help children better regulate their emotions at the start of preschool.

**Kristen Zentner (Supervised by T. Masuda)**

*Overjoyed and Object-Oriented: The Influence of Positive Mood on Attention Allocation*

There are two competing theories explaining how mood affects attention. The broaden-and-build theory (Fredrickson, 1998) predicts that positive mood broadens attention allocation and negative mood narrows attention allocation. The bottom-up vs. top-down literature suggests that negative mood induces bottom-up processes that broaden attention allocation while positive mood engages top-down processes that facilitate a culturally dominant style of attention. The proposed study will investigate how positive mood inductions affect attention allocation to background or focal objects. Participants’ mood was manipulated positively, negatively or neutrally (the control) with an autobiographical writing task. Participants then viewed 6 underwater scenes while eye-movement patterns were measured, followed by an open-ended description task. One-way ANOVAs tested for differences between the positive, negative and neutral groups’ eye-movement patterns and descriptions of the underwater scenes. In accordance with the bottom-up vs top-down hypotheses, positively induced (compared to negative and neutral) participants, (1) allocated attention more focally with fewer fixations and shorter durations to background areas, and (2) recalled more focal object details. These results clarify the effect of mood on the recruitment of bottom-up vs. top-down processes, and opposes the broaden-and-build theory.