



**PSYCHOLOGY UNDERGRADUATE
RESEARCH COMMUNITY**

2024 SYMPOSIUM

**Monday, April 8th
12PM-5PM**

**Sidney Smith Hall
100 St. George Street**



TABLE OF CONTENTS

LAND ACKNOWLEDGEMENT	3
WELCOME LETTER	4
ACKNOWLEDGEMENTS	5
SYMPOSIUM SCHEDULE	6
KEYNOTE ADDRESS	7
ABRIDGED PROGRAM	8
TALK SESSION 1	12
Symposium 1: Developmental Talks	12
Symposium 2: Social & Personality Talks	14
Flash Talk Session	16
POSTER SESSION 1	21
TALK SESSION 2	26
Symposium 3: Cognition & Neuroscience	26
Symposium 4: Social & Personality	28
POSTER SESSION 2	30



LAND ACKNOWLEDGEMENT

We wish to acknowledge the land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island. We recognize a legacy of broken treaties and covenants and the need to strive to make right with all our relations.

We encourage you to learn about the Toronto Purchase (Treaty 13) through which the land we are meeting on was “purchased.” For more information on the history of Treaty 13, please see: <https://mncfn.ca/the-toronto-purchase-treaty-no-13-1805/>

To learn more, you can visit:

<https://indigenous.utoronto.ca/initiatives-protocols/>

<https://native-land.ca/>

<https://mncfn.ca/>

<https://wendake.ca/>

<https://sni.org/>

You can also support these local organizations:

Native Women's Resource Centre of Toronto (<https://nwrct.ca/>)

Canadian Roots Exchange (<https://canadianroots.ca/>)

Native Canadian Centre of Toronto (<https://ncct.on.ca/>)

Yellowhead Institute (<https://yellowheadinstitute.org/>)



WELCOME LETTER

April 1, 2024

To the PURC Community,

We are grateful for the opportunity to welcome you to the inaugural Psychology Undergraduate Research Community (PURC) Symposium! At each PURC meeting, we have the opportunity to see the tremendous curiosity, passion, and tenacity of our psychology undergraduates. We're so excited to be able to host this event to share and celebrate their talent.

PURC exists because of the support of many people in our department. First, we have to express our *immense* gratitude to our graduate mentors. So many of you showed up over and over this year, not only offering students your wisdom but also dedication and kindness. You are a critical part of everything we do, including writing workshops, grad school panels, lab tours, and today's symposium.

We have also been fortunate to have wonderful faculty mentors, including Dr. Ashley Waggoner-Denton who inspired the PURC Symposium, and Drs. Felix Cheung, William Ryan, Christina Starmans, Geoff MacDonald, and Elizabeth Page-Gould who have supported us since PURC was founded in 2020.

One thing we love about PURC is watching connections form as students share about psychology but also their personal lives, goals, and even pop culture. It feels fitting that our symposium coincides with the solar eclipse, allowing us to connect over both science and life outside of science today. We hope you will take today as an opportunity to build connections with peers, graduate students, and faculty alike.

Today's presentations span diverse methodologies and topics, providing opportunities to learn about the research you are passionate about, as well as new topics and methodologies. Don't be shy to also seek professional advice today! The PURC Symposium is a great opportunity for undergraduate presenters to share their own wisdom and experiences in the psychology department with junior students.

We'd like to extend a warm welcome to all of you. We hope today will be rewarding, meaningful, and fun!

Mia Radovanovic & Ece Yucer
Lead PURC Coordinators



ACKNOWLEDGEMENTS

PURC COORDINATORS

GRADUATES

Ece Yucer
Mia Radovanovic
Emily Heffernan
Inderpreet Gill

UNDERGRADUATES

Youness Robert-Tahiri
Tama Inaibagha
Mariana Castrillon

FACULTY

Dr. Ashley Waggoner Denton

GRADUATE JUDGES

Reem Ayad
Eric Cui
Greer Gillies
Colin Li
Hannah Marlatte
Ryan Panela
Maxime Perron
Alexa Sacchi

GRADUATE MENTORS

Wei Ai
Leif Anderson
Mishel Alexandrovsky
Anne Cabildo
Elizabeth Chan
Emily Collins
Eric Cui
Olivia Ansley-Engel
Greer Gillies
Rumaysa Khan
Umang Khan
Anisha Khosla
Kristina Knox
Anthony McCanny
Colin Li
Geneva Mariotti
Hannah Marlatte
Ashmita Mazumder
Victoria Pringle
Jaweria Qaiser
Emily Schwartzman
Eliz Shimshek
Levi D. Stutzman
Ruth Tran
Savannah Tremblay
Justine Vorvis
Jennifer Wilkin
Merron Woodbury
Catalina Yang
Jessica Zaffino
Norman Zeng

SYMPOSIUM SCHEDULE

TIME	EVENT	LOCATION
12:00 - 12:10	Opening Remarks	SS 2135
12:10 - 1:00	Keynote Address by Dr. Jay Olson	SS 2135
1:00 - 1:40	Lunch	SS 560A
1:40 - 3:00	Talk Session 1 <i>Symposium 1: Developmental</i> <i>Symposium 2: Social & Personality</i> <i>Flash Talks</i>	SS1069 SS1072 SS1074
1:40 - 1:45	Poster Set-Up	Psych Lounge
1:45 - 2:45	Poster Session 1	Psych Lounge
3:00 - 3:30	Eclipse Break 	Outside
3:30 - 4:30	Talk Session 2 <i>Symposium 3: Cognition & Neuroscience</i> <i>Symposium 4: Social & Personality</i>	SS 1069 SS 1072
3:30 - 3:35	Poster Set-Up	Psych Lounge
3:35 - 4:35	Poster Session 2	Psych Lounge
4:45 - 5:00	Closing Remarks	SS2117



KEYNOTE ADDRESS

DR. JAY OLSON | *Tripping on Nothing: The Hidden Role of Placebo Effects in Psychedelic Drugs*

Is it possible to have a psychedelic experience from a placebo? The past decade has seen a surge of interest in psychedelics across the world, but there are growing concerns about study methodology. Because participants generally know whether they have taken a psychedelic drug, maintaining experimental blinding is challenging. In this talk, I will argue that this lack of blinding means that some of the benefits of psychedelics may be due to placebo-related factors such as positive expectations rather than the drug itself. For example, in our research, we used elaborate deception to convince participants that the placebo they consumed was actually a psychedelic drug, which led to the largest placebo effects on consciousness documented in the literature. These results align with clinical trials that find striking improvements in both psychedelic and placebo groups. Placebo-related factors may thus account for a substantial portion of the clinical benefits of psychedelic drugs.



***Dr. Jay Olson** is a Postdoctoral Fellow in the Department of Psychology, working with Dr. Loren Martin at UTM and Dr. Matthew Burke at Sunnybrook Hospital. He studies a range of topics across psychology and medicine including placebos, psychedelics, sleep, addiction, medical error, and creativity. He did his previous graduate and postdoctoral training at McGill University and Harvard University. His research has been featured in media outlets such as the New York Times, CNN, Wall Street Journal, and TIME Magazine.*



ABRIDGED PROGRAM

TALK SESSION 1

Symposium 1: Developmental Talks

S1-1 Parenting Dynamics Following Separation and Outcomes for Children

Presented By: Nicole Hupalo

S1-2 A Balancing Act: Links between Spending Time with Different Social Partners and Well-Being in Adolescence

Presented By: Sera Gandhi

S1-3 The Role of Exploration in Infants' Persistence

Presented By: Grace Sun

S1-4 Gendered Reasoning about Persistence and Help-Seeking Behaviour

Presented By: Jaemin Hwang

Symposium 2: Social & Personality Talks

S2-1 Integrating Dual Cultural Identities: Exploring the Correlations between Bicultural Integration, Wisdom, and Well-Being among Emerging Adults

Presented By: Anastasia Meixuan Liu

S2-2 Rumination as a Mediator of a Dysregulated Cortisol Awakening Response as a Result of Experiencing Racial Microaggressions

Presented By: Amy Zhang

S2-3 Investigating the Role of Friendships in Eating Disorder Recovery

Presented By: Marianne Rouleau-Tang

S2-4 The Role of Resilience in the Relationship between Sexuality and Wellbeing

Presented By: Jennifer X. Yu

Flash Talk Session

F1-1 Modelling Differences in the Categorisation of Emotions through Facial Processing by Neurotypical Individuals Compared to Those with Autism Spectrum Disorder (ASD) Using the Predictive Processing Framework

Presented By: Kavvya Agarwal

F1-2 Does Animacy Affect Saccadic Eye Movements?

Presented By: Tyler Puhlick

F1-3 Cultural Differences in Eye Movement Behavior

Presented By: Xiaojing Zhu

F1-4 To Blur or Not to Blur: The Roles of Background and Individual in Perception of SES

Presented By: Gavin (Tianheng) Zhang



F1-5 Eugenic Legacies: Exploring Family Dynamics and Mental Health through Ontario's Historical Archives

Presented By: Tony Kasir

F1-6 Human Self-Concepts and Perception of AI Chatbot

Presented By: Mengen Li

F1-7 The Critical Pedagogy of International Students in The University of Toronto

Presented By: Emma Li

F1-8 Predictors of Singlehood Stigma and Identification with Singlehood

Presented By: Charm (Ming-Ying) Lee

F1-9 Gendered Expectations for Emotional and Cognitive Labor Begin in Childhood and Persist into Adulthood

Presented By: Emma Soler

F1-10 The Prevalence of Visible Consequences of Abuse in Adolescents

Presented By: Marriah Ramadan

POSTER SESSION 1

P1-1 Infant Moral Cognition: How Children Perceive Fairness Norms as Agents of Third-Party Punishment

Presented By: Riya Dama

P1-2 Exploring Childhood Adversity, Aggression, and Self-Regulation: A Mediation Analysis

Presented By: Youness Robert-Tahiri

P1-3 Individual Differences in Ventrolateral Prefrontal Cortex Thickness and Memory Performance in Adolescents and Adults

Presented By: Mariana Castrillon

P1-4 Exploring Persistence and the Ability of Integrating Information in Infancy

Presented By: Shenglan Shi

P1-5 Attention to General versus Item-Specific Aspects of Visual Experience Differently Engages Lateral Occipital and Parietal Cortex in Children and Young Adults

Presented By: Dana Huang

P1-6 The Effects of Horizontal Bias Training on Facial Identification

Presented By: Runzhi Yue & Selen Bayram

P1-7 Attentional Tuning in Categorical Learning of Crossovers and Oddballs

Presented By: Selina Fu

P1-8 Modeling Emotional Content Influences on Autobiographical Memory

Presented By: Julianna Gajraj

P1-9 An Integrative Theory for Insight Problem Solving as the Primary Function of Dreaming

Presented By: Divya Gupta

P1-10 Individual Differences in Mnemonic Traits

Presented By: Emily Nguyen



TALK SESSION 2

Symposium 3: Cognition & Neuroscience

S3-1 The Effects of Bilateral Salpingo Oophorectomy on Medial Temporal Lobe Structure and Relational Binding

Presented By: Anna Mouzenian

S3-2 Is the Whole Different than the Sum of its Parts: Multimodal Integration as a Possible Mechanism Underlying the Visual Communication of Emotions

Presented By: Doga Pulat

S3-3 Examining Goal-Directed Behaviors in Spontaneously Hypertensive Rats (SHR) through Pavlovian Devaluation Testing

Presented By: Elif E. Sari

Symposium 4: Social & Personality

S4-1 Comparing Retrieval Practice and Restudy in Real-World Memory Retention: Insights from the Hart House Tour Study

Presented By: Amir Samadi

S4-2 The Psychology of Educational Performance: The Effect of Syllabus Perceptual Fluency on Students' Self-Efficacy

Presented By: Laura Chen

S4-3 Big Five Traits Predict What Strategies People Use to Manage Their Loved Ones' Emotions

Presented By: Sehyun Jeong

POSTER SESSION 2

P2-1 Motivations and Well-Being: The Effects of Wearing GAG in the Gender-Diverse Community

Presented By: Chris Wong

P2-2 From Failure to Action: Exploring the Influence of Attribution on Behavior and Belief Changes

Presented By: Zihui Lin

P2-3 The Impact of Mental Health Literacy on Stereotype Formation and Behavioural Manifestations

Presented By: Alexia Mitsopoulos

P2-4 Self-Connection and Student Outcomes

Presented By: Chloe Gauthier

P2-5 An Exploration of Student-Centered Perspectives on Inclusive Classroom Policies and Syllabus Design at the University of Toronto

Presented By: Paniz Salehi

P2-6 Seeking Insight into the Cycle of Violence

Presented By: Manahil Murtaza

P2-7 Leadership Styles and Their Impact on Organizational Performance

Presented By: Crystal Zhu





P2-8 Investigating the Impact of a Psychology Alumni-Student Mentorship Program

Presented By: Sophia Khan

P2-9 Final-Year Student Burnout in Career Navigation: The Demand-Resource Model Approach

Presented By: Dorothy Kwok

P2-10 Well-Being Correlates of Public Spending Allocation in US Cities

Presented By: Rachel Ho

P2-11 False Evidence Ploy (FEP) and Perception of Confession

Presented By: Chenyu Zhang

P2-12 An Exploration into the Individual Differences of Sexism and its Influence on Cross-Gender Intergroup Contact

Presented By: Zini He





TALK SESSION 1

Symposium 1: Developmental Talks

S1-1 Parenting Dynamics Following Separation and Outcomes for Children

Nicole Hupalo¹ & Amanda Sharples¹

¹ *University of Toronto*


Research has shown how parenting dynamics significantly impact children. Understanding how particular circumstances such as separation affect children can help us better understand the different mindsets and behaviours children develop in their formative years and beyond. This proposed experiment will explore how parenting dynamics have affected the well-being and romantic relationship views of university students. The results will be based on data collected from the University of Toronto's PSY100 pool. We expect these results to demonstrate a variety of perspectives within the context of the overall question of well-being, which encompasses human relationships and concomitant issues such as different post-separation parental dynamics and attachment styles. We expect to see university students from households that have experienced divorce or separation as well as so-called intact two-parent families that implement negative parental behaviours, such as parentification, to manifest signs of reduced well-being, non-secure attachment styles, and lower perceived romantic relationship quality than university students from separated or divorced households and intact two-parent families that implement positive parental behaviours.

S1-2 A Balancing Act: Links between Spending Time with Different Social Partners and Well-Being in Adolescence


Sera Gandhi¹, Elizabeth W. Chan¹, Yeeun Archer Lee¹, and Felix Cheung¹

¹ *University of Toronto*

Who should people spend time with to maximize their well-being? Separate lines of past research have shown that time spent with friends and family and time spent in solitude are both linked to greater well-being (i.e., how people experience and evaluate their lives). This creates an apparent paradox – is social time good or is 'me time' good? Using compositional data analysis based on time-use diary data from a representative UK sample of 14-year-olds ($n = \sim 2,893$), we directly compared the consequences of time spent with different types of social partners (including alone) on well-being. Alone time on weekdays prospectively predicted lower well-being 3 years later, primarily when it was at the cost of time spent with peers or father. By directly comparing time spent with different social partners, our results help reconcile



an incompatible set of past findings and highlight the importance of social interactions for adolescent well-being.



S1-3 The Role of Exploration in Infants' Persistence
Grace Sun¹, Mia Radovanovic¹, & Jessica A. Sommerville¹
¹ *University of Toronto*

Persistence is crucial for achieving goals, yet indiscriminately persisting in fruitless efforts can deplete overall persistence. Previous research suggests that exploration encourages infants to persist more because exploring different strategies may broaden the perceived likelihood of success, in contrast to repeating a failed action, which offers no promise of success. To determine whether exploration causally drives greater persistence, we conducted an experiment with infants aged 18-24 months ($n=33$, $M=20.69$ months). Infants were primed to either explore different strategies or persist with a single strategy before being presented with an impossible task. In both conditions, children who employed a greater number of unique strategies persisted longer during the impossible task, $t(91)=8.15$, $p<.001$. In addition, we found that compared to those primed to explore, children who were primed to persist in a single action tried fewer unique strategies, $t(31)=-4.41$, $p<.001$, and consequently persisted less, $t(31)=-2.93$, $p=.006$. The results suggest that encouraging exploratory behavior in early childhood is important in enhancing later persistence.

S1-4 Gendered Reasoning about Persistence and Help-Seeking Behaviour
Jaemin Hwang¹ & Jessica A. Sommerville¹
¹ *University of Toronto*

Adults and young children form gendered expectations about school and brilliance, which further shape their interest and performance on the task. However, little is known about how gender biases influence perceptions of learning strategies like help-seeking. In the present study, we examine how the child's gender (boy/girl) and the task's associated stereotype (feminine/masculine) shape adults' expectations of persistence and help-seeking using vignette stories. Our results indicate that adults ($n=96$) were more likely to expect persistence in masculine than feminine-stereotyped tasks ($p=.039$). We further observed an interaction between the task type and the child's gender ($p=.007$); they expected more boys to persist on masculine tasks than girls, but no gender differences emerged for feminine tasks. Data collection is ongoing for adults' evaluations of these problem-solving responses. These results will highlight how adults reason about children's problem-solving responses by incorporating information about the child's gender and the task type.





Symposium 2: Social & Personality Talks

S2-1 Integrating Dual Cultural Identities: Exploring the Correlations between Bicultural Integration, Wisdom, and Well-Being among Emerging Adults

Anastasia Meixuan Liu¹ & Amanda Sharples¹

¹ *University of Toronto*

Previous studies have highlighted the positive relationship between wisdom and well-being in older adults, independent of external factors, and identified the key capabilities developed at each developmental stage that are crucial for cultivating wisdom. In addition, there is also evidence that given soaring immigration and globalization, bicultural experiences are related to various positive outcomes, such as creativity and sociocultural adaptation. However, a gap remains in understanding how wisdom can be nurtured during the phase of emerging adulthood, a period characterized by intensive identity exploration, and how this relates to well-being. Particularly in the context of unprecedented globalization and immigration, there is a need to examine how acculturation affects specific cultural identities in identity exploration and its connection to wisdom and well-being in emerging adults. To bridge this gap, the present study will examine how the extent of identity exploration and the degree of bi-cultural identity blendedness, along with cultural styles, related to wisdom and well-being in emerging adults. It opens up an intriguing area of study that intersects cultural psychology, developmental psychology, and positive psychology.

S2-2 Rumination as a Mediator of a Dysregulated Cortisol Awakening Response as a Result of Experiencing Racial Microaggressions

Amy Zhang¹, Shernell Hines¹, & Elizabeth Page-Gould¹

¹ *University of Toronto*

Racial microaggressions detrimentally impact mental health. A common response is rumination, which potentially dysregulates Hypothalamic-Pituitary-Adrenal axis activity via the cortisol awakening response (CAR). Thus, the present study aims to examine how rumination mediates the dysregulation of the CAR as a result of experiencing racial microaggressions. We predict Black, Indigenous, People of Colour will experience more microaggressions than White people and be more stressed, resulting in a more dysregulated CAR. Alternatively, White people may find microaggressions to be more stressful since they encounter them less and may find them to be especially salient. We are in the process of recruiting 60 undergraduate students to complete a survey and collect salivary cortisol samples the following morning. Cortisol will be assayed at an external lab and data will be analyzed with a path model. Conceptualizing how racism affects psychological wellbeing is a crucial step in understanding the disproportionate health burdens that minorities face.






S2-3 Investigating the Role of Friendships in Eating Disorder Recovery

Marianne Rouleau-Tang¹, Elizabeth Page-Gould¹, & Jacklyn Koyama¹

¹ University of Toronto



Previous studies have consistently shown that individuals who have recovered from eating disorders tend to experience better social outcomes than individuals with acute eating disorders, suggesting that friendships may be beneficial to the recovery process. To date, the research surrounding friendships has been restricted to Anorexia Nervosa and Bulimia Nervosa. Given these positive outcomes, it is compelling to consider how friendships might aid in the recovery of other forms of eating disorders. By qualitatively exploring the experiences of friendship of individuals who have recovered from eating disorders more broadly, this study aims to better understand the mechanisms and ways in which friendships may improve, maintain, or even worsen recovery progress. Eligible participants completed a semi-structured interview. We are in the process of conducting a thematic analysis to identify themes in participants' experiences with friendships during recovery. Results from this study may serve to inform and improve existing interventions.

S2-4 The Role of Resilience in the Relationship between Sexuality and Wellbeing

Jennifer X. Yu¹ & William S. Ryan¹

¹ University of Toronto

Sexual minority identity has traditionally been correlated with negative wellbeing outcomes; however, there is a recent movement towards adopting a holistic approach that examines the positive effects of sexual identity on wellbeing. Resilience, which represents the capacities (i.e. intrapersonal trait) or resources (i.e. social support) in coping with adversity, has been proposed as a potential moderator of minority stress and its impact on wellness outcomes. The present study uses a large sample of American adults ($n = 10,001$; 55.6% Female; 11.8% LGBTQA+) and conducts secondary analysis of the de-identified data. Consistent with the minority stress theory, I will test the association between sexual identity and well-being and whether stress mediates this association. Then, I will examine whether sexual identity's effect on stress is moderated by resilience. The relation between LGBTQA+ identity and stress is expected to be mitigated among individuals with greater resilience.





Flash Talk Session

F1-1 Modelling Differences in the Categorisation of Emotions through Facial Processing by Neurotypical Individuals Compared to Those with Autism Spectrum Disorder (ASD) Using the Predictive Processing Framework

Kavvya Agarwal¹

¹ *University of Toronto*

Effective and accurate emotional categorisation is crucial to an individual's neuropsychological development and offers us the ability to understand the mental states of others. The Predictive Processing Framework (PPF) posits that the brain is an active machine that is generating increasingly accurate predictive models about our interactions with the world. This paper utilises PPF to examine differences in emotional categorisation through facial processing by neurotypicals and individuals with autism spectrum disorder (ASD). Neurotypicals pay attention to spatiotemporal regularities in their environment that constrain their processing of lower-level attributes. Hence, they holistically view faces and form broad, generalisable emotional categories centred around prototypes. Meanwhile, since social interactions demand spontaneous inferences of higher-level information, individuals with ASD overfit their models to sensory input due to their reduced capacity for mentalising. Thus, they employ an eye-avoidance strategy and selectively focus on mouth features to create highly specific, narrow categories reliant the classical theory.

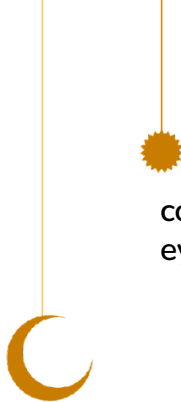
F1-2 Does Animacy Affect Saccadic Eye Movements?

Tyler Puhlick¹, Kristina Knox¹, Ece Yucer¹, & Jay Pratt¹

¹ *University of Toronto*

The ability to detect animate objects in one's visual field has played a pivotal role in human survival. Animate objects can swiftly change their movement trajectory, posing a potential threat, thus it has been suggested that animate objects are salient to our visual attention system (Kirchner & Thorpe, 2006; Pratt et al., 2010). This study aims to investigate whether animacy affects saccadic eye movements by using a forced-choice saccade task. In this task, two images will appear simultaneously on the screen, with one image featuring an animate object, such as an animal, and the second image showing an inanimate object, such as a natural scene containing a tree. Participants will be instructed to either look at the animal or to look at the scene. Participants' saccadic reaction time will be measured. If animacy impacts eye movements, we expect saccadic reaction times to be shorter when participants are instructed to look at an animal compared to being instructed to look at a scene. However, if animacy does not affect eye movements, saccadic reaction times will be similar when participants are instructed to look at an animal compared to a scene. In





conclusion, this study will provide insight into the influence of animacy on saccadic eye movement, illuminating this mechanism's role in visual cognition.

F1-3 Cultural Differences in Eye Movement Behavior

Xiaojing Zhu¹

¹ *University of Toronto*

The social orientation hypothesis suggests that different social orientations that cultures endorse impact the cognitive styles they demonstrate. Western cultures emphasize independence and a more analytic thinking pattern, while East Asian cultures value interdependence and exhibit a more holistic cognitive style. The study by Chua and colleagues (2005) investigated the differences through eye-tracking measures, where they found that Americans paid more attention to focal objects than the background when viewing photographs compared to Chinese participants. Since then a number of researchers have extended these methods to different eye-tracking tasks, and some of them found the results consistent with the theory (Kovalev & Gasimov, 2018; Čeněk et al., 2020; Zhang & Seo, 2015). However, other studies found no cultural differences (Evans et al., 2009; Rayner et al., 2009; Bebko et al., 2019), or mixed outcomes (Senzaki et al., 2014; Duan et al., 2016; Alotaibi, 2016; Masuda et al., 2016). Despite some slight trends, the literature on cultural differences in eye-tracking behavior has proven to be highly heterogeneous.

F1-4 To Blur or Not to Blur: The Roles of Background and Individual in Perception of SES

Gavin (Tianheng) Zhang¹, Bradley Hughes¹, & Nicholas Rule¹

¹ *University of Toronto*

People accurately perceive others' socioeconomic status (SES) based on a variety of information. However, there were few investigations in the perception of SES during interpersonal interactions, especially in virtual environments. The present study examined and compared the accuracy of SES perception based on static photos during online interactions, individual-only images, and background-only images. With an online sample ($n = 221$), we found that participants can judge targets' SES better than chance based on all three types of stimuli. Accuracy of perception was lower for background-only images compared to complete pictures and individual-only images, while the accuracy of SES perception did not differ between complete pictures and individual-only stimuli, suggesting people were primarily relying on individuals themselves when making SES judgments during online interactions. Implications of these findings were discussed, along with the future directions.





F1-5 Eugenic Legacies: Exploring Family Dynamics and Mental Health through Ontario's Historical Archives

Tony Kasir¹ & Richard Vople¹

¹ *University of Toronto*

This project delves into the archival records from a eugenic study conducted on a family in Ontario, providing insights into the research practices of the Psychology Department at the University of Toronto. Utilizing archives from an extensive longitudinal study, which offers detailed insight into the family, this project examines how the research highlights overlooked aspects that were deemed irrelevant at the time but hold significance for contemporary theories on family dynamics and mental health. Employing an integrated approach, this study explores the intergenerational impact of mental illness, socioeconomics, and self-destructive behavior within the context of familial abuse and neglect. Drawing upon the biopsychosocial model, Power Threat Meaning framework, and Diathesis Stress Model, the research aims to look at research from the era of eugenics and relating today's knowledge of mental illness and poverty.

F1-6 Human Self-Concepts and Perception of AI Chatbot

Mengen Li¹ & Patricia Sanchez¹

¹ *University of Toronto*


This study aims to investigate the multifaceted relationship between users, Artificial Intelligence (AI) chatbots, self-concept, and personality traits, with a special focus on the impact on user trust, perception, and interaction experiences. With the increasing integration of AI technology in various domains. This research delves into the psychological mechanisms underlying user preferences for friendly chatbot personalities and explores the implications of AI chatbot humanization techniques on user satisfaction and data quality. Moreover, we examine the role of self-concepts in human-chatbot interaction. Drawing from insights on the Big Five personality traits, we analyze how user personality influences behaviour and trust in AI agents. Through online experiments with AI chatbot transcripts, we aim to capture nuanced interaction experiences and contribute to a deeper understanding of the dynamics between personality traits, the purpose of chatbot use, and user outcomes during AI interactions. The data collection is still in progress.

F1-7 The Critical Pedagogy of International Students in The University of Toronto

Emma Li¹ & Amanda Sharples¹

¹ *University of Toronto*

The Canadian Bureau for International Education reported nearly one million international students in Canada by the end of 2022, drawn by factors like



educational quality. However, the accuracy of this hope warrants evaluation. While Canadian institutions generally rank well globally, the challenge of instructing students from diverse cultural and linguistic backgrounds remains under-researched. This presents a barrier for these students to access comparable educational experiences, hindering their future opportunities for education, employment, and personal fulfillment. The objective of this study is to explore both the reasons behind the academic struggles of international students, such as culture and/or language, and possible solutions to alleviate them. Their effects on the perspectives, opinions and biases of instructors will serve as a potential basis for understanding possible obstacles as well as solutions for the challenges that international students face.

F1-8 Predictors of Singlehood Stigma and Identification with Singlehood

Charm (Ming-Ying) Lee¹, Elaine Hoan¹, & Geoff MacDonald¹

¹ University of Toronto

Despite the rising trend of singlehood worldwide, societal stigma against singlehood persists due to the prevailing cultural emphasis on committed romantic partnerships. Referred to as Singlism, this prejudice leads to negative stereotypes and discrimination against singles, affecting their well-being and potentially their singlehood identity. Recognizing the diverse experiences within the single population and past research's focus on between-group comparisons between single versus coupled people, this study seeks to answer the question of what traits in singles are predicted to be associated with singlehood stigma and identification. Single participants (N = 760; 53% men; Mage= 27.16; 75% heterosexual) completed measures of attachment styles, satisfaction with singlehood, voluntary singlehood, desire for a partner, loneliness, identification with singlehood, and perceptions of singlehood stigma. Together, our results will provide a more comprehensive understanding of within-group variability among single people in their experiences of stigmatization against singles and identification with their relationship status.

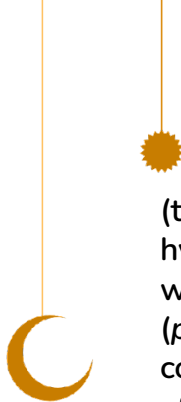
F1-9 Gendered Expectations for Emotional and Cognitive Labor Begin in Childhood and Persist into Adulthood

Emma Soler¹, Mia Radovanovic¹, Nila Curtosi¹, Sofia Westerhoff¹, Dylan Lin¹, Pritika Vatsa¹, & Jessica A. Sommerville¹

¹ University of Toronto

Past developmental research focused primarily on children's evaluations of physical helping, versus cognitive and emotional helping. Women typically perform most cognitive and emotional labour (Daminger, 2019), which is less visible and can be undervalued, leading to workload disparities and health consequences (Dean et al., 2022). We evaluated 46 children between the ages of four and 10 ($n=46$; $M_{age}=7.81$ yrs; 24 boys, 22 girls) and their parents ($n=36$) on their prescriptive gender stereotypes using vignettes illustrating cognitive, emotional, and physical effort





(three each). These videos showed a 'hippo' needing help with a task, and a hypothetical child helping them. Following this, participants were asked to choose which of two children, a boy or a girl, they would ask to help the hippo. Both children ($p < .01$) and parents ($p < .001$) selected girls significantly more than boys for both cognitive and emotional effort. Parents selected girls significantly less for physical effort. No age effect was found ($p = .98$) and parent selection did not predict child selection ($p = .64$). These results show that both age groups impose effort-based gender stereotypes. Stereotype development is unlikely to be due to parent stereotypes.

F1-10 The Prevalence of Visible Consequences of Abuse in Adolescents

Marriah Ramadan¹

¹ *University of Toronto*

Emotional child abuse and neglect is the least reported form of child abuse but believed to be the most common. Experiencing maltreatment in childhood negatively affects one's psychological growth, linked to deficits in cognitive functions, social skills, and behavioural consequences, including a higher risk of developing mental illnesses/disorders. I hypothesized that, amongst adolescents, associated consequences of emotional child abuse and neglect are prevalent. In 2019, I conducted an independent research project, evaluating over 50 participants between the ages of 12-18 on the prevalence of the researched symptoms and consequences of emotional abuse and neglect amongst adolescents in a survey format. My results showed a significant positive correlation between adolescents and prevalence of behavioural, cognitive, and emotional issues paired with childhood maltreatment. In 2024, I am conducting the survey again with improved methods to examine the change in results when responses are increased, increasing validity and accuracy.





POSTER SESSION 1

P1-1 Infant Moral Cognition: How Children Perceive Fairness Norms as Agents of Third-Party Punishment

Riya Dama¹, Norman Zeng¹, & Jessica A. Sommerville¹
¹ *University of Toronto*


Research in developmental psychology has shown that infants and children exhibit a moral orientation early on in their development and discern fair and unfair scenarios through distinct evaluative processes. However, when the onset of third party punishment develops in infants is not definitive. We evaluated 1-4-year-olds' perception of fairness norms by asking them to evaluate fair and unfair scenarios using the paradigm of cookie distribution in the stimuli. Rewards and punishments to the fair and unfair actors were also evaluated by using cookies as incentive. As pilot findings are not statistically significant yet possibly due to the low sample size, there remains uncertainty regarding whether infants exhibit tendencies to punish or reward fair and unfair actors. Past literature has shown that infants tend to reward fair behaviours but do not punish unfair behaviours, suggesting a limited perception of morality.

P1-2 Exploring Childhood Adversity, Aggression, and Self-Regulation: A Mediation Analysis

Youness Robert-Tahiri¹, Melis Yavuz-Müren², Ruthie Speidel³, & Tina Malti³
¹ *University of Toronto*, ² *Algoma University*, ³ *University of Toronto Mississauga*

Childhood adversity leads to negative health outcomes, especially within low socioeconomic families. However, research involving this population is lacking; therefore, an exploratory study was conducted assessing the relationship between childhood adversity, aggression, and self-regulation. A questionnaire was administered to caregivers of children aged 6–18 months which used: the Beck Depression Inventory to assess adversity; the Child Behavior Checklist to assess aggression; and the Early Childhood Behavior Questionnaire to assess self-regulation. A mediation analysis then found that self-regulation partially mediated the association between childhood adversity and aggression, $b=0.08$, $SE=0.03$, 95% CI[0.03, 0.14], $\beta = .12$ —helping explain about one-third of their association. This identification of self-regulation as a protective factor for vulnerable children has important implications. Specifically, the development of interventions, especially arts-based ones, that promote self-regulation within schools in low socioeconomic neighbourhoods should be prioritized. However, being an exploratory study that relied on caregiver response items, more robust studies that include behavioural observations should first be conducted. Nonetheless, these findings shed





light on an underserved population, which can create momentum for interventions that promote children's well-being.



P1-3 Individual Differences in Ventrolateral Prefrontal Cortex Thickness and Memory Performance in Adolescents and Adults

Mariana Castrillon¹, Merron Woodbury¹, Sagana Vijayarajah¹, & Margaret L. Schlichting¹

¹ University of Toronto

Adolescents' retrieval success differs from adults', especially in challenging tasks. One way in which they differ may be the reduced ability to select between related memories, linked to the ongoing development of the ventrolateral prefrontal cortex (vlPFC). However, the specific association between individual differences in vlPFC structure and memory selection remains unclear. We used MRI to explore this relationship in adolescents (aged 12-13) and young adults (aged 25-35). Adults outperformed adolescents on the retrieval task, consistent with protracted memory development. Among adults, thinner vlPFC correlated with better high overlap memory performance, particularly in response times. Among adolescents, thinner vlPFC correlated with better accuracy in overall memory performance. This association does not reflect whole brain maturation and was not observed in a control task. These findings underscore the neurobiological basis of memory selection in adolescence, suggesting that variations in vlPFC structure may contribute to individual differences in memory abilities.

P1-4 Exploring Persistence and the Ability of Integrating Information in Infancy

Shenglan Shi¹, Aafiya Somani¹, Mia Radovanovic¹, Youness Robert-Tahiri¹, & Jessica A. Sommerville¹

¹ University of Toronto

Grit is generally associated with positive outcomes, but it might be costly sometimes, particularly in the face of failure. In the previous experiment, the results revealed that 18-month-old infants can integrate information from both vicarious and their own experiences to decide how and how much to persist in a rope-pulling task. They also collected data with 12-month-olds on the same paradigm, but it seemed like infants weren't integrating the info and considering it more separately. However, as their level of frustration differed in different conditions, the failure to integrate the information might be because the task difficulty was too hard for them to demonstrate that ability. Therefore, in our current experiment, we have designed a new toy instead of rope, which is easier to reach. We hypothesize that when the task difficulty is not too hard, 12-month-old infants can decide whether, when, and how to try by integrating the information.





P1-5 Attention to General versus Item-Specific Aspects of Visual Experience Differently Engages Lateral Occipital and Parietal Cortex in Children and Young Adults

Dana Huang¹, Sagana Vijayarajah¹, & Margaret L. Schlichting¹
¹ University of Toronto

Although adults are relatively better at selectively attending to and remembering their experiences compared with children, the neural basis of this developmental difference remains unclear. We characterized differences in neural engagement during attention to general versus item-specific scenes features in children ($n=42$; 7-9 years) and adults ($n=42$; 24-35 years), and related this difference to their subsequent scene memory. All participants successfully modulated their attention to general and specific features. Moreover, item-specific attention was associated with better subsequent memory in both age groups. We also found neural differences in how children and adults formed these item-specific and general memories: Adults engaged both inferior parietal cortex during general attention and lateral occipital cortex during item-specific attention more than children. Children instead engaged the lateral occipital cortex during category attention more than adults. These findings suggest that age-related changes in visual and parietal engagement may contribute to developmental refinements in how attention shapes memory.

P1-6 The Effects of Horizontal Bias Training on Facial Identification

Runzhi Yue^{1*}, Selen Bayram^{1*}, Jamie G. E. Cochrane², Patrick J. Bennett², Eugenie Roudaia³, & Allison B. Sekuler^{1,2,3} (*Co-presenting authors)
¹ University of Toronto, ² McMaster University, ³ Rotman Research Institute at Baycrest

Aging causes natural declines in facial identification abilities, as older adults are less able to focus on horizontal cues (e.g., eyes and eyebrows) in faces. Past research has shown that better processing of horizontal features can lead to more accurate face identification. As such, we designed a training program to see if perceptual training can enhance older participants' use of horizontal features, and their facial recognition ability. We evidenced that this training significantly helped them identify faces better in general ($MD=-18.02$, $SD=22.72$, $t(37)=-6.92$, $p<.005$, one-tailed, $d=0.79$, large effect), with significant transfer to novel faces not just the faces they trained on (Without context: $t(9)=2.54$, $p<.05$, two-tailed; With context: $t(8)=2.36$, $p<.05$, two-tailed). Ultimately, this paves the way for relevance in future clinical work for facial-recognition-deficit-related diseases such as Alzheimer's Disease and prosopagnosia.






P1-7 Attentional Tuning in Categorical Learning of Crossovers and Oddballs

Selina Fu¹, Emily M. Heffernan¹, & Michael L. Mack¹

¹ University of Toronto



Successful categorical learning involves selectively focusing on task-relevant information. However, we recently found that when a learner encounters exceptions that look similar to rule-following stimuli but violate category structure, the ability to rapidly expand attention is associated with improved end-of-learning accuracy. Here, we investigate whether the same association is present with “oddball” exceptions, which are visibly distinct from rule-following stimuli. We used a mouse-tracking paradigm to demonstrate that introducing oddballs had no impact on attentional allocation for rule-following stimuli; further, attention expansion did not predict end-of-learning accuracy. The findings suggest that the ability to shift attention supports rapid and accurate learning of only some types of exceptions. Cross-over exceptions that directly contradict existing knowledge elicit prediction error and widespread expansion of attention, but oddball exceptions do not. The results provide insight into how we navigate the attentional demands of a dynamic environment.

P1-8 Modeling Emotional Content Influences on Autobiographical Memory

Julianna Gajraj¹ & Can Mekik¹

¹ University of Toronto

Memory is deeply influenced by emotion and a key topic in cognitive architectural research, yet there is relatively little work in cognitive modeling on emotions and memory. We provide a brief analysis of theories of emotion, emotion in autobiographical memory, and existing approaches to emotion in the ACT-R cognitive architecture. We then outline some important phenomena in two facets of affect, valence and arousal, that call for mechanistic explanation. Notably, heightened arousal seemingly inhibits retrieval in the short-term but facilitates it in the long-term. Furthermore, positivity bias, which favors the retention of positive memories in the long term, seems to conflict with findings that highly negative memories tend to be retrieved and therefore strengthened frequently, particularly in post-traumatic stress disorder. To account for these phenomena, we propose a new integrative model of the role of emotion in memory and outline some possible experiments.





P1-9 An Integrative Theory for Insight Problem Solving as the Primary Function of Dreaming

Divya Gupta¹ & John Vervaeke¹
¹ University of Toronto

This paper presents an integrative theoretical framework positing that the generation of insight is the primary function of dreaming. This is explored via a review of existing literature regarding the various proposed theories outlining the function of dreaming, rooted in cognitive, social, and evolutionary psychology as well as neuroscience. These theories explore various aspects of dream function: metaphorical thinking, formation of association networks, reconstructive memory and the overfit brain, memory consolidation, and the Threat and Social Simulation Theories. The integration and importance of absurdity and spontaneity in generating insight for problem solving is explored. The synoptic integration of these theories culminates in a three-pronged approach to map insight problem solving as the function of dreaming utilizing the Durkins Three Types of Thinking Model, the role of absurdity and spontaneity in dreaming, and a novel Predictive Processing model that utilizes opponent processing, Nagel's notion of diametric views of absurdity, and the Solomon Effect to re-interpret the dream state as a virtual state of consciousness tasked with exploring the problem space and self-organizing with respect to the waking state to generate insight.

P1-10 Individual Differences in Mnemonic Traits

Emily Nguyen¹, Catalina M. Yang¹, Morgan Barens¹, & Katherine Duncan¹
¹ University of Toronto

Our recollections of events vary. Even if two individuals go through the same events, the way they remember these memories might not be the same. This happens because everyone has their own personal ways of recalling events, and it affects the contents of our memory and how we access them. To study this, our study looks at how remembering styles relate to objective memory performances in the lab. We use a combination of self-report questionnaires and an event-memory task where participants encode and then recall narrative videos at short and long delay. One of our main questions concerns the relationship between trait-based differences and its impact on the persistence of memory overtime. Another question that we have is whether there are any potential benefits for each remembering habit, such as being less susceptible to interference or having more stability after different delay intervals.





TALK SESSION 2

Symposium 3: Cognition & Neuroscience

S3-1 The Effects of Bilateral Salpingo Oophorectomy on Medial Temporal Lobe Structure and Relational Binding

Anna Mouzenian¹, Alana Brown¹, Nicole J. Gervais¹,
Rosanna Olsen^{1,2}, & Gillian Einstein^{1,2,3}

¹ University of Toronto, ² Baycrest Academy of Research and Education,
³ Linköping University

Bilateral salpingo-oophorectomy (BSO), involving the removal of both ovaries and fallopian tubes, is associated with decreased volume in medial temporal lobe regions and relational binding task performance. We compared BSO women without 17 β -Estradiol replacement therapy (ERT), BSO women on ERT, and age-matched controls. Magnetic resonance imaging and a face-name association task assessed medial temporal lobe structure and function, respectively. Results showed significantly lower dentate gyrus cornu ammonis 23 volume in the BSO group compared to controls ($t(48)=2.77$, $p_{Tukey}=.02$). Interestingly, the BSO+ERT group exhibited an intermediate phenotype, possibly due to estrogen's role in neurogenesis stimulation. Neither BSO nor ERT significantly affected face-name task performance, with no differences in accuracy ($p=.52$, $partial \eta^2=.04$) or reaction time ($p=.28$, $partial \eta^2=.06$). These findings underscore BSO-associated physiological changes and emphasize ERT's role in mitigating hormonal imbalance post-BSO.

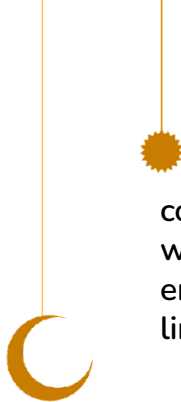
S3-2 Is the Whole Different than the Sum of its Parts: Multimodal Integration as a Possible Mechanism Underlying the Visual Communication of Emotions

Doga Pulat¹, Claudia Damiano¹, Dirk Bernhardt-Walther¹

¹ University of Toronto

Colours and line properties are known to be associated with emotions. Previous work found that people judge emotions more accurately for colour drawings compared to line drawings. Here we first replicated these results ($p<.001$). Under the assumptions of multimodal integration theory, we should expect colour information to dominate over line properties when communicating emotions through abstract drawings containing both cues. We then investigated how representative 106 university students ($M_{age}=19.14$ years, $SD_{age}=1.94$) found colour drawings, monochrome line drawings, and colour-line combination drawings either congruent or incongruent in their depicted emotions to be of the six basic emotions. We found that for incongruent stimuli, participants considered both types of visual cues, and weighed





colour information more heavily ($p < .001$) but that when congruent colour information was available, line information was discarded, with no significant differences in emotion judgements between colour-only and congruent stimuli, but a difference for line-only and congruent stimuli ($p < .001$).

S3-3 Examining Goal-Directed Behaviors in Spontaneously Hypertensive Rats (SHR) through Pavlovian Devaluation Testing

Elif E. Sari¹, Zachary Pierce-Messick¹, & Laura Corbit¹

¹ *University of Toronto*

Goal-directed behaviors allow adaptable responses to environmental changes. However, they also require significant cognitive resources. Consequently, increased task complexity or limited cognitive resources typically lead to decreases in goal-directed behavior. Spontaneously hypertensive rats (SHR) present with cognitive impairments which may make them more susceptible to decreases in goal-directed behavior with increased task complexity. We evaluated SHR and Long Evans (LE) performance in a Pavlovian devaluation task. Rodents were trained with two conditioned stimuli, paired with one of two outcomes. Two separate devaluation tests were administered, with one devalued outcome and one non-devalued outcome. Results revealed that the SHR responded similarly to both the devalued ($M=5.38$) and non-devalued ($M=5.44$) outcomes, whereas the LE responded more frequently to the non-devalued ($M=8.50$) than the devalued ($M=5.21$) outcome. Analysis of the results demonstrated a significant difference in goal-directed behavior between strains ($p < .02$), indicating impaired sensitivity to reward value in SHR.





Symposium 4: Social & Personality

S4-1 Comparing Retrieval Practice and Restudy in Real-World Memory Retention: Insights from the Hart House Tour Study

Amir Samadi¹, Lauren Humann¹, & Dr. Morgan Barense^{1,2}

¹ University of Toronto, ² Rotman Research Institute

This study explores the impact of retrieval practice compared to restudying on memory retention of a real-world event. Participants undergo a guided tour and then participate in review sessions, which consist of retrieving tour details from memory without feedback (retrieval group) or restudying the tour details with answers provided (restudy group). Two weeks later, assessments probed memory for tour content, including directly reviewed (test) and indirectly emphasized (no-test) details. We anticipate that the retrieval group will exhibit more test details (vs. restudy), reflecting more robust memory retention. The restudy group is expected to show modestly higher no-test details (vs. retrieval). This expectation is grounded in the rationale that retrieval practice enhances memory consolidation and retention by engaging cognitive processes more deeply than passive restudying. Through these hypotheses, the study aims to contribute to understanding memory retention mechanisms in real-world contexts, providing insights into the effectiveness of different learning strategies.


S4-2 The Psychology of Educational Performance: The Effect of Syllabus Perceptual Fluency on Students' Self-Efficacy

Laura Chen¹ & Ashley Waggoner Denton¹

¹ University of Toronto

Studying self-efficacy in an educational context can inform practices and help optimize learning outcomes. This study explores how the syllabus, integral to higher education, affects students' self-efficacy. Specifically, it examines the effect of course syllabus perceptual fluency on participants' ($n=200$) self-efficacy regarding their performance in the course. Perceptual fluency, the subjective ease with which information is processed, is influenced by word and sentence complexity. Existing research shows that the complexity of language used to describe a task affects people's predictions about task performance. Building on this knowledge, this experiment examines the effects of reading low-, moderate-, and high-complexity syllabi on participants' self-efficacy regarding their course performance. Additionally, this study measures grade predictions, recall, perceived course difficulty, perceived course interestingness, and willingness to take course. It is hypothesized that lowering perceptual fluency will lower self-efficacy, predicted grades, recall,





perceived course interestingness, and willingness to take course, while increasing predicted course difficulty.

S4-3 Big Five Traits Predict What Strategies People Use to Manage Their Loved Ones' Emotions

Sehyun Jeong¹, Yitong Zhao¹, & Brett Q. Ford¹

¹ *University of Toronto*

People commonly try to help loved ones feel better during stress, but their respective personality traits may affect how they manage loved ones' emotions. It is imperative to ask who might use what strategy more often to manage loved ones' emotions, given potential downstream consequences for those loved ones' mental health. In a longitudinal online sample ($n=337$), including partially overlapping groups of 194 parents & 304 partnered-individuals, we investigated Big Five traits ($T1=Mar'20$) as antecedents of how often people used reappraisal, distraction, suppression, and acceptance to regulate their partner's and children's emotions ($T2=Apr'20$ & $T3=Jul'20$). Two traits consistently predicted strategies for regulating both targets at both timepoints. Extraverts helped loved ones reappraise more often ($r_s=.16\sim.24$), and open-minded people accepted loved ones' emotions more often ($r_s=.22\sim.28$). These links extend to romantic partners' own perceptions of how they were regulated (assessed at $T3:r=.19$ & $r=.16$). Together, these findings reveal personality as a predictor of interpersonal emotion regulation strategy use in close relationships. While extraverts may tend to assertively try to influence how loved ones frame a stressful situation, open-minded people may tend to endorse a non-judgmental stance towards their loved ones' emotional experiences. Our work helps set the stage for examining which traits may predict outcomes for loved ones through interpersonal emotion regulation.





POSTER SESSION 2

P2-1 Motivations and Well-Being: The Effects of Wearing GAG in the Gender-Diverse Community

Chris Wong¹ & William S. Ryan¹
¹ University of Toronto

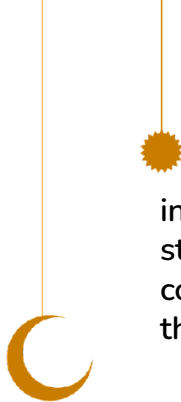
Gender-affirming gear (GAG) refers to tools and accessories facilitating the alignment between an individual's external gender presentation and gender identity, particularly within the gender-diverse community. Utilizing an approach/avoidance motivation framework, I examine the association between motivations for wearing GAG and authenticity and well-being. I posit that gender-diverse individuals adopting approach motives for wearing GAG (e.g., to move toward a self-presentation that expresses who I am) will report greater well-being compared to those with avoidance motives (e.g., to prevent discomfort and dysphoria related to parts of my body that don't align with my gender identity). I further examine whether this association between motivation and well-being outcomes is mediated by feelings of gender congruence and authenticity and the role of autonomy support for gender identity in predicting approach/avoidance motivations. This study will also employ open-ended questions to increase understanding of and capture the diversity of motivations for and experiences of wearing GAG.

P2-2 From Failure to Action: Exploring the Influence of Attribution on Behavior and Belief Changes

Zihui Lin¹, Dana Kulzhabayeva¹, & Joseph Jay Williams¹
¹ University of Toronto

The study is focused on how the attribution of failure affects people's beliefs and behaviour. Attribution plays a pivotal role in understanding and navigating the complexities of cause and effect in the world. It shapes our reactions and interactions by enabling us to assign reasons for the outcomes we experience. Attribution theory, notably Weiner's model proposed in 1982, categorizes these reasons into three dimensions: internal vs. external (locus of control), stable vs. unstable, and controllable vs. uncontrollable. These dimensions influence individuals' responses to success and failure, affecting emotions, behaviours, and motivation. Research, including studies by Hanrahan & Biddle (2002) and Peterson (1993), shows that attributions can impact motivation and performance by encouraging a sense of agency or mitigating feelings of helplessness. We hypothesize that the stability dimension determines whether information is utilized or disregarded, while the controllability dimension influences whether individuals take action or revise their beliefs. The study is a vignette study which recruited 400 participants from PSY100





in UOT. We are still analyzing data but we predict that there will be a main effect of stability on people's goal-pursuit behaviour and an interaction effect of stability and controllability on people's goal-pursuit behaviour. But for belief update, we predict that there will only be one interaction effect about stability and controllability.

P2-3 The Impact of Mental Health Literacy on Stereotype Formation and Behavioural Manifestations

Alexia Mitsopoulos¹ & Patricia Sanchez¹

¹ *University of Toronto*

Mental health awareness in Toronto, Ontario, has become an increasingly explicit social issue, where the call to action to help individuals with mental illnesses has become more prominent from Canadians, as these individuals are becoming the targets of unnecessary stereotypes, prejudices, and discrimination. Studies have shown that individuals with more education and more experience with mental health are more knowledgeable on various topics, such as mental health literacy (Angermeyer et al., 2013). Additionally, the stereotype content model (SCM) has mapped different societal groups, including those with mental illness, onto different types of stereotypes (Fiske, 2018). However, research is still needed into the relationship between mental health literacy, stereotypes, from a SCM perspective, and how this can impact an individual's behavioural actions towards those living with a mental illness. This study aims to analyze individuals' mental health literacy, stereotypes about people with mental illness, and behavioural manifestations. We hypothesize that individuals who obtain a higher score on the mental health literacy scale (MHLS), will rate individuals with mental illnesses higher on warmth and competence, on the SCM. We also hypothesize that individuals with higher mental health literacy, will correctly rate individuals with mental illnesses as experiencing a mental illness, less likely to be violent towards others, and will be more likely to stay in the same subway car or help the individual if necessary. Results and discussion are to be determined.

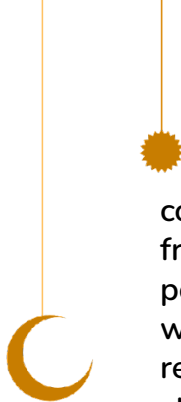
P2-4 Self-Connection and Student Outcomes

Chloe Gauthier¹ & Ashley Waggoner-Denton¹

¹ *University of Toronto*

This study investigates the impact of self-connection on the well-being and academic success of Canadian university students during pivotal transitions in early adulthood. Recognizing a crisis in student well-being and the inadequacy of institutional responses, this research explores self-connection as a potentially transformative solution. Employing a mixed-methods approach, the study utilizes the Reasons for Attending University Scale, the Self-Connection Scale, a modified version of the Well-Being Assessment, GPA scores, and qualitative interviews to examine how self-connection influences student well-being and achievement. Self-connection,





comprising self-awareness, self-acceptance, and self-alignment, offers a unique framework for enhancing students' lives with meaning and satisfaction. This research posits that cultivating self-connection can mitigate academic stress, improve mental well-being, and support effective decision-making. By shedding light on the relationship between self-connection and student well-being and achievement, the study aims to inform proactive interventions, potentially re-framing the support provided to students and enhancing their academic and personal development.

P2-5 An Exploration of Student-Centered Perspectives on Inclusive Classroom Policies and Syllabus Design at the University of Toronto

Paniz Salehi¹ & William S. Ryan¹

¹ *University of Toronto*

The classroom atmosphere fostered by the instructor's course policies can either enhance or hinder students' learning and sense of belonging. In spite of growing commitments in Canada to Equity, Diversity and Inclusion (EDI) practices, there are still many gaps in both understanding and implementation of inclusive classrooms. Many studies in this area either explore the perspective of instructors and professionals, or generalize the needs of those with disabilities to those of other identities. This study, using focus group methodology and grounded theory analysis, aims to identify key themes and practices that diverse students at the University of Toronto consider inclusive for their various needs and identities. We explore common practices and policies that are already (not) working in creating a welcoming atmosphere via questionnaires and semi-structured discussions, followed by a syllabus review. These findings will inform future syllabus design and policymaking, supporting student learning and classroom inclusivity.


P2-6 Seeking Insight into the Cycle of Violence

Manahil Murtaza¹, Richard Volpe¹, & William A. Cunningham¹

¹ *University of Toronto*

Purpose: The purpose of this study is to obtain an understanding of the Cycle of Violence, through an analysis of case studies from 1925-1985 via a longitudinal study of children and their families. **Objective:** The research question for this study was 'what is the meaning made of child abuse, by an adult, in mitigating or exacerbating the Cycle of Violence?' **Method:** Various case files from the 'Lifespan Adaptations Project' at UofT were viewed, with a particular focus on familial relations, between parents and their children. Case files were then consolidated, compiled and compared to determine similarities between families of parents who abused their children. The life history of these children were then assessed, including their treatment in school. Unfortunately, some case studies fail to categorize such treatment as abuse, and instead used words such as 'maltreatment', 'corporal





punishment' or 'severe punishment'. Results will be determined once the study has concluded.

P2-7 Leadership Styles and Their Impact on Organizational Performance

Crystal Zhu¹ & William S. Ryan¹

¹ University of Toronto

Leadership styles have emerged as a critical factor influencing both employee satisfaction and overall performance in the study of organizational success. Using a sample of 885 employed Americans and survey methodology, this study investigates the interaction between achievement-focused and autonomy-supportive leadership styles and their combined impact on employee well-being, focusing specifically on burnout and motivational quality. I hypothesize that high-performance standards will be generally associated with increased motivational quality, and this relationship will be moderated by the presence of autonomy-supportive leadership, such that lower autonomy support will be associated with potential negative outcomes such as burnout. A similar moderating effect of autonomy-supportive leadership is anticipated for task/goal-oriented leadership styles. By exploring these interactions within the framework of Self-Determination Theory, the study aims to contribute to the broader understanding of effective leadership in promoting employee wellbeing and organizational performance.

P2-8 Investigating the Impact of a Psychology Alumni-Student Mentorship Program

Sophia Khan¹ & Ashley Waggoner Denton¹

¹ University of Toronto

Mentorship can be characterized as a person with greater strategy and experience supporting and encouraging a less experienced person to perform at a greater potential. Alumni-student mentorship allows students the opportunity to build a connection with professionals to gain valuable insights. In this study, questionnaires were distributed regarding the experience of mentees and waitlisted students from the Alumni-Student Mentorship Program offered by the Department of Psychology at the University of Toronto. The program's effectiveness in curating a sense of belonging, development of mentor-mentee relations, and quality of program was examined. The waitlisted students served as an effective control group. The groups are evaluated to determine whether students who participated in the program have increased confidence in career goals, improved self-efficacy and improved perception of employability. We are currently in the initial phase of data collection and analyses and working towards compiling comprehensive data that will be ready for the upcoming symposium.





P2-9 Final-Year Student Burnout in Career Navigation: The Demand-Resource Model Approach

Dorothy Kwok¹ & William S. Ryan¹
¹University of Toronto

Student burnout is a significant problem in higher education, positively linked to psychological distress and a higher likelihood of potential mental health issues such as anxiety and depression. The demand-resource model, a theoretical framework examining both the salutogenic and pathogenic effects within the university context on students' well-being, will be adapted to look at specific stressors from job and graduate school applications. Although many studies have been established on both job and student burnout, it is less explored in the context of career search transition phrases. The study employs a cross-sectional observational design, participants are final-year undergraduate students in any disciplines at the University of Toronto. Students will complete an online demand-resource questionnaire containing scales on social and personal factors, as well as Maslach Burnout Inventory-Student Survey (MBI-SS), Multidimensional Work Motivation Scale (MWMS) to examine burnout and engagement levels. The Depression, Anxiety, Stress Scale (DASS-21) and Cognitive Failure Questionnaire (CFQ) are further utilized to explore health outcomes predicted by burnout. Students' application outcomes and grades are also collected.

P2-10 Well-Being Correlates of Public Spending Allocation in US Cities

Rachel Ho¹, Anthony McCanny¹, & Felix Cheung¹
¹University of Toronto

Following a series of police brutality, most notably the death of George Floyd in 2020, there was a global outcry to 'Defund the Police'. The notion of defunding the police urges a reconsideration on how government spending should be best allocated to enhance collective well-being. Given the dearth of empirical research on the impact of police spending on citizens' well-being, this is the first observational study that investigates the impact of absolute public spending on citizen's subjective well-being in the US. We found no significant overall impact of police spending on subjective well-being. Individual's race and ethnicity were also not found to be a significant moderator between police spending and subjective well-being. Results indicate that there is no universal impact of police spending, underscoring the need to examine other socioeconomic factors contributing to well-being disparities with the goal of guiding equitable policy decisions.





P2-11 False Evidence Ploy (FEP) and Perception of Confession

Chenyu Zhang¹ & Patricia Sanchez¹

¹ University of Toronto

Nowadays, some police interrogation strategies that are inherently coercive and deceptive are still commonly used in the USA. A common technique is the false-evidence ploy (FEP). The basic assumption behind FEP is to falsely claim the presence of evidence to induce a confession from the suspects (Woody et al., 2018). In fact, people considered FEPs to be coercive and deceptive, and FEPs increased the likelihood of false confession (Stewart et al., 2018). On the other hand, many studies have emphasized the importance of educating people about interrogation strategies for several reasons. First, people did not have sufficient knowledge of interrogations and confessions (Blandon-Gitlin et al., 2011; Devine et al., 2001). Second, many people would not believe someone, including themselves, would commit a crime they did not commit (Leo, 2008). The current research aimed to investigate whether providing people with FEP knowledge would influence their perception of a confession.

P2-12 An Exploration into the Individual Differences of Sexism and its Influence on Cross-Gender Intergroup Contact

Zini He¹, Amanda Sharples¹, Elizabeth Page-Gould¹, & Sabrina Thai²

¹ University of Toronto, ² Brock University

This exploratory study applies intergroup contact theory to cross-gender interactions, aiming to unify gender attitudes and dynamics research. Distinct from other social group interactions, the dynamics between men and women present unique challenges and sexism predominantly embodies contradictory beliefs, known as ambivalent sexism. The association between ambivalent sexism and cross-gender interactions remains largely unexplored and this study will focus on sexist attitudes, sexuality and stress level as potential factors mediating contact. 104 participants were surveyed and completed daily diaries about their daily interactions. Participants' cross-gender friendships, quality of contact and demographic information helped assess the interactions. Although results are currently being collected, we anticipate that individuals with higher levels of sexist attitudes—particularly heterosexuals in comparison to homosexuals—and those experiencing greater stress will report fewer cross-gender friendships and lower quality of interactions. This study contributes to a deeper understanding of how individual differences and attitudes impact cross-gender relations.

