

3<sup>RD</sup> CONFERENCE ON EMERGING ADULTHOOD  
Paper Symposium Abstracts

Facio, Alicia, Micocci, F., & Resett, S.

**Thursday, 3:25-4:55 (Canyon C)**

*Parents or Romantic Partners? Which Relationship Better Predicts Emotional Problems in Argentinian Emerging Adults?*

The central role of parental relationships on emotional wellbeing has partially receded in a random sample of 401 Argentinian emerging adults –aged 18-21, 46% males, 52% college students, 45% having a romantic partner. Regardless of their having or not a romantic relationship, higher conflict with and/or lower support from parents were associated with lower self-worth and higher depression and anxiety. In males, difficulties in the romantic bond were a stronger predictor of emotional problems than a problematic parental tie whereas in females difficulties with parents were equally or more importantly related to their level of emotional distress than problematic romantic ties.

Feixa, Carles

**Friday, 11:15-12:45 (Sebena)**

*Tarzan, Peter Pan & Blade Runner Rites of Passage in the Digital Era*

This paper draws a conceptual picture of the changing transitions to adulthood in the digital era based on fieldwork in Catalonia (Spain) and Latin America. Three models are specified that correspond to three types of accounts of youth or “youth stories.” In the first model, the Tarzan syndrome, the adolescent is the noble savage who inevitably needs to be civilised, a being in whom the full potential of the human species remains undeveloped because he stays pure and uncorrupted. In the second model, the *Peter Pan syndrome*, the young person is the new revolutionary subject, the new consumer hero, who rebels against adult society and resists becoming part of its structure – it is better to be or appear young than old. Finally, the third model, the *Blade Runner syndrome*, has emerged at the change of century and is destined to hegemony in future society. Like Philip K. Dick’s replicants, adolescents are artificial beings – half robot, half human – split between obedience to the adults that have fathered them and the will to emancipate themselves. Since they have no memory, they have no consciousness and, therefore, they are not free to construct their futures. Yet they have been programmed to use all the potential of their technologies and, therefore, they are better fit to adapt to changes and to confront the future without their parents’ prejudices.

Fraim, Nalan

**Friday, 8:00-9:30 (Canyon B)**

*Acculturation and Academic Success among Immigrant College Students in the Turkish Republic of Northern Cyprus*

Adapting to a new environment exposes students to various stressors such as making new friends, adjusting to a different academic setting, assimilating themselves into the current cultural context, and living through a keen culture shock as the result of combining their own culture with the local culture. However, it is well established that foreigners attending college in a different country than their native homeland tend to have a multitude of problems that range from being isolated, becoming antisocial, and being unsuccessful academically. The purpose of this paper is to examine acculturation and academic success among young adults in Cyprus.

Fulmer, Richard

**Thursday, 9:50-11:20 (Canyon B)**

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*From Law To Love: Emerging Adulthood in Milton's Paradise Lost*

The story of The Fall in Genesis is the oldest and first story in the Western tradition involving humans. It is traditionally read as a moral tale about the consequences of Adam and Eve's disobedience to God, but it is also a story of Emerging Adulthood. John Milton's *Paradise Lost* retells and expands the tale, permitting us to see it as a story of shifting attachments during the development of love and morality in a family. This paper uses psychoanalytic and family systems concepts to describe characteristics of Emerging Adulthood as they are illustrated in Milton's poem.

Furukawa, Chie

**Thursday, 9:50-11:20 (Canyon A)**

*Japanese lack of support v. Britain's gap-year*

Different societies treat emerging adulthood differently. Focusing on identity-exploring process of emerging adulthood, Japanese society does not have enough social or institutional support system for it while Britain does have one, gapyear. Gap year allows emerging adulthood to take off to explore their identities. This paper examines the social awareness supporting the popularity of gapyear through analysis of the contents in newspapers in recent years, pursuing a possibility of establishing institutionalized support for identity exploration of emerging adulthood. The results indicate that positive expectation has been given to gapyear continuously despite many possible threats, and such social awareness maintains gapyear.

Gagnon, Amelie & Mondain, N.

**Thursday, 9:50-11:20 (Ventana)**

*Transition to Adulthood in the Post-Migratory Context: Young Africans in Canada*

Parenting styles and intergenerational relationships play an important role in the adolescent transition process to adulthood, affecting sexual and reproductive health behaviors and outcomes. Few studies have analysed these interplays within the context of a family's migration history. We will focus on emerging adults and their parents from the sub-Saharan region who migrated to Montréal (Canada) during the 1990s and compare them to long-time settlers of European descent. Preliminary results show that while some strategies are widely shared by parents from each group (e.g., sexual education), specific perceptions vary (e.g., on reproductive outcomes, sexual education, and activity).

Galambos, Nancy & Krahn, H.

**Thursday, 1:35-3:05 (Canyon C)**

*Seven-Year Trajectories of Depressive and Angry Symptoms in Postsecondary Graduates: Gender Differences in the Effect of Parenthood*

In this study, symptoms of depression and anger were assessed five times across seven years in 574 emerging adults (ages 20 to 29) who were in their final year of postsecondary education at study onset. Between persons predictors of trajectories of change in symptoms included chronological age, gender, and parents' education. Parent status at each time of measurement was a within-person predictor of depression and anger. Results were that depressive symptoms and anger declined overall, but entrance into parenthood was associated with shifts in trajectory: men showed fewer depressive symptoms and women reported more anger when they became parents.

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Golub, Sarit, Kelly, B., & Parsons, J.

**Thursday, 1:35-3:05 (Sebena)**

*Sexual Risk Taking among Emerging Adults*

Emerging adults face many challenges to their health and well-being. This is a period of tremendous possibilities with respect to their sexual and romantic activities. Due to various facets of this period of the life course that make it distinct from other stages, emerging adulthood is a key period for sexual risk taking. Certain dimensions of emerging adulthood are associated with sexual risk taking, particularly when these sexual acts occur under the influence of club drugs. Interventions that focus upon the dimensions of emerging adulthood and how they relate to sexual risk taking may reduce the prevalence of sexually transmitted diseases among emerging adults.

Gordon, Julie & Straus, M.

**Friday, 11:15-12:45 (Canyon A)**

*Emerging Interdependence: Chronically-Ill Adolescents Grow Up*

This theoretical paper explores the complex transition to adulthood for adolescents with chronic illness, and the atypically-evolving relationships they have with their parents. Increasing freedom and responsibility both offer unique challenges for adolescents who have relied so intensely on the efforts of adults for their survival. Distinct developmental tasks define emerging adulthood for this group. An alternative model of enduring interdependence better depicts the developmental trajectory for their families, allowing members to maintain necessary ties while providing new opportunities for growth and autonomy. This variation in emerging adulthood has implications for research and clinical practice.

Hagen, John, Aziz, S., & Pacynski, S.

**Friday, 11:15-12:45 (Canyon A)**

*Successful Coping in College Students with "Risk" Factors*

Coping in college students is the focus here. An instrument tapping internal and external assets in undergraduates was used. Students, student athletes, and students with learning disabilities were included. Sections of the instrument for student athletes and students with LD were included. Total GPA is higher for the comparison group than for the other two. GPA improves over years for student athletes only. GPA's for student athletes and students with LD are positively related to internal assets. Especially interesting are students' perceptions of themselves as leaders. The majority show evidence of increasing motivation for success, maturity, and an enlightened outlook on their futures.

Hartman, Douglas & Schwartz, T.

**Thursday, 1:35-3:05 (Canyon B)**

*The Transition to Adulthood from the Perspective of Transitioning Young Adults: Findings from a New Battery of Intensive Interviews*

In recent years social scientists from numerous fields have argued that the transition to adulthood has become more multifaceted and extended than ever before—so much so that it best understood as a distinct phase in the life course. But while scholars have learned a great deal about the different pathways and forces that define this new “emerging” adulthood, we know very little about how it is understood and experienced by the young people actually going through the

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transition. How do “transitioning” young adults understand and experience themselves and their lives as they move into the roles—of worker, partner/spouse, parent, etc.—traditionally associated with adulthood? Are they aware of themselves being in a distinct life phase? How do they understand adulthood more generally? This paper will provide some preliminary answers to such questions, drawing on a new battery of intensive, life history interviews conducted with selected participants in the University of Minnesota’s longitudinal Youth Development Study (YDS).

Heinz, Walter

**Thursday, 9:50-11:20 (Madera)**

*Social pathways from youth to adulthood: The many faces of emerging adulthood*

From a life course perspective I shall ask whether the notion of “emerging adulthood” can account for the variations of social and cultural contexts that structure the transitions to adulthood in western welfare states. These contexts are complex patterns of institutions and social networks that create different pathways with strong variations in the timing, shape and duration of education, employment, and family transitions. Institutional arrangements, public and private organizations define the opportunities for personal agency according to social class, gender, and ethnicity in different ways. These social practices result in a wide variety of developmental contexts, from supportive to restrictive, from self-directed to dependent.

Hendry, Leo & Kloep, M.

**Thursday, 9:50-11:20 (Madera)**

*Emerging Adulthood or Eternal Youth? A European Perspective*

This paper sets out to critically consider the concept of emerging adulthood from a European perspective. It does so by examining four major topics, namely, whether the notion *is* a new one within Europe; whether it has universal validity across structural variables such as social class, gender, ethnicity and culture; whether it is necessary to single out youth as belonging to a new developmental stage; and of what theoretical, scientific and practical value are stage-like descriptions of human development. The paper concludes by proposing an alternative way of looking at development and human change across the lifespan, which obviates the need to retain such concepts as ‘emerging adulthood’. (Interview data from our own research with young people in Wales will be used to illustrate aspects of youth transitions in the U.K.).

Herting, Jerald & Snedker, K.

**Friday, 11:15-12:45 (Canyon A)**

*The Effects of Adolescent Mental Health on the Transition to Adulthood: Leaving the Family Home and Independent Household Formation*

This paper explores the role of late adolescent mental distress and general health on the establishing of independence during emerging adulthood. We use establishing a separate residence from the family of origin as developmental indicator of independence. The analysis uses a stratified random sample of 1074 individuals sampled when in high school and followed up 3 years later. The results show a weak role of mental distress in keeping individuals at home. Gender interactions suggest mental distress keeps males in the family home while physical health was more likely to keep females from establishing independent households.

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Hettich, Paul & Helkowski, C.

**Friday, 11:15-12:45 (Canyon A)**

*Transition Programming: Great Expectations Meets "The Real World"*

College graduates are likely to experience unhappiness during their transition to post-graduation realities due to high expectations. We propose academic departments establish a transition program (by reframing existing opportunities) that provides students a guiding structure for establishing meaningful choices. Among its components are: a career planning course emphasizing balance between student hopes and realities; mentoring opportunities in business and non-profit organizations; experiential learning options (e.g., internships, research, community service); inclusion of emerging adult and transition concepts in standard psychology courses; and enrollment in university-wide courses emphasizing skill-building and organizational dimensions. Potential positive outcomes predicted from this program are described.

Hudley, Cynthia

**Friday, 3:40-5:10 (Ventana)**

*Is history destiny: High school experiences and college freshman adjustment*

Using a web-based survey and individual interviews, this study examined how college freshmen manage their lives as they simultaneously transition into a new world of college and into adulthood. This study is grounded in theories of student transition that foreground the importance of prior communities in the process of college adjustment. I hypothesized that strategies for college adjustment would differ by first generation status but would be moderated by high school experiences. I also believed that strategy differences would be related to first semester academic achievement. Results supported these hypotheses and demonstrated that high school experiences indeed shape adjustment during the transition to college.

Hussong, Andrea

**Friday, 8:00-9:30 (Sebena)**

*Alternate timelines: Using multiwave data to disentangle multiple developmental processes*

In this symposium we focus on what can be learned about adolescent development from more dynamic analysis of multi-wave data that we would otherwise miss if we relied only on more static analyses of one- or two-waves of data. That is, we consider the "why" of such analytic techniques as latent growth modeling, mixture modeling, and pattern centered analyses that highlight individual trajectories across three or more waves of data. How can such techniques offer us new insights into our data and new avenues into theory testing and advancement? To exemplify the techniques and issues, each presentation involves longitudinal multi-wave data on the course, causes, and consequences of psychopathology and problem behavior, and together, they span adolescence and emerging adulthood. Discussion and critique will focus on integrative themes and the promises and problems of dynamic analyses of multi-wave data.

Hussong, Andrea & Curran, P.

**Friday, 1:50-3:20 (Sebena)**

*The Benefits and Challenges of Integrative Analysis using Multiple Data Sets*

In the current paper we present a framework for the integrative analysis of multiple data sets, highlighting the need for such analysis in the study of Emerging Adulthood as well as the

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advantages and challenges that accompany these techniques. Recognizing the cost of using single study experiments as a sufficient means for hypothesis testing (i.e., limited generalizability, potential for type I error), replication has long been noted as a necessary component for scientific progress. Given that little value is placed on studies that attempt straight replication, however, “replication” studies may differ from one another in many respects. Over the years, attempts to integrate cross-study findings with the goal of drawing a generalizable inference have included theoretical or literature reviews, box score comparisons and meta-analysis. Although all of these techniques make contributions to study integration in different circumstances, none hold the advantages of using primary data analysis to directly integrate and examine study differences through the simultaneous analysis of multiple data sets.

Kaestle, Christine & Halpern, C.

**Friday, 8:00-9:30 (Canyon C)**

*Sexual Coercion and Disliked Sexual Activities in Established Relationships during Emerging Adulthood from a Life-Course Perspective*

We used a nationally representative sample (*Add Health*) to explore the role of sexual coercion in current sexual relationships among young adults. Significantly more females than males (11% vs. 3%) engaged repeatedly in disliked sexual activities, primarily fellatio and anal sex. In addition, over 6% of males and females in current sexual relationships reported sexual coercion victimization and about 4% reported perpetration within that relationship; sexual coercion was often mutual. Several respondent and relationship characteristics were associated with sexual coercion. However, neither sexual coercion victimization nor perpetration was associated with the timing of first sexual intercourse.

Kasser, Tim

**Thursday, 9:50-11:20 (Sebena)**

*Personal Aspirations, Mental Health, and the Transition to Adulthood: Shifting from Self-interested to Pro-social Goal Pursuits*

Emerging adulthood involves both continuities and discontinuities in personal aspirations on dimensions of community feeling and financial success. In a longitudinal study from late adolescence through emerging adulthood, we found a decrease in financial aspirations, and mental health improved when people orient towards pro-social, community goals and away from self-interested, materialistic goals. We also found that community feeling increased for those having a child for the first time between age 18 and 29, but counter to our expectations, those who did not pursue education beyond an associate’s degree increased their community feeling aspirations more than did those who pursued such higher education.

Kelly, Brian & Parsons, J.

**Friday, 11:15-12:45 (Madera)**

*Club Drug Use and Abuse among Club-Going Emerging Adults*

Emerging adults are a key group through which to explore risk because it is during this period of the life course that risk behaviors peak. Some suggest that a “syndrome” of interrelated risk behaviors exists in emerging adulthood. There are several facets of this period of the developmental course that make it such a period of heightened risk taking, including the features of self-exploration, ambiguous dependence, and diminished responsibility mentioned earlier, as well as instability in several aspects of life during this period of the life course. Since their

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proliferation during the late 1990's, "club drugs", including "ecstasy" and "Special K", have remained significant drugs of abuse among emerging adults. This paper provides information on the connections between various dimensions of emerging adulthood and both perceptions of club drug use and on its adverse consequences.

Kelly, Melissa

**Friday, 3:40-5:10 (Ventana)**

*Is there a place for me: First generation students in a small, selective institution*

Differences in resources and academic adjustment in a multiethnic sample of first-generation college students in comparison to their non-first-generation peers at a small, selective liberal arts college were examined. 45 males and 155 females were recruited via email and completed a 39 item, web-based questionnaire. While expected generational status differences in parental financial and instrumental support and in high school quality were found, other expected differences were not found. First generation students in this college context were as likely to report seeking help from professors, feeling a sense of belonging and expecting to finish postgraduate studies.