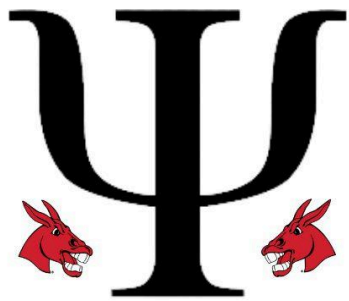


45th Anniversary of



Great Plains

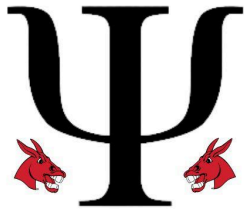
Students' Psychology Convention

March 21-22, 2025

Hosted by



UNIVERSITY OF
**CENTRAL
MISSOURI**



Great Plains

Students' Psychology Convention

Welcome to Great Plains 2025

Welcome to University of Central Missouri (UCM) for the 45th Anniversary of the Great Plains Students' Psychology Convention. This is the second time UCM has hosted this amazing conference and the first time since 2006! We were concerned that no one hosted Great Plains last year and that this would mark the end of this wonderful conference. We are happy to host Great Plains this year, and hope we can revive it and assist in making Great Plains what it once was! For the first time in the history of Great Plains, we have invited high school students to attend Great Plains. Our UCM student volunteers will lead these students through some of the intriguing psychology-related experiences we have to offer here at UCM. If you are interested in learning more about these recruitment-related activities please contact Dr. Adam Runyan (arunyan@ucmo.edu).

We hope that you have a wonderful time here with us at UCM for Great Plains 2025. There are 40 student presentations and almost 200 total Great Plains attendees. Fifteen different institutions are participating from Missouri, Kansas, Iowa, Nebraska, Texas, South Dakota, and India!

Registration begins at noon on Friday 3/21 in the UCM Student Union Atrium (double doors facing the east, look for registration signs in the union). ALL of the conference events will take place in the Elliott Student Union Friday and Saturday. We will begin Great Plains this year with a welcome message from UCM President, Dr. Roger Best, at 1:15pm in the Union Auditorium (look for the signs). Then, our Keynote Speaker, the wonderful Dr. Laura King from the University of Missouri-Columbia will talk about her research and the topic of *Finding Meaning in Life* from 1:30-2:30. Please review this program for more information about specific poster and oral presentation information.

If you have any questions or need anything, please stop by the Registration Desk in the Union or ask any of the UCM faculty ('Faculty' on name badges) or student helpers ('Volunteer' on name badges). If needed, you can also contact the Department of Psychological Science at 660-543-4185 or Dr. Adam Runyan at 605-786-2208.

Be sure to check out the Great Plains Sponsor tables in the Union atrium all day Friday and Saturday. Thank you to our Psi-Chi and Psychology Club students, and other Psychology student volunteers, for help with planning and running the conference. Also,

thank you to the faculty who have traveled here with students and who sponsor student work! Without you, there is no Great Plains - thank you!

Lastly, we would like to thank all of our sponsors for Great Plains 2025:

Compass Health

University of St. Mary (KS)

Recovery Lighthouse

Country Crossroads Counseling

Sincerely,

Dr. Adam Runyan

Great Plains 2025 Conference Coordinator

Dr. David Kreiner

Mrs. Marilyn Ford

Dr. Ken Carter

Dr. Kim Stark

Mrs. Nikole Wright-Montgomery

Dr. Ellie Hwang

Great Plains 2025 Steering Committee

Parking at UCM Friday 3/21

There are two large visitor parking lots on the UCM campus. One is near the Elliott Student Union where all the Great Plains activities will take place, which is on the corner of **Clark and Holden St.** There is another visitor parking lot on South Street, which will require a bit of a walk to get to Elliott Student Union. Please see the edited UCM campus image below, which should help you know where to park (green, visitor lots) and walk (yellow highlight) to reach the Student Union. Please follow the highlighted area on this map to walk to the east entrance of Elliott Student Union where the Registration Desk for Great Plains is located.

If you enter the Union from the south, near the UCM Bowling Alley on Clark St., you will have to walk about 200 yards through the Union until you reach Starbucks, then turn right toward the Registration Desk.

Park anywhere on campus on Saturday 3/22, as UCM Parking Services does not patrol on the weekends.

Please refer to the campus and parking map on the next page.

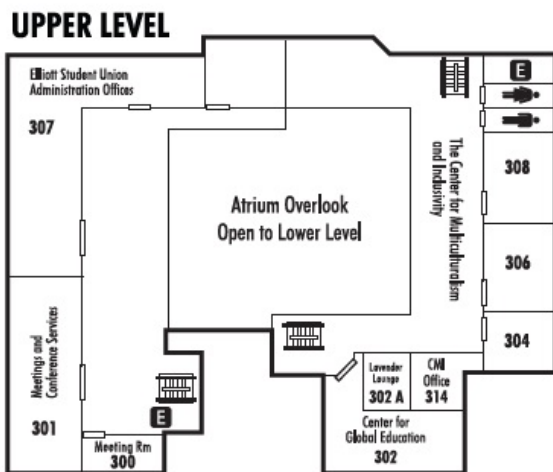
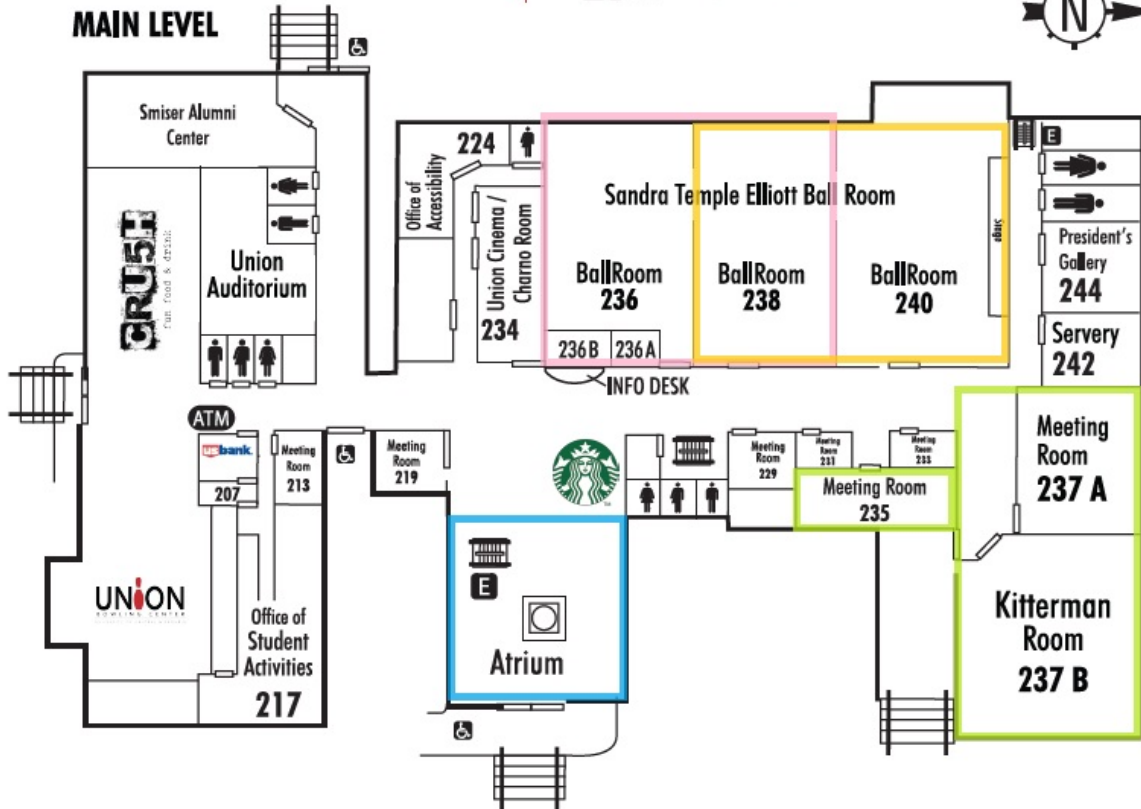


UNIVERSITY OF CENTRAL MISSOURI.



WELCOME TO THE ELLIOTT STUDENT UNION

INFORMATION DESK (660) 543-4052 | esuinfo@ucmo.edu



Guest Access to UCM WiFi



Welcome to the University of Central Missouri!

Guest access is enabled on the University wireless system. To connect to this network, choose **UCMO-Guest** from the list of available wireless network on your device. When you attempt to connect, you will be redirected to a web page that prompts you for a 24-hour Guest User ID. To automatically create a 24-hour Guest User ID, click the "**Don't have a Guest User ID?**" link at the bottom of the page. You'll be taken to a registration page that asks for some basic information about you, including a valid email address.

Your password will be sent to the email address you provided during registration.

Your 24-hour Guest User ID will be your email address.

If you have trouble retrieving your 24-hour Guest password, please contact the Technology Support Center at 660.543.4357.

Great Plains Students' Psychology Convention 2025 Schedule at a Glance

Friday, March 21st

10 am - 12 pm	Visiting H.S. student activities hosted by UCM Psi Chi and Psychology Club	Union 219 Union 234
11 am - 1 pm	Registration for Presenters and Attendees	Union Atrium
1:15 - 1:30 pm	Welcome - UCM President Dr. Roger Best	Union Auditorium
1:30 - 2:30 pm	Keynote Speaker - Dr. Laura A. King	Union Auditorium
2:45 - 3:45 pm	Oral Session 1a	Union Auditorium
2:45 - 3:45 pm	Oral Session 1b	Union 235
4 - 5 pm	Oral Session 2	Union Auditorium
12 - 5 pm	Poster setup	Union 238

Saturday, March 22nd

7:30 - 8:30 am	Registration	Union Atrium
8 - 8:30 am	Donuts and Coffee for Students	Union 240
8 - 8:30 am	Planning Meeting for Faculty	Union 219
8:30 - 9:30 am	Oral Session 3a	Union 237A
8:30 - 9:30 am	Oral Session 3b	Union 235
9:45 - 10:45 am	Poster Session	Union 238
11am - 11:45 am	Oral Session 4a	Union 237A
11am - 11:45 am	Oral Session 4b	Union 235
12:15 - 2 pm	Awards Ceremony and Buffet Lunch	Union 240

Keynote: Laura A. King, Ph.D. - University of Missouri, Columbia

Topic: *The Science of Meaning in Life?*

Friday 1:30 - 2:30 pm in Union Auditorium

Moderated by Dr. Alan Strathman

**Oral Session 1a - Grad/Undergrad - Empirical
Social/Personality**

Friday 2:45 - 3:30 pm in Union Auditorium

Presentation #1

Title: Attitude Polarization: The Correlation Between Comradery and Strength of Will

Presenters: Karlie Grace Wedel

Faculty Sponsor: Dr. Elliott

School: College of the Ozarks

Abstract: Attitude polarization is the phenomenon that occurs when an individual's attitude towards a topic, belief, person or even an object becomes intensified after being presented with information that affirms the individuals' beliefs. Some weeks after my oldest brother completed basic training, he mentioned how a young man had dropped out of the program, and his bunk mate soon followed. My brother explained that in different training exercises, you were much more likely to fail if your teammates did. Years later, I became aware of a similar pattern. As acquaintances of mine would drop out of college, my resolve to continue my own degree at that institution would waiver. These events follow what Baumeister and Bushman describe as attitude polarization. Emphasizing what I believe is correlation between camaraderie and withstanding the trials of a challenging event. My research question elaborates on this theory, asking; how do the attitudes or ideologies of others impact our likelihood of completing a difficult task. By surveying individuals of varying demographics (military, athletes, students etc.) and comparing their resolve to finish the task as it relates to their coconspirator's attitudes.

Presentation #2

Title: Less is More: Shortening the Co-rumination Questionnaire to Increase its Reliability and Validity

Presenters: Caleb Niccum, Eunice Obeng, Jackson Deal, John Voss, Camryn Burns

Faculty Sponsor: Dr. Leslie Echols

School: Missouri State University

Abstract: The 27-item Co-rumination Questionnaire (Rose, 2002) measures rumination between friends within nine content areas consisting of two factors: when we talk about our problems and when we talk about a problem one of us has. In addition to the length and repetitiveness of the questionnaire, which could be problematic for administration in classroom settings, several items do not neatly fall within one of the two factors. This study aims to reduce the length of the co-rumination questionnaire to nine items, one per content area, which will increase the validity and reliability. An exploratory factor analysis (EFA) was conducted on the original 27-item questionnaire to identify the items most correlated with each factor, identifying low item loadings and cross-loadings that improved with a newly identified model. A sample of approximately 500 middle school students took the shortened 9-item version, and confirmatory factor analysis (CFA) was used to establish significant standardized estimates and good model fit.

Oral Session 1b - Undergrad - Empirical Mental Health/Applied/Cross-cultural Friday 2:45 - 3:45 pm in Union 235

Presentation #1

Title: Does Mental Health Status Affect Collegiate Athletes' Perceived Exertion?

Presenters: Ashley Robinson

Faculty Sponsors: Dr. Derek Crawford, Dr. Adam Runyan

School: University of Central Missouri

Abstract: The mental health of college athletes, particularly regarding depression, anxiety, and stress, is a growing concern affecting mood, motivation, and perception of exertion during exercise. Past research shows that individuals with atypical mental health may perceive exertion inaccurately. However, this has primarily been studied in clinical populations, presenting a gap among student-athletes. This study aimed to investigate how mental health status—specifically depression, anxiety, and stress—affects the accuracy of Rate of Perceived Exertion (RPE) among collegiate athletes during resistance training. Eighteen student-athletes from sports including volleyball, soccer, wrestling, and basketball performed a lower extremity resistance exercise for three sets of seven repetitions at 70% of their one-repetition maximum. After each set, participants reported their RPE and completed the DASS-21 online questionnaire assessing anxiety, depression, and stress. On average, participants scored 6.28 on the DASS-21 Total Score, with subscores of 1.89 for Depression, 1.50 for Anxiety, and 2.89 for Stress. RPE scores averaged 5.50, 5.67, and 6.13 across the three sets, suggesting an inverse relationship between mental health scores and RPE. These findings indicate that athletes with higher depression, anxiety, or stress may perceive exertion differently, offering insights for tailored training programs.

Presentation #2

Title: The relationship between perfectionism, procrastination, and attribution: An attempt to measure cognitive dissonance

Presenters: Nathan J Widener, Abigail R Moeller

Faculty Sponsor: Dr. Rebecca Hendrix

School: College of the Ozarks

Abstract: The present study sought to explore the relationship between perfectionism, procrastination, and cognitive dissonance. Two hundred forty-three students participated in an online survey study. Results demonstrated a negative correlation between procrastination and perfectionism and a positive correlation between procrastination and situational attribution. These findings suggested that the example case of a perfectionist procrastinator is anecdotal, and that participants higher in procrastination were more likely to exhibit signs of cognitive dissonance by blaming situational factors.

**Oral Session 2 - Undergrad - Literature Review/Proposal
Clinical, Counseling, Mental Health
Friday 4 - 5 pm Union Auditorium**

Presentation #1

Title: Genetic and Environmental Influences on Psychological and Behavioral Traits: A Literature Review of Psychopathy, ASD, ADHD, and Thin-Ideal Internalization

Presenters: Erin Tierney

Faculty Sponsor: Dr. Jeffrey Elliott

School: College of the Ozarks

Abstract: This literature review examines the relationship between genetic and environmental influences in the development of psychological and behavioral traits. These articles specifically evaluate the factors leading to psychopathy, autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and thin-ideal internalization. This review evaluates the findings from four twin studies to determine if heritable or environmental factors contribute to whether the behavior emerges. Each study had elementary school-aged participants, except the group studying thin-ideal internalization, which focused on teens and young adults. The findings conclude that there is a significant genetic influence on ASD, ADHD, psychopathy, and thin-ideal internalization. Researchers discovered that the severity of ASD determines the level of attribution to genetics, with heredity playing a more significant role in more severe cases. The group that researched thin-ideal internalization discovered that both additive genetic influences and nonshared environmental factors play a significant role in the formation of this behavior. As mental health issues continue to affect children and adolescents at a growing rate, pinpointing the causes of these conditions can increase societal awareness and provide answers to those affected.

Presentation #2

Title: Eye Movement Desensitization and Reprocessing (EMDR) Therapy for Post Traumatic Stress Disorder (PTSD)

Presenters: Jessica Bradley, Harley Ferralez

Faculty Sponsor: Jennifer Maloney

School: College of the Ozarks

Abstract: Eye Movement Desensitization and Reprocessing (EMDR) therapy is a treatment for Post Traumatic Stress Disorder (PTSD). Specifically, this research aims to study the effectiveness of EMDR on active-duty military service personnel. The studies presented observed the impact of EMDR treatment on veterans and other individuals diagnosed with PTSD. This research utilized retrospective study and self-report to identify potential associations between EMDR therapy and changes in PTSD symptoms. The instrument of analysis was the Post-Traumatic Stress Disorder Checklist- Military Version (PCL-M), a self-report questionnaire used to assess the severity of PTSD symptoms specifically related to stressful military experiences. The research indicates utilizing EMDR treatment with patients diagnosed with PTSD shows significant reduction in the symptoms of PTSD.

Presentation #3

Title: Breaking the Stigma: Understanding Eating Disorders in Men

Presenters: Samantha Carstens

Faculty Sponsor: Dr. Jeffrey Elliott

School: College of the Ozarks

Abstract: With an increase in physical and mental health awareness, the topic of eating disorders has grown in popularity. While conditions such as anorexia nervosa and bulimia nervosa in women are frequently discussed, eating disorders in men are often stigmatized and treated as abnormal. Studies have shown that men who suffer from these conditions experience extreme shame are linked to feelings of personal responsibility, a perceived lack of self-control, and low self-esteem. Because of the stigmatization around this topic, these cases often go underdiagnosed and undertreated. Despite environmental and cultural factors being predominantly blamed for eating disorders, neuroimaging studies have shown that both men and women with these conditions exhibit altered brain activity and may be genetically predisposed to anorexia nervosa, bulimia, or other related syndromes. This literature review examines the cultural, psychological, and genetic factors contributing to the development of eating disorders in men, and argues that these elements highlight the need for greater social awareness around the topic as well as the implementation of intervention strategies to reduce the prevalence of these conditions in the future.

That is everything that we have planned for today. Thank you to those of you who presented on day one of Great Plains 2025. Please check out the [local restaurants in Warrensburg](#) for dinner tonight! Here is a list of our *Faculty's Favorites*:

Dr. Runyan: Players (pub food) , SPIN!! (pizza), and Cancun (Mexican)

Dr. Kreiner: Ping's Hibachi, Heroes (pub food), and Oriental Cuisine (Asian)

Dr. Stark: Sabai Thai Cuisine, Fitter's (pub food), and Hong Kong Express

**Oral Session 3a - Undergrad - Literature Review/Proposal
Cognitive and Neurosciences
Saturday 8:30 - 9:30 am Union 237A**

Presentation #1

Title: Effects of Direct and Averted Gaze on the Perception of Facially Communicated Emotion

Presenters: Karlie Grace Wedel

Faculty Sponsor: Dr. Jeffrey Elliott

School: College of the Ozarks

Abstract: Adams and Kleck hypothesized that the direction of someone's gaze would match the intent of the emotion the individual is conveying. The authors elaborate by explaining that a direct gaze would amplify the perceived emotion. The authors divide emotions into one of two categories: approach or avoidance. Approach emotions, such as anger or joy, would be emphasized by direct gaze. Avoidance-based emotions, such as fear or sadness, would be intensified by fleeting glances. The research that was conducted by Adams and Kleck helped further our insight into how the brain's complex facial recognition capabilities extended to how humans are able to recognize and process emotions. In a world increasingly reliant on electronic communication, the physical manifestations of emotions are becoming more essential than ever. The sterile nature of the digital world has lost the nuance of sincerity, and understanding the concepts outlined in this research article has emphasized the role that physical indicators have in communication. To beckon others, we must first rid ourselves of pretense in our communication.

Presentation #2

Title: The Impact of Stereotype-Incongruent Information on Recognition Memory

Presenters: Chiamaka Madu

Faculty Sponsor: Dr. Hyeyeon Hwang

School: University of Central Missouri

Abstract: This study investigates the effect of stereotype-incongruent information on recognition memory. The present study aimed to address whether stereotype-incongruent information enhanced one's recognition memory more than stereotype-congruent information. Participants were randomly assigned to either a group exposed to images for 83 ms or a group exposed to images for 977 ms. In phase one of the experiment, all participants will be presented with 10 stereotype-congruent and 10 stereotype-incongruent images. The stereotype-congruent images will depict African-American men in sports, aligning with the stereotype of athleticism, while the stereotype-incongruent images will show African-American men in STEM fields, challenging the stereotype of intellectual inferiority. In phase two, participants will complete a recognition task consisting of 40 questions, including both stereotype-congruent and stereotype-incongruent images, and will be asked to identify whether the image is new or was previously seen in phase one. I hypothesize that, when exposed to stereotype-incongruent images, participants will have greater detail retention of images, therefore, be able to recognize which images were previously viewed, or new.

Presentation #3

Title: Turning Pages or Tapping Screens: What's Best for Learning?

Presenters: Katelyn Day

Faculty Sponsor: Dr. Jeffrey Elliott

School: College of the Ozarks

Abstract: This literature analysis examines the effectiveness of digital versus paper-based studying methods and their impact on student learning. It summarizes how different study methods influence retention, comprehension, and engagement with the material. Given the increasing integration of digital technology, such as iPads and laptops, into the classroom, this topic is timely. Many schools now equip students with these devices for learning purposes from an early age. The analysis will explore whether traditional resources, such as pens, paper, and textbooks, engage the brain more or less effectively than digital devices, and whether they have a greater, equal, or lesser impact on a student's ability to learn. The goal of this article is to provide insight into the study method that best supports students' success in learning.

Oral Session 3b - Undergrad - Literature Review/Proposal
Social and Personality
Saturday 8:30 - 9:30 am Union 235

Presentation #1

Title: Self-Regulation and Related Traits Possible Link To Deviant Behavior

Presenters: Caleb Ryan Zurbriggen

Faculty Sponsor: Dr. Jeffrey Elliott

School: College of the Ozarks

Abstract: The topic I have chosen for my research proposal is self-regulation. It is how a person controls the impulses and desires they wish to indulge in. People can regulate their schedule, activities, or exercise routines, time with others, and time with God in prayer or reading his word. I chose this topic because of its relevance to my own life experience. As a part of being in the army, I have to be able to regulate myself in high-intensity situations to make clear and actionable decisions. This experience has piqued my interest in this topic. The purpose of this presentation is to investigate the correlation between the inability to self-regulate and criminal behavior. Using peer-reviewed literature, self-regulation and related traits will be reviewed in the context of criminality to perceive any connections when self-regulation fails. Examples of these traits are personality traits, low self-control, aggression, and cognitive distortion. The literature also clarifies these are not definitive causes but identifiers for those vulnerable to regulatory failure.

Presentation #2

Title: Social Loafing effects on learning

Presenters: Kennedy Wallin, Grace Bredbenner

Faculty Sponsor: Dr. Jeffrey Elliott

School: College of the Ozarks

Abstract: Social loafing is one of the downsides to group work, whether participating in or observing it. Social loafing is the tendency to exert less effort in work done as a group, compared to work done as an individual. Previous research has tested how individual differences, such as gender or culture, and group formation effects social loafing. For this study, we want to test how social loafing effects learning. We would conduct this experiment by asking a group of college students to work an educational project and then testing all participants separately on the information to see how much was retained.

Presentation #3

Title: Investigating the Potential Correlation Between Childhood Trauma and Athletic Team Unity

Presenters: Christa Duffel

Faculty Sponsor: Dr. Jeffrey Elliott

School: College of the Ozarks

Abstract: Without team unity, athletic teams find little success. When players experience childhood trauma, if not adequately addressed, they carry their trauma with them throughout the duration of their life and thus into the teams they participate in. Depending on how players cope with their trauma, they may express the results of their trauma negatively onto those around them, ultimately affecting the team's unity and chance of success. Previous studies examine how one's explicit and implicit memory influences positive and negative reactions to the environment one finds themselves in; for example: either a coach or a teammate yelling at a player whose parents were verbally abusive may invoke anger, anxiety, withdrawal, fear, avoidance, or defensiveness. Each of these responses affect a team's united cohesiveness, consequently eliminating the likelihood of a team's ability to attain their shared objectives. To obtain results for my study, I will present two one-time questionnaires to the seven athletic teams at College of the Ozarks, a private institution located in Southwest Missouri. The first survey assesses an athlete's perceived team unity, while the other assesses that same athlete's childhood adverse experiences. This method aspires to investigate a relationship between childhood trauma and an athletic team's shared unity.

Empirical Poster Session

Saturday 9:45 am - 10:45 am Union 238

Poster #1

Title: Enhancing performance: The Impact of Calming vs. Inspirational Music on Task Efficiency and Focus

Presenters: Chris Genseal, Serenity Oliver, Joslyn Cobb, Ava Hutchings

Faculty Sponsor: Dr. David Kreiner

School: University of Central Missouri

Abstract: Numerous studies have centered around the use of calming music to reduce anxiety (Pelletier, 2004). With the present study, we aim to address a gap in the literature relating to the possibility of performance increasing as stress increases. The Yerkes-Dodson law (Yerkes & Dodson, 1908) predicts that an optimal level of stress should produce improved performance. Some studies (Thoma et al., 2013, Rubbi et al., 2024) have looked at the relationship between music and raising the stress level to increase performance, but these studies all focused on a specific genre of music (i.e. Heavy Metal) to increase heart rate and simulate stress. The present study seeks to address that gap in the literature by using music that is designed to evoke a sense of inspiration instead. Participants were randomly assigned to either genre of music and then, after listening to the music for a set amount of time, were instructed to complete a Stroop Test to the best of their ability. The two groups were compared on Stroop Test performance with an independent samples t-test. This study could have implications for helping students to perform better in the classroom by determining whether music designed to inspire can help increase performance.

Poster #2

Title: Social Pressure and Prosocial Behavior: Effect of Perceived Social Pressure on One's Level of Prosocial Responding

Presenter: Annika Lynn Olson

Faculty Sponsor: Dr. Tyler Miller

School: South Dakota State University

Abstract: The present experiment investigated the role of social pressure on how SDSU college students respond to self-report measures of prosocial feelings and behaviors. Participants were randomly selected to a level of social pressure and were presented with prompts regarding their collective action habits, then they rated their level of agreement with each. The level of social pressure of participants differed between the two groups through the prompt presentations as either simulated social pressure—manipulated using audio presentation—or absence of social pressure—control group with measures remaining in original text presentation. Statistical analyses failed to support the hypothesis that increased social pressure would increase prosocial responding, and the measures of prosocial responding actually showed significantly lower levels for the manipulated social pressure group than the control.

Poster #3

Title: How Aware Are Potential Jurors of Interrogation Techniques & How They Affect Case Outcomes

Presenter: Cameryn Decker

Faculty Sponsor: Jacob Negley

School: Southwestern College (Kansas)

Abstract: In the study, we looked at two prevalent interrogation methods: the Reid Method and The P.E.A.C.E. Method (preparation, engage, account, closure, evaluate). The purpose of the study is to develop a deeper understanding of the difference between these two tactics and how they may influence the outcome of a criminal case. One may argue, justice is only truly served if it is reflecting of real events. If one of these two interrogation techniques has a tendency to result in a more accurate portrayal of real events, then one might argue that it is a preferred technique within police interrogations. Specifically, we looked at how juror age eligible young adults (students at a small liberal arts college) viewed the two different interrogation methods in regard to a murder investigation. Participants were required to read two different fictional transcripts (each of which implemented one of the two different approaches to interrogations) of an interrogation of a suspect. They then answered a series of questions about their opinions of what they had read immediately after. The data will help researchers and law enforcement officials gain a better understanding of how potential jurors interpret these two main approaches of an interrogation.

Poster #4

Title: Sports Participation and Parental Involvement

Presenter: Ashlee Johnson

Faculty Sponsor: Jacob Negley

School: Southwestern College (Kansas)

Abstract: The study will show that athletes with supportive parental engagement tend to have higher well-being, lower stress, and better academic performance. These athletes view their parents as a positive source of encouragement, offering emotional support and guidance without excessive pressure. Parental involvement focused on the athlete's overall well-being, rather than just performance, is linked to increased motivation, accomplishment, and improved mental health. In contrast, over-involvement or pressure from parents is associated with higher rates of burnout and anxiety. Athletes who feel their

parents impose unrealistic expectations or push them too hard often experience negative outcomes like increased stress and mental health struggles. These athletes may feel overwhelmed by the conflict between their parents' aspirations and their own goals, sometimes leading to burnout or quitting their sport. Additionally, athletes with professional athletic aspirations report higher stress and burnout levels, as they face pressure from both their parents and their ambitions. The combined demands of sport and academics can be overwhelming, heightening anxiety and mental health risks. The study will emphasize the importance of balanced parental involvement. Supportive engagement promotes both athletic success and college achievement while reducing burnout and enhancing mental well-being.

Poster #5

Title: Implicit Bias: Individuals' Reactions to Unveiling Bias through the Race IAT

Presenter: Kelli McClintock

Faculty Sponsor: Dr. Trudy Holmes-Caines

School: Union Adventist University

Abstract: This study attempted to reveal participants' implicit racial biases and then observed their responses to see if they communicated surprise, concern, or general disagreement about their biases. The purpose was to enhance perceptions of minority racial groups. Greenwald et al. (2022b) stated "accumulated findings from studies in which implicit-bias measures correlate with discriminatory judgment and behavior have led many social scientists to conclude that implicit biases play a causal role in racial and other discrimination" (p.1). Becoming more aware of one's implicit biases creates room for smoother methods of addressing unequal treatment diverse racial and ethnic groups face daily. This literature review points out the possible harm minority groups experience as a result of implicit bias. Implicit bias, in the form of racial bias, is the negative view of differing racial and ethnic groups and results in discriminatory behaviors and actions on an individual and systemic level. The procedure of this research used the Harvard Race Implicit Association Test (IAT) involving ninety-four college students from Union Adventist University, Lincoln, Nebraska. The study discovered fifty-six percent of participants expressed in their verbal reactions 'disagreement' with their IAT Race test result.

Poster #6

Title: Does AI Distort Our Perception of How Much We Learn from It?

Presenters: Matthew Smith, Piper Foreman, Myla Cathey, Maggie Durham and Mckulla Paszkiewicz

Faculty Sponsor: Dr. Adam Runyan

School: University of Central Missouri

Abstract: Large language model (LLM) programs gather information from web searches and domains such as law and healthcare. As these programs become more common, it's important to understand if they inflate our perception of how much that we know about the information by these programs. This study randomly assigned participants to one of two groups. Both groups were given the same topic to gather information on, each group was given a different information source. One group was given a simulated search whereas the other group was given the LLM program ChatGPT which generated responses to an input. After participants gathered information they rated on a scale how much they now knew about a topic. All of the data has been collected but has yet to be analyzed. If the results support our hypothesis, this would imply that using LLMs to give us information can reduce us from more critically answering questions. A distortion of how knowledgeable one feels because of the use of an LLM program can have consequences when that information is used to make significant decisions. To prevent the effects of this inflated sense of knowledge there would have to be more reliance on information gathered from different sources.

Poster #7**Title:** Illusory Truth Effect and Varied Attention States**Presenters:** Elizabeth Endecott, Marissa Roffler**Faculty Sponsor:** Dr. Marissa Roffler**School:** Rockhurst University

Abstract: The illusory truth effect is a phenomenon whereby individuals are more likely to trust information they have encountered before. Social media has exacerbated this phenomenon, yet no studies in the 21st century have considered the attentional states of its users. To address this gap, our study examines the extent to which different cognitive conditions (i.e. divided attention and cognitive load) and statement repetitions influence the illusory truth effect. An initial encoding session consisted of 36 true statements with varying repetition (1, 3, or 6 times), followed by a truth rating session, which introduced new factual statements alongside previously seen statements. Between the initial encoding and truth rating sessions, participants completed a false memory task. Reaction times recorded during the truth rating session were slowest for new statements, particularly in cognitive load participants. However, only the control group exhibited higher truthfulness ratings with slower reaction times. Across conditions, more repetitions resulted in higher truth ratings and quicker reaction times, though negligible differences were found after 3 and 6 repetitions. Thus, our results support the illusory truth effect and indicate attentional states impact trust in new information, but not repeated information.

Poster #8**Title:** Kink and Spirituality in Leather and Kink Organization Memorabilia**Presenters:** Sam D. Hughes, Sonya Hadsall**Faculty Sponsor:** Dr. Sam D. Hughes**School:** Emporia State University

Abstract: Have you ever wondered how members of the kink community may identify with spirituality? Through this research project, we looked into multiple kink organization memorabilia that expressed what each organization felt best represented their group. We found that there are various forms of spirituality present in multiple memorabilia items, mostly pertaining to positive Christian symbolism. Learning more about kinksters' relationship with spirituality can help to deepen our understanding of kink persons; of which the general populace do not know much about.

Poster #9**Title:** Climate Activism as a Potential Climate-Stress Alleviator - Investigating Climate Stress Mitigation through Physiological Measures (HR & RESP)**Presenters:** Emma Tiefenbrunn, Maggie Durham, and Reece Troyer**Faculty Sponsor:** Dr. Adam Runyan**School:** University of Central Missouri

Abstract: As climate change consequences become increasingly evident, climate-specific anxiety has surged, leading to the development of the Climate Change Anxiety Scale (CCAS). However, little research has examined the effectiveness of interventions in reducing the physiological stress responses associated with climate anxiety. This study aims to determine if encouraging climate activism can help alleviate climate anxiety utilizing heart rate (HR) and respiration data. Forty-six participants were recruited and provided demographic information before being fitted with HR sensors and a respiration belt. Participants completed the CCAS at baseline (T1), after watching an educational video on climate change (T2), and after viewing a second video on climate activism and mitigation strategies (T3). HR and respiration were recorded throughout. Participants lastly completed surveys assessing their willingness to engage in

activism and climate change skepticism. Researchers anticipate increased HR and respiration following the first video and a decrease after the second. It is expected that participants report above-average willingness to engage in activism following exposure to the education materials. Through investigation of the body's reaction to climate change information, researchers hope that more effective climate change interventions can be developed, eliminating barriers surrounding the anxiety-inducing nature of climate change discussions.

Poster #10

Title: Face, Femininity, and Family: Political Candidates' Perceived Leadership Competence

Presenters: Kori Douglas, Pirita See

Faculty Sponsor: Pirita See

School: South Dakota State University

Abstract: Given the features of the 2016 and 2024 US presidential elections, the gender, appearance, and family status of political candidates has been heavily discussed among the American people. We investigated the impact of fictional political candidates' family status and facial feminization/masculinization of both male and female faces on perceived leadership competence. In a 2x2x2 mixed-model factorial ANOVA online SONA study, participants reviewed supposed up-and-coming politicians with a spouse and a child, or no spouse or child. After providing consent, participants reviewed eight posters (four female and four male), each representing a politician with either a masculinized or feminized face. Participants rated each politician's competence on a 7-point scale. We predicted that having an immediate family will increase perceived competence of feminine but not masculine faces – especially for female (vs. male) candidates. Surprisingly, we found a main effect of gender, where participants rated female targets higher in perceived leadership competence compared to male targets. However, in the condition where targets reported having a family, participants rated masculine men equal to feminine women in leadership competence. This three-way interaction suggests that the specific combination of candidates' family status, gender, and facial structural cues can trigger unique effects on voting patterns.

Poster #11

Title: Reading Dinos

Presenter: Eve Ray

Faculty Sponsor: Dr. Samuel Hughes

School: Emporia State University

Abstract: The present experiment was designed to investigate the impact of mindfulness meditation on perceived concentration levels. Participants who provided informed consent were randomly assigned to one of two groups. Those in the experimental condition listened to a five-minute guided meditation ([Great Meditation], 2020), while participants in the control condition did not. Both groups subsequently read an AI-generated description of dinosaurs, which was intentionally designed to be dull and difficult to engage with. To assess perceived concentration, both groups completed a survey consisting of ten items, modeled after the Attention Control Scale (Derryberry & Reed, 2002), with modifications to align with the specific aims of this study. The results revealed a strong positive correlation between mindfulness meditation and improved perceived concentration in the experimental group, with a significantly larger effect size compared to the control group. These findings, along with previous research, provide evidence supporting the notion that meditation can have a positive impact on various aspects of cognitive function. While much of the extant literature on meditation has employed longitudinal designs, the present study utilizes a cross-sectional approach to explore these effects. Suggesting that a single five-minute meditation

session may have a positive impact on an individual's perceived concentration levels.

Poster #12

Title: Ayahuasca: An Amazonian Brew and the Healing of Trauma

Presenter: Brian Wohlman

Faculty Sponsor: Victor Ammons

School: Kansas City Kansas Community College, Missouri Western State University

Abstract: Ayahuasca, a psychedelic tea, is composed of monoamine oxidase inhibitors (MAOIs) in the form of harmala alkaloids from the *Psychotria viridis* bush and N,N-Dimethyltryptamine (DMT) from the jungle liana *Banisteriopsis caapi*. The tea is used in Amazonian shamanic rituals, whose use of set and setting—now a pillar of modern western psychedelic-assisted psychotherapy (PAP)—treats individuals suffering from various mental health conditions. This project seeks to analyze multiple sources of current neuroimaging data, including fMRI, SPECT, and EEG, and create a theoretical bridge using qualitative data from the large University of Georgia study, “Prevalence and therapeutic impact of adverse life event reexperiencing under ceremonial ayahuasca” (2023), in an effort to better understand the holotropic (moving towards wholeness) state induced by ayahuasca ingestion. Results indicate a significant decrease in trait neuroticism immediately after an ayahuasca ceremony and at a three-month follow-up in all participants, with approximately half of the participants vividly re-experiencing a flashbulb memory. This research aims to contribute to the field of psychedelic science, which seeks to move from drug efficacy towards experience efficacy. Future directions include further research on ayahuasca's potential therapeutic applications in treatment-resistant mental health conditions as well as the incorporation of indigenous ancestral knowledge into western medicine.

Poster #13

Title: Climate Change Action: Climate Change Perception Effects on Climate Change Behaviors

Presenters: Joshua Rjaye Valenzuela, Emily Winckler

Faculty Sponsor: Dr. Tyler Miller

School: South Dakota State University

Abstract: Introduction: Climate change beliefs play a critical role in responding to climate change, yet other factors may also impact one's response to climate change. The current study examines the impact differing climate change message sources have on adaptation, mitigation, and policy support behaviors toward climate change. Method: We prescreened perceptions of climate change using the climate change perception scale (Valkengoed et. al, 2021). Participants were then randomly assigned one of four message source: expert, expert consensus, generative artificial intelligence (AI), or literature; each providing informational items with a knowledge check. We then measured adaptation, mitigation, and policy behaviors in relation to the message source. Results: We found a main effect of climate change perceptions, specifically, participants who believe climate change is real have greater intentions to engage in pro-environmental behaviors such as mitigation and adaptation. There was no effect of message source on adaptation, mitigation, and policy support behaviors. Additional variables such as trust in AI, personal experience of climate change, and ideological viewpoint are also explored. Discussion: These findings illustrate how climate change perceptions impact adaptation and mitigation behaviors. Climate change perception should continue to be explored due to the finding that they greatly influence intention to action.

Poster #14**Title:** Childhood Victimization and Violent Media: Examining Coping and Gender Differences**Presenters:** Diyorbek Yusupov, Alyona Rogojina, Douglas Gentile**Faculty Sponsor:** Dr. Douglas Gentile**School:** Iowa State University

Abstract: Childhood victimization has been linked to various coping mechanisms, yet its role in violent media consumption remains unclear. While research suggests gender differences in coping (Green & Diaz, 2007), whether victimized individuals engage with violent media as a coping strategy remains unexplored. Participants (N=533; n=276 for video game-related questions) completed a 50-minute study assessing childhood victimization, stressful experiences (Hyman et al., 2002), and violent media consumption. Data were analyzed using simple linear regression, moderation analysis (Hayes, 2012), and independent samples t-tests. Regression analysis revealed that childhood victimization significantly predicted violent media consumption ($R^2=066$, $p<.001$), though the effect size was small. Moderation analysis showed that gender did not significantly moderate this relationship ($p=.2935$). However, men reported significantly higher violent media consumption ($t=6.046$, $p<.001$, Cohen's $d=.538$) and victimization scores ($t=3.320$, $p<.001$) than women. Correlation analysis indicated a small to moderate relationship between victimization and violent media use ($r=.256$, $p<.001$). Findings suggest childhood victimization weakly predicts violent media consumption, with gender differences in overall media use. Future research should explore psychological mechanisms, such as emotion regulation, to better understand why victimized individuals engage with violent media.

<p style="text-align: center;">Literature Review and Research Proposal Poster Session Saturday 9:45-10:45 am Union 238</p>
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Poster #15**Title:** Investigating the Relationship Between Vicarious Traumatization, Compassion Fatigue, and Perceived Social Support in Foster Parents: A Literature Review**Presenters:** Serenity Oliver**Faculty Sponsor:** Dr. Kim Stark**School:** University of Central Missouri

Abstract: Vicarious traumatization (VT) and compassion fatigue (CF) are known to impact many individuals who interact with children in the foster care system (Ben-porat & Itzhaky, 2009; Sprang & Steckler, 2023). Some factors that have been linked to reduced risk of VT and CF include having access to a support system, engaging in help seeking behavior, and practicing mindfulness (Steen & Bernhardt, 2023). The research examining VT and CF has largely focused on case workers, therapists, and other professionals who work with these children, while overlooking foster parents. The proposed research could benefit those who work with foster parents by increasing awareness about the rates of VT and CF in this population. The proposed correlational study will look at three different types of foster care givers (kinship, non-relative, and residential) and their perceived levels of social support (PSS) in relation to their self-reported levels of CF and VT. It is hypothesized that, based on the literature, perceived support will be negatively associated with both VT and CF.

Poster #16

Title: Psychological Skills Training: Assisting Post-Injury Athletes Return to Sport

Presenters: Abigail Pascoe

Faculty Sponsor: Dr. Adam Runyan

School: University of Central Missouri

Abstract: Athletes who have encountered injuries or other setbacks may experience a psychological barrier when returning to their sport. This psychological barrier, often felt as hesitation to return to full-sport activities, may also include self doubt, second guessing, and feeling a sense of apprehension. The hesitation that an athlete feels is not only due to the injury itself, but the psychological toll of doubt and post-injury athletic expectations. It is of utmost importance that researchers find solutions to support a range of athletes during their rehabilitation journey. Research shows that positive thinking and affirmations, imagery, open communication with coaches and licensed professionals, and effective means of support help athletes to return to prior activities with confidence and perseverance. This project reviews the obstacles that athletes face when returning to participation in sport. Specifically, I review ways to aid athletes physically and mentally in a more productive and effective manner. By gaining further understanding of these strategies, coaches can assist their athlete's needs and they may be able to improve overall performance. Ultimately, the goal of helping athletes is to minimize hesitation post-injury, improve psychological skills related to sport, and help athletes achieve their best possible outcomes while recovering from injury.

Poster #17

Title: The Effect of Meditation on Logical Thinking in College Students

Presenters: Alexis Weakley, Raylee Hawkins

Faculty Sponsor: Dr. David Kreiner

School: University of Central Missouri

Abstract: The study examines whether a 5 minute mindfulness meditation session enhances logical thinking skills, measured by math test performance. Participants (college students) are randomly assigned to one of two conditions: One engaging in mediation and the other listening to white noise. Before and after the session, they will complete a math test involving linear equations and systems of equations with 15 minutes to complete each test. Their performance will be compared to assess whether meditation improves accuracy. By examining short-term cognitive effects of mindfulness, this study contributes to understanding whether brief meditation exercises can enhance logical reasoning and academic performance.

Poster #18

Title: Music and Engagement

Presenters: Reece Troyer, Aiden Depaul

Faculty Sponsor: Dr. David Kreiner

School: University of Central Missouri

Abstract: In this study proposal, participants will be asked to read an article that the researchers have picked out. Participants will read the random article in a given short time frame with classical music playing in the background or with no music or sounds. Lastly participants will be asked to fill out a Likert scale form rating how engaged they were with the article. This form asks a variety of questions regarding how interested the participant was during the reading. Our goal is to compare Group 1(with music) to group 2(Without music) and see if there is a noticeable difference in whether playing music without words increases or decreases engagement.

Poster #19

Title: Mirage of the Living and the Trolley Problem

Presenters: Steve Miller

Faculty Sponsor: Dr. Kenneth Carter

School: University of Central Missouri

Abstract: Anthropomorphism, the attribution of human-like characteristics to nonhuman entities, is a widespread cognitive phenomenon influencing communication, empathy, and ethical reasoning. From childhood, individuals develop cognitive schemas that categorize objects and beings, shaping how they empathize with and communicate about the world. This study explores the intersection of anthropomorphism and moral decision-making through a modified Trolley Problem. By assigning names, pronouns, and human-like features to inanimate objects, the experiment examines whether these attributes influence participants' ethical choices. This study will be conducted with approximately sixty university participants engage with randomly assigned trolley dilemmas featuring various objects with differing anthropomorphic qualities. We investigate whether participants exhibit increased empathy and altered ethical reasoning when making life-and-death decisions about non-living entities. The study hypothesizes that objects with human-like features and names will be ""saved"" more frequently than those without, indicating a significant role of anthropomorphism in ethical reasoning. The data analysis using ANOVA will assess variations in decision-making between the manipulations between trolley problems, comparing problems that have more humanlike qualities against those with less. The findings from this study will contribute to understanding how human cognitive biases shape moral judgments and interactions with nonhuman entities in everyday life and emerging AI technologies in this technology driven world.

Poster #20

Title: Divisions of APA: Do you Know Them?

Presenters: Mark Parr

Faculty Sponsor: Dr. Adam Runyan

School: University of Central Missouri

Abstract: A summary and representation of all the current divisions that exist in the APA. This poster will be a review and infographic for students who were unaware of the existence of specific fields in Psychology. The divisions are split into subsections of their respective category in the different sciences of Psychology.

**Oral Session 4a - Undergrad - Literature Review/Proposal
Social and Personality
Saturday 11 - 11:45 am Union 237A**

Presentation #1

Title: The Effect of Exposure to Social Media Content on Unconscious Gender Bias in Crime

Presenters: Kara Yang

Faculty Sponsor: Michiko Nohara-LeClair

School: Lindenwood University

Abstract: I am proposing a study to explore the influence of social media exposure on unconscious gender biases in crime and whether agreeableness correlates with susceptibility. Kleider-Offutt (2022) examined the role of social media influence on the identification of a perpetrator and discovered that social media exposure to innocent suspects increased incorrect identification of a perpetrator. Moreover, a study by Sciacca et al. (2021) found a positive correlation between persuadability and the personality traits of agreeableness and neuroticism. Using an Implicit Association Test (IAT), I will measure biases before and after exposure to one of two crime-related social media posts. I will also assess agreeableness using the Big Five Inventory (John & Srivastava, 1999) to determine whether agreeableness is positively correlated with the impact of social media. The results aim to highlight the potential role of social media in reinforcing gender stereotypes about crime, such as that women are more innocent, leading to biased perceptions of criminal behavior. My research will address a gap in the literature regarding social media's impact on unconscious biases in the criminal justice system, with broader implications for public awareness and promoting equality.

Presentation #2

Title: Exploring the Link Between Self-Awareness, Relationship Satisfaction, and Religiosity

Presenters: Kaitlyn Higginbotham

Faculty Sponsor: Dr. Jeffrey Elliott

School: College of the Ozarks

Abstract: It is important to think about how degrees of self-awareness impact the seriousness of relationships. Baumeister and Bushman (2017) share how self-awareness enables people to behave better by assessing how well they are conforming to their morals and helps individuals to "act more consistently with their attitudes about many different issues" (p. 75). Growing self-awareness as young adults is important and vital in maintaining healthy and long-lasting relationships. Studying undergraduate students' self-awareness and religiosity explores how each concept affects their relationships. This proposal will include literature reviews on multiple evidence-based approaches used to measure self-awareness, overall relational health and level of religiosity.

**Oral Session 4b - Undergrad - Literature Review/Proposal
Social and Personality
Saturday 11 - 11:45 am Union 235**

Presentation #1

Title: Aggressive Crimes Associated with Rejection and Attachment Theory

Presenters: Sarah Alferink

Faculty Sponsor: Dr. Jeffery Elliott

School: College of the Ozarks

Abstract: The human desire to be accepted by one's parents, friends, and romantic partners is hardwired in the brain. Rejection occurs when one is not accepted and can be accompanied by shame, depression, and helplessness and can inhibit one's cognitive functioning. Rejection is universal. However, how one reacts to rejection varies; previous studies have found attachment style to affect the neural process of rejection. Rejection aggression is a physical outburst from shame or sadness. Previous studies have found school shootings have been affected by rejection from classmates. The focus of this study is to find out what violent crimes are affected by rejection and whether those aggressive tendencies are linked to attachment theory. I will use a survey method among Missouri state prisons to gather information. Survey prisoners with offenses in aggressive felonies, including homicide, assault, rape, shooting, and kidnapping. The survey will include a criminal activity questionnaire, an adult attachment scale, a rejection sensitivity scale, and an aggression scale. The survey will seek to determine if there is a correlation between felony crimes due to rejection aggression and attachment theory.

Presentation #2

Title: Facets of Emotion Recognition

Presenters: Abigail R Moeller

Faculty Sponsor: Dr. Jeffery Elliott

School: College of the Ozarks

Abstract: The ability to rapidly assess and interpret emotion is critical to human communication. A great deal of research has been conducted on the mechanisms, rapidity, and development of emotion recognition. Additional research has been conducted on the validity of attempts to replicate natural human expressions for experimental purposes. This presentation explores literature associated with this subject.

Awards Ceremony and Lunch
Saturday 12:15 - 2pm Union 240
Moderated by Dr. Stark, Dr. Kreiner, and Dr. Robertson

Before we begin the awards ceremony, we encourage all Great Plains attendees to enjoy a catered lunch buffet with us! We also encourage you to mingle and sit with people you don't know or with people that you just met during this conference! Believe it or not, the faculty have found that the social networking component of conferences is often the most rewarding. After you enjoy your meal and socializing, we will begin the awards ceremony around 1:15pm.

At Great Plains, we like to honor the top projects and presenters with awards for the different poster and oral sessions. We will have a 1st and 2nd place award for oral - empirical, and a 1st and 2nd place award for oral - nonempirical (literature review/proposal). We will also have a 1st and 2nd place award for the empirical poster session and a 1st and 2nd place award for the literature review/proposal poster session.

Congratulations to all award winners, and thank you to all presenters!

We would like to say thank you one last time for coming all the way to Warrensburg, MO to attend Great Plains 2025. We sincerely hope that Great Plains will continue to grow larger each year. We also hope that you, the students, see the benefit of presenting at and attending conferences such as this. Keep doing what you're doing!

We hope to see you next year for Great Plains 2026.
The Host for Great Plains 2026 will be announced shortly.

Sincerely,
-Great Plains 2025 Planning Committee

Convention Protocol

This may be your first convention. To appreciate the experience, here are some guidelines you might find useful.

- We will try to maintain the program schedule. If presenters are late or absent, the session will not move other presenters forward in the timetable.
- Enter and exit in-progress sessions quietly and inconspicuously. *Presenters* should attend the entire session in which they are presenting.
- When you are in an area where a session is not occurring, other sessions may be going on nearby. Please keep the noise level down, even in the hallways.
- We encourage you to attend talks and posters from universities/colleges other than your own.
- Always respect others' opinions. Questions can challenge, but should not confront or demean. Constructive criticism is good, but please be sure to be respectful.
- Mingle. It is always difficult to introduce yourself to "strangers," but all of the participants are interested in Psychology and have a lot in common. This is an opportunity to grow in your chosen field by discussing topics of interest, making contacts with persons at other institutions, complaining about your stats or physio professor, etc.

Tips for Presenters

1. **Practice.** Practice in front of a live or nearly-live audience. Ask your friends, ask the Psychology faculty, ask the members of Psi Chi or Psychology Club, and anyone else to attend a mock paper session. At this session, you should practice: (a) keeping it within the time constraints (13 min max for Great Plains), (b) good public speaking principles (e.g., speaking slowly, clearly, and with sufficient volume), (c) answering questions (challenge your friends to stump you). Have someone time your presentation, and have the audience give you honest feedback concerning your presentation. Take the feedback, improve your talk, and practice again.
2. Talk to your audience, rather than reading to them. Using a prepared outline or note cards may be the best approach. Stay on track by referring to your outline. Hit the important points and let some details slide unless someone asks a question. Talk to the audience as if they are undergraduate psychology majors, because they are (it's Great Plains)!
3. It is important to supplement your presentation with visual aids, as this reduces the amount of information to be processed. Please look at the audience to make sure they are following along. Blank or confused looks are signs that you've lost them. Remember that an oral presentation is only allotted 13 minutes maximum - you will be judged on your ability to present within the time allowed. The moderator in each oral presentation will give you the "5-minutes" and "2-minutes" remaining signals with their hand.
4. Nerves. Everyone is nervous at these sessions, so you're not alone. ***Practice helps reduce your anxiety levels.*** Realize that in a room of 30 listeners, only a handful will consider asking questions, and perhaps one question in a session of 5 or 6 papers will be difficult.

Tips for Posters

1. **Format.** The maximum poster dimensions are 3'x4' (36x48 inches). Have your poster prepared and laid out before the convention so that you can catch errors while you still have time to correct them. In general, typewriter-sized print is not large enough. The convention will supply thumb tacks, tape, and other supplies, but it's a good idea to bring your own. Lay out your poster and have friends and/or faculty review it for readability, clarity of message, and attractiveness. In general, you should put key points in larger font and more centrally located in the poster. The poster does not have to be a comprehensive description of your study.
2. **Handouts.** We recommend you have a handout that summarizes your poster. Some presenters print handouts that give a bit more detail than the poster, and others summarize the information on the poster in a smaller format. Be sure to include your name and email address on the handout.
3. **The session itself.** The purpose of a poster session is to encourage one-on-one discussions of your work. You should stand beside your poster with your name tag clearly visible. There may be some people who want to ask questions about your poster. This is a good opportunity to meet people who share your

interests. One of the best parts of attending conferences is the networking aspect!

Call for Posters!

WHO: Kansas City Kansas Community College

WHAT: Student Research Conference in the Psychological Sciences and Dinner

WHEN: April 4th 8am-6pm

WHERE: 7250 State Ave, Kansas City, KS 66112

DEADLINE: for posters is 5pm March 22nd

CONTACT: Victor Ammons at vjammons@kckcc.edu

Keynote: Dr. Debra Kawahara, President of the American Psychological Association

WHO: Benedictine College

WHAT: Psychological and Educational Research in Kansas (PERK) Conference

WHEN: November 8th, 2025

SUBMISSION DEADLINE: to be determined

NOTE: you do not need to be from Kansas institutions to attend or present

WHERE: 1020 N 2nd St, Atchison, KS 66002

CONTACT: Amy Posy at aposey@benedictine.edu

If anyone wishes to volunteer to host Great Plains in the Spring of 2026 please contact Adam Runyan at arunyan@ucmo.edu or 660-543-4716.