



**2021 Annual OPS Conference**

**April 23<sup>rd</sup>**

**Conference Program**

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## Message from OPS Coordinators

Welcome to the 2021 OPS Annual Meeting! In the following pages you will find the schedule for the schedule for this years talks and presentations. It is another unusual year. But we have endeavored to deliver a quality conference experience for all attendees.

As is our custom, we have papers and posters. But this year, they will all be presented online. In the following pages, you will find the presentation titles, authors, and descriptions.

You will also find the links to a series of virtual rooms where you will be able to view these presentations live. The papers will be presented at the times listed in the following pages in one of the two virtual presentations rooms. Each poster will be presented live by the poster presenters in the virtual rooms linked below. Finally, the keynote speaker will be giving the keynote presentation live in the linked virtual room.

We've tried to emulate a live conference as best we could. We hope that you find our efforts successful. Thank you for attendance and enjoy!

- OPS Coordinating Team

# Schedule at a Glance

10:00 am - 11:00 pm: ..... Paper Presentations

11:00 am - 11:15 am: ..... Break

11:15 am - 12:00 pm: ..... Paper Presentation

12:00 pm - 1:00 pm: ..... Break for Lunch

1:00 pm - 2:00 pm: ..... Poster Presentations

2:00 pm - 3:00 pm: ..... Keynote Address

# Paper Presentation Schedule

## Presentation Room 1

[Click here to enter Room 1](#)

### **10:00 am - 10:15 am: *The Effect of Visual Stimuli on Memory Recall\****

*J. Tucker and D. Johnson, Oklahoma Christian University*

The current study investigated the effects of visual stimuli on memory recall in undergraduate college students. Participants were randomly assigned to one of four groups: black words, red words, black words and images, or red words and images. Data analysis revealed the black ink groups scored higher despite previous research.

### **10:15 am - 10:30 am: *Understanding the Effects of Learning Environment on Memory Recall\****

*H. Siebold and J. Lawson, Oklahoma Christian University*

A study was conducted examining the effects learning environment has on memory recall. This was done by investigating how the similarity of a learning environment and testing environment impacted test scores. The independent variables used in this study are scent and test setting. A two way ANOVA was conducted to determine whether or not significance was found.

### **10:30 am - 10:45 am: *The Impact of Technology and Presentation Aesthetic on Memory\****

*A. Cole and R. Sylvester, Oklahoma Christian University*

The current study investigates the impact of technology medium and aesthetic qualities of those mediums on memory recall. A Two-Way Factorial ANOVA design involving undergraduate students revealed a significant main effect in the "Technology" independent variable as well as a significant interaction effect between "Technology" and "Presentation Aesthetic."

### **10:45 am - 11:00 am: *ASMR While Studying: Does it Help?\****

*Z. Taylor and D. Trigg, Oklahoma Christian University*

Autonomous Sensory Meridian Response is commonly used by college students who also deal with test-taking. We hypothesized that people who listen to ASMR sounds while studying or are sensitive to ASMR sounds perform worse on reading comprehension tests. Our statistical analysis showed no significance for these hypotheses.

# Paper Presentation Schedule

## Presentation Room 1

[Click here to enter Room 1](#)

### ***11:15 am - 11:30 am: Own-Age Bias and Lineup Format Effect on Recall\****

*A. Schechter and M. Ingraham , Oklahoma Christian University*

The present study tested own-age bias and lineup formats effect on recall. The independent variables were old culprit/same-age culprit and simultaneous/sequential lineups. Each lineup had 6 individuals. Hypotheses stated that same-age culprit and sequential lineup would do best. Results found no significance in any of the groups.

### ***11:30 am - 11:45 am: Enhanced Cognitive Interview: The Role of Autonomy on Memory Recall***

*C. Paramo, University of Central Oklahoma*

I am researching the procedures involved in the enhanced cognitive interview to determine which component contributes most to recall accuracy. Specifically, I am analyzing the aspect of 'transferring control of the interview to the witness' to determine if there is an underlying foundation of autonomy involved in recall of information.

# Paper Presentation Schedule

## Presentation Room 2

[Click here to enter Room 2](#)

### **10:00 am - 10:15 am: *Virtual Learning and The Effects on Memory Retention and Test Scores\****

*P. Hicks and S. Carter, Oklahoma Christian University*

In recent events, specifically the Covid-19 pandemic, many students have been required to attend class virtually and take their exams through these virtual classrooms. In our study, we set out to observe the effects of learning in person vs online through a zoom meeting, and taking tests under the same conditions.

### **10:15 am - 10:30 am: *Mindsets and Perfectionism in College Students\****

*S. Spencer, Oral Roberts University*

College and graduate students demonstrate a relationship between mindsets and perfectionism that is strengthened amongst perfectionists. Findings suggest that mindsets are related to perfectionism in college students; however, the results suggest that college students may experience these relationships in a different way than students outside of higher education.

### **10:30 am - 10:45 am: *The Interaction Between Reinforcement Type and Level of Dress on Overall Performance\****

*S. Sanderson and C. Compton, Oklahoma Christian University*

The present study drew from General Psychology students from Oklahoma Christian University and looked into the impacts of reinforcement and dress on performance on a reading comprehension task. Dress was defined in two different categories-- professional dress and casual dress. Reinforcement was both positive reinforcement and positive punishment.

### **10:45 am - 11:00 am: *Effect of Religious and Prosocial Primers on Prosocial Behaviors for In and Outgroup Members\****

*B. Robinson and L. McLain, Oklahoma Christian University*

This study looked into the effects of religious and prosocial priming on ingroup and outgroup members. This study found no significance in the priming variables, but found a p of .016 in the group variable. This opens up discussion for future research to focus on relatedness to prime prosocial behavior.

# Paper Presentation Schedule

## Presentation Room 2

[Click here to enter Room 2](#)

***11:15 am - 11:30 am: The Effect of Media Presentation on Emotional Response\****

*B. Yates and C. Stanglin, Oklahoma Christian University*

The experiment that we conducted this semester explores how news information is relayed can affect state anxiety levels. Our current society has individuals overwhelmed with an abundance of news, presented by varying producers and modalities. We aimed to research the best strategies to improve quality/ intake of news amongst individuals.

***11:30 am - 11:45 am: Linking Adverse and Positive Childhood Experiences to Growth Mindset in Adulthood\****

*L. Worsham, Northwestern Oklahoma State University*

This project examined the relationships between childhood experiences and intelligence growth mindset. Volunteers (N = 295) participated in an online study. A multiple regression analysis revealed that positive, but not adverse, childhood experiences predict growth mindset. Adults with more positive childhood experiences trend towards growth, instead of fixed, intelligence beliefs.



# Poster Presentation Schedule

[Posters available for preview by CLICKING HERE](#)

## ***Adverse Childhood Experiences and Autobiographical Memory in a College Aged Sample\****

*Andreo, Montes, Reece, Turner, Harrington, and Reese-Melancon, Ph.D., OSU*

*Room Link:*

We examined childhood trauma and features of autobiographical memory in 154 college students with the expectation that trauma would be associated with negative mood and recollection tendencies. We measured self-reported Adverse Childhood Experiences (ACEs), affect, reminiscence, and rumination. Results revealed positive correlations among ACEs, rumination, and aspects of reminiscence.

## ***Working to Support Programs Focused on Reducing Child Welfare Removals: Understanding Within Agency Collaboration from the Perspective of Family Centered Service Workers\****

*Barnett<sup>1</sup>, Hightower<sup>2</sup>, Owen<sup>1</sup>, Jones<sup>2</sup>, McAfee<sup>2</sup>, Fuller<sup>2</sup>, Farra<sup>2</sup>, Harris<sup>2</sup>, Miller<sup>2</sup>, Beasley, Ph.D.<sup>2</sup>, Maher, Ph.D.<sup>2</sup>, Hecht, Ph.D.<sup>2</sup>, & Bard, Ph.D.<sup>2</sup>, <sup>1</sup>OUHS, <sup>2</sup>OSU*

*Room Link:*

The current study discusses the interagency collaborative relationship in child welfare services from the perspective of Family Centered Service (FCS) workers. FCS Workers reported positive aspects of the collaborative environment as well as barriers to optimal collaboration. With child safety at the forefront, future directions are addressed to help further understand interagency dynamics.

## ***Online Therapy VS In-Person Therapy: Comparing Anxiety Levels Among College Students***

*Bebout, Kuhns, Sanders, & Jean, Ph.D., UCO*

*Room Link:*

Anxiety among college students has been exacerbated by the global pandemic. This has pushed a need for technological communication, including telehealth therapy. This study compares online versus in-person therapy and the effect on anxiety levels among college students. The authors hypothesize that in-person therapy reduces anxiety levels more than online therapy.

## ***Working Towards Improving Support for High-Risk Families: Understanding What Would Make Life Easier \****

*Farra, Barnes, Erikson, Bruner, Wheeler, Ritchie, Nosak, Beasley, Ph.D., & Morris, Ph.D., OSU*

*Room Link:*

The current study aimed to improve the understanding of what would make life easier for high-risk families through qualitative data collection (75 high-risk participants). Findings suggest that high-risk families need improved access to high quality childcare and healthcare, increased income and job opportunities, increased housing options and home support, and improved access to educational services.

# Poster Presentation Schedule

[Posters available for preview by CLICKING HERE](#)

**Working to Support Programs Focused on Reducing Child Welfare Removals: Understanding Within Agency Collaboration from the Child Protective Service Worker Perspective (Child Welfare Worker Perspective)\***

*Fuller, Hightower, Jones, Owen, McAfee, Farra, Harris, Miller, O.Beasley, Ph.D., Maher, Ph.D., Hecht, Ph.D., and Bard, Ph.D., OSU*

*Room Link:*

Communication and collaboration between Child Protective Service (CPS) and Family Centered Service (FCS) workers is vital in determining the proper course of action for at-risk children. The current study reveals that while CPS and FCS workers demonstrate positive collaboration, there remains space for communication improvement with specific areas discussed.

***Policies and Procedures in Place to Support Children in Foster Care Gaining Access and Enrolling in Early Childhood Education Programs: From the Administrator Perspective \****

*Jones, Hood, McKenzie, Rinehart, Smith, Schneider, Stewart, Farra, Fuller, Beasley, Ph.D., and Bard, Ph.D., OSU*

*Room Link:*

The current study explores and evaluates knowledge of current policies and practices in place to connect children in foster care to early childhood education (ECE) services. Administrators of ECE programs were interviewed about their knowledge to increase understanding of potential gaps in knowledge.

***Isolation and Anxiety in College Students during the Pandemic***

*Lewis, Meier, O'steen, and Thompson, UCO*

*Room Link:*

This study analyzes the effects from social isolation in college students during the COVID19 pandemic. College student's anxiety is specifically analyzed during the COVID19 pandemic by examining the living situation of the individual, the personality type of the individual, and social media usage throughout quarantine.

***Positive Thinking and Anxiety***

*Mitchell and Limke-McLean, Ph.D., UCO*

*Room Link:*

This current research evaluated the effects of increased positive thoughts on anxiety. The goal of this research is to test if increasing positive thoughts could help to alleviate some of the negative thoughts that accompany anxiety. The gain for positive thinking was marginally greater for individuals who watched the positive thinking video than for individuals who watched the control video.

# Poster Presentation Schedule

[Posters available for preview by CLICKING HERE](#)

## ***Diet to Metabolism to Attitude: Can a Metabolic Reset Diet Improve Concentration and Vital Signs?***

Mosele and Vanhoy, Ph.D., UCO

Room Link:

Most people who diet do it to lose weight but diets can affect more than body mass. Poor diet can negatively affect health and even contribute to metabolic syndrome. Better diet can control weight, insulin response, and increase positive affect by improving metabolism. This project concerns the efficacy of a particular diet, the metabolic reset, which has not been systematically studied outside its clinical origin.

## ***Police Officers and Desensitization to Aggressive Acts***

Ned, UCO

Room Link:

This study seeks to understand whether police officers have been desensitized to aggressive acts, and if this desensitization results in more aggressive acts by the officer.

## ***Criminal History Primes Perceptions of Child Abductors \****

Pjesky and Mather, Ph.D., UCO

Room Link:

Participants were first primed with base rate data from an article concerning a child abductor's criminal history. Participants then completed an online questionnaire about the probable characteristics of child abductors. Results show that information can influence perceptions of certain characteristics of child abductors, which can be used in prevention programs.

## ***The Balancing Act of a College Student: Screen-time, Studying, and Sleep***

Rasmussen and Jean, Ph.D., UCO

Room Link:

This case study deals with the negative effects that excessive electronic use and academic pressure have on the sleep patterns of a female college student. The results of this case study revealed that setting limits on screen-time and study-time increased the student's sleep quantity to a healthy range.

## ***Conspiracies: How They Change How We Think***

Soto, UCO

Room Link:

This research proposal covers the underlying epistemic, existential, and social factors that play a role in a person's willingness to follow conspiracy theories. I will investigate the relationship between a person's willingness to follow conspiracy theories and the following potential contributing factors: non-clinical paranoia, conformity, misinformation, and mistrust.

# Poster Presentation Schedule

[Posters available for preview by CLICKING HERE](#)

***Limited Evidence for Learning in a Shuttlebox Paradigm in Crickets (*Acheta domesticus*)\****

*Stauch, Wincheski, Albers, Black, and Abramson, OSU*

*Room Link:*

Male and female crickets were tested to see if they demonstrated aversion learning. Crickets did not demonstrate aversion learning as indicated by the amount of time they spent in the correct location. These results suggest that the crickets in this experiment did not learn how to avoid the shock.

***Tardigrades as a Teaching Model of Learning \****

*Wincheski and Abramson, OSU*

*Room Link:*

This poster outlines a model for learning using tardigrades and highlights the need for comparative psychology. Tardigrades are known for their ability to survive with extreme environmental pressures, making them the perfect species for learning studies. Students learn valuable research and critical thinking skills that can aid in interdisciplinary-collaborations.



Keynote Speaker

**Sarah E. Hill, Ph.D.**

**Professor of Psychology**

Texas Christian University

[www.sarahehill.com](http://www.sarahehill.com)

Time: 2:00 PM

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**Thank you to our:**

**Attendees**

**Presenters**

**Judges**

**OPS Members**

**University of Central Oklahoma**

**Dr. Sarah E. Hill**

**SEE YOU NEXT YEAR!**