

3rd Emerging Adulthood Conference
Tucson, AZ - February 15-16, 2007
Poster Submissions

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Religious Education and Spiritual Identity Development of College Students

This study examined the individual identity development of religious and spiritual beliefs of students at a small, Baptist-affiliated liberal arts university. The researcher sought to gain insight into the factors that contribute to these processes, specifically examining the effects of religious education on exploration of and commitment to religious beliefs. The quasi-experimental design examined students across the semester and between class years. Study 1, a survey of 121 students before and after the semester, revealed no clear differences across class years in religious development as measured by a Protestant-based scale. However, comparisons of pre- and post-semester scores indicated significantly greater exploration in students who took Christianity classes that semester, suggesting that religious education may indeed accelerate the process of spiritual identity development in college students. In Study 2, semi-structured interviews further revealed that most students see their spiritual exploration experiences as positive and necessary for spiritual growth.

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*The long-term mental health and social consequences of adolescent overweight:
Implications in emerging adulthood*

Abstract???

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Adolescents' Academic and Social Concerns about their Future

Based on a longitudinal sample of 93 students' qualitative responses, school-related concerns about competence, autonomy, and relatedness were documented across a three-year period that included the transition to high school. Concerns about competence outweighed those of relatedness and autonomy during each year of the study. Grades remained the most frequently mentioned concern throughout the higher grades, later concerns shifted towards standardized tests and college planning. Concerns for relatedness centered on romantic and peer relationships. Concerns for autonomy most frequently regarded participation in extracurricular activities. As students anticipated their third year of high school they become more concerned with post-secondary plans.

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Parent-Adolescent Relationships as they are associated with Educational and Labor Force Outcomes

Positive relationships between parents and children have been found to be beneficial for children of all ages. Few studies, however, have explicitly linked this relationship to children's later labor force participation. Our research aims to augment the existing literature by employing data from the National Longitudinal Survey of Youth, 1997 cohort to investigate links between parent-adolescent relationships and youth educational and employment outcomes when respondents are ages 12-14. We found that positive parent-adolescent relationships are significantly associated

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with respondents' future outcomes. We then extend these preliminary findings to examine outcomes from the 2005 data in which the respondents were 21-25.

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Title???

The developmental stage of emerging adulthood has been researched extensively since its inclusion as a research topic. However, to date, the research has failed to examine the influence of emerging adulthood within Appalachian culture. There is a need to better understand the impact emerging adulthood has on this culture due to the size and influence of Appalachia on United States society. Furthermore, Appalachian values and beliefs appear to contradict current themes associated with emerging adulthood. I am looking specifically at how emerging adulthood influences both Appalachian and non-Appalachian university students. I am also exploring the importance of acculturation in determining its effect on whether or not Appalachian students specifically are more likely to experience the stage of emerging adulthood.

Nichols, Laura, & Richard, N.

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Title???

Most individuals experience some tension as they attempt to master the demands associated with the shift from one developmental stage to the next (Graber & Brooks-Gunn, 1996). However, the stress linked with beginning university likely compounds the stress already being experienced as a result of moving from the adolescent to adult role. Students may become overwhelmed, straining their coping abilities and turning to other less adaptive means of coping (Schulenberg & Maggs, 2002b). The current study proposes that self-efficacy domains (e.g., sleep self-efficacy) will predict students' engagement in the corresponding behavior (e.g., sleep). The model proposes that the unregulated behaviors (e.g., excessive Internet use) will lead to poor university adjustment. The model will examine whether self-efficacy adds to the prediction of university adjustment over and above the behavioral variables.

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Ego-Identity Status during Emerging Adulthood: Does Self-Classification as an Adult Matter?

The present study examined the extent to which emerging adults were currently exploring their identities through Marcia's (1966) ego identity domains. In particular, differences between self-perceived adults and self-perceived emerging adults (with regard to resolution of identity) were examined. Participants were Canadian university and community college students ($N=116$) aged 18-25 years. Perceived adults and perceived emerging adults were not found to significantly differ as a function of the eight identity domains. Results are discussed in terms of the relevance of Erikson's developmental stage theory of identity achievement for today's youth.

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Parental Involvement in Academics During Emerging Adulthood

Using the Social-Contextual Model of Everyday Problem Solving (Berg, Meegan, & Deviney, 1998) we examined parental involvement in education during emerging adulthood. 110 students ($M = 20.26$ years, $SD = 3.78$ years) reported their parents as sharing to some degree in their academics. Most participants were satisfied with their parents' involvement and knowledge of academic activities. Conflict occurred over finances and parental behaviors perceived as controlling. Those who reported conflict with mothers over academics had significantly higher G.P.A.s than those who reported such conflict with fathers. Future investigations of parental involvement during emerging adulthood would be beneficial.

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Health Risk Behavior and Self Compassion in Emerging Adult Mothers

Regularly engaging in health risk behaviors (e.g., multiple sex partners, unprotected sex, substance use) have been linked to a variety of negative outcomes for emerging adults. These outcomes include, lower socioeconomic status, engagement in antisocial behaviors (e.g., delinquency and physical aggression), low self-esteem, narcissism, and lower achievement/persistence in school. Self-esteem is associated with low-risk behaviors, but is also linked to bullying and antisocial behaviors, suggesting that self-esteem is not always a predictor of prosocial behaviors. This research explores the relationship between self-compassion, a concept similar to self-esteem but not linked to antisocial behaviors, and health risk behaviors.

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Motivations For and Against Sex: Development of a Measure

Developmental scientists lack understanding of motivations for sexual behavior. Therefore, the present paper describes the development of a multi-dimensional scale to measure motivations for and against sexual behavior. Incoming first-year college students completed an online survey prior to arriving on campus ($N = 1750$; 41.6% male; 25.4% Asian, 74.6% White). Principal components analysis was used to confirm the hypothesized 7-factor solution. Motivations for having sex included *Intimacy*, *Pleasure*, and *Coping*. Motivations against sex included *Values*, *Health*, *Not Ready*, and *No Opportunity*. MANOVA models examined mean-level differences in motivations by gender, race, and previous oral and penetrative sex. Results indicate promising properties of the sexual motivations scale.

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Suicide Risk Assessment Across Emerging Adulthood: A Mokken Scale Analysis

Strikingly suicide is a leading cause of death among young people ages 15-24 years. Because young adults are at increased risk, prevention efforts are essential during the developmental transition into young adulthood. A fundamental yet conceptually and methodologically challenging task is to quantify suicide risk behaviors. Theory suggests that indicators of suicidal behaviors reflect an ordinal progression (ideation=>threats=>attempts) with increasing levels of seriousness. This study addresses two basic questions: whether indicators of suicidal behaviors scale identically and convey the same meaning from adolescence to young adulthood and how indicators might best be weighted and/or combined.

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Subjective perceptions of adult status: The role of traditional status milestones and psychological variables

Abstract???

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Does Racial Identity Mediate the Relationship between Racial Socialization and Mental Health Among African American College Students?

This poster explored whether racial identity serves as a mediator between racial socialization and psychological functioning. One hundred fifty-three African American college students provided data on their racial identification, racial socialization experiences, and psychological functioning. The link between psychological functioning and Cultural Alertness to Discrimination, a racial socialization dimension, was mediated by racial identity. However, Cultural Endorsement of the Mainstream, another racial socialization dimension, and racial identity were independently linked with psychological functioning. Findings will be discussed in terms of the need to understand specific factors related to culture when working with African American youth as they transition into adulthood.

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Automatic Activation of Gender Stereotypes in Relation to Domestic Activity

This experiment explored the automatic activation of domestic stereotypes. Participants were primed with masculine and feminine domestic stereotypic words and pictures and then responded to target pronouns, classifying the pronouns as masculine or feminine. A stimulus onset asynchrony (SOA) of 250 milliseconds was used, prohibiting participants from controlling automatic processing and thus revealing any stereotypes that exist concerning gender and domestic activity. The hypothesis was confirmed that reaction times to targets preceded by gender-congruous stereotype primes were significantly faster than reaction times to targets preceded by gender-incongruous stereotype primes, revealing that those stereotypes preexist and are thus more quickly retrieved. This study shows that objects and words can prime gender stereotypes for both masculine and feminine domestic activities.

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Parasocialism and Internalization of Thin Ideal Media as Predictors Of Body Dissatisfaction in Emerging Adult Women

The present study explores an association between internalization of the thin ideal and parasocial relationships as part of interconnected constructs involved in identity development in emerging adult women. A positive association between internalization and parasocialism was hypothesized and found. Binary logistic regression indicated satisfactory classification (87%) of women who are satisfied with their body size and those who wish to be smaller. Young women who form attachments to celebrities and then internalize a thin ideal may be more prone to dissatisfaction

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with their bodies because parasocial relationships may replace important social relationships where feedback provides necessary corrections.

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“It’s like an adventure, and at the end I’m not going to be where I am right now, and I’m OK with that”: Catalysts of development at a religiously-affiliated school in the South

This study was designed to explore catalysts of development among students at a medium-sized college in the South. The focus was on what students themselves saw as the main catalysts behind their development. Graduating seniors were interviewed for their retrospective reflections over their years of college. Students’ responses revealed three basic mechanisms underlying their growth: exposure to other perspectives, the need to question their own beliefs, and the need to articulate their own beliefs and viewpoints. These results thus suggest ways in which faculty, administrators, and student life professionals may support young adults emerging into their full adulthood.

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Gender differences in Self- perception: Relationship to Attachment, Parental Control, Self-esteem and Body Mass Index among College Students

Abstract???

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Long-term effects of adolescent coping and its link to psychopathology in emerging adulthood

The long-term effects of different adolescent’ coping styles on psychopathology in emerging adulthood were investigated in a prospective study spanning 9 years. Ninety-four participants took part in this study; coping styles and psychopathology were assessed. Longitudinal analyses revealed long-term effects of avoidant coping as risk factor for female psychopathology in emerging adulthood. Male psychopathology was independent from adolescent coping styles. The results suggest that most adolescents show an overall adaptive way of coping, but a small sub-sample showed a fairly rigid use of avoidant coping with relatively high rates of psychopathology at the same time. Despite of big efforts, no protective factors or resources could be identified so far.

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Music and other Emotion Regulation Strategies as Predictors of Adjustment among Emerging Adults

The SACQ and emotion and music questionnaires were completed by 151 male (30.5%) and female (69.5%) participants (age M=19.2 years, SD=1.87). Females reported ruminating more often when sad ($p < .001$). When angry, males reported exercising more whereas females reported being alone more frequently ($p = .001$). Social Adjustment was higher if participants listen to upbeat music when sad ($p = .02$), angry ($p = .04$), or stressed ($p = .01$) and if they choose soft

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music when angry ($p = .05$). Music choice did provide a marker for emotion regulation strategies and predict adjustment.

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The Leaving Home Transition for COAs: An Examination of Cultural Factors

Abstract???

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Everyday Problems and Affective Reactions among First Year University Students

Young adults making the transition from high school to college typically encounter everyday problems not encountered while living with their families. The research reported examines domains and affective states of these problems. Participants (N=141) with a mean age of 19.88 completed open-ended prompts for problem descriptions and affective reactions. *Self-management* was the only problem type that exceeded chance occurrence ($z = 2.73, p < .05$). The affective responses to self-management problems included *frustration, stress, or anger*. We propose, as Smith and Dust (2006) suggest, these everyday problems can cascade and result in challenges to one's efficacy and locus of control.

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Friendship Quality and Adjustment during the Transition to College

Emerging adults are faced with many transitions, one of which is the transition to college. Many factors come together to affect how successful these individuals are as they adjust to this new setting. During earlier age periods friendships are positively associated with better adjustment, and during adulthood positive forms of attachment are associated with better adjustment. Conversely, conflict in friendships can be related to maladjustment. We examined how the quality of friendships (positive and negative) was associated with adjustment to college (academic, social, personal/emotional, institutional) among a sample of 321 college students during their first semester in college. Correlational analyses revealed that greater positive qualities of relationships were associated with better adjustment, and greater negative qualities were associated with worse adjustment.