



Ohio Undergraduate Psychology Research Consortium

ANNUAL CONFERENCE

Saturday, April 11, 2026

**Cuyahoga Community College (Tri-C®)
Westshore Campus**

31001 Clemens Road Westlake, Ohio 44145

**Cuyahoga
Community
College**



WELCOME



Dear OUPRC Presenters and Attendees,

On behalf of the Ohio Undergraduate Psychology Research Consortium (OUPRC) and the Department of Psychology at Cuyahoga Community College, I am pleased to welcome you to OUPRC 2026 and the Westshore Campus!

As you participate today as a presenter or attendee, I encourage you to seek opportunities that will help you grow as a student, researcher, and person. There are many excellent presentations to choose from during the concurrent sessions, and we trust you will be inspired to grow within psychological research through our keynote speaker, Dr. Rhonda Brown.

This afternoon, we are excited to take part in the American Psychological Association's Psyched for Success initiative, where you will have the opportunity to learn about careers in psychology and the many areas of specialization available, including graduate school options.

Our world needs the benefits of psychological research now more than ever. I hope that by the end of the day, you will see yourself as a critical part of the broader community of psychologists.

May today be a day of learning, growth, and inspiration for the future!

Kind regards,

David Paulik, Ph.D.

*Assistant Professor of Psychology, Cuyahoga Community College
Conference Chair, 2026 OUPRC Conference
Member, OUPRC Board of Directors*

AGENDA

8:15 – 9:30 a.m.	Registration/Breakfast (Commons)
9:30 – 9:45 a.m.	Tri-C Welcome (Commons)
9:45 – 10 a.m.	Break
10 – 11 a.m.	Session 1 (3rd Floor)
11:15 a.m. – 12:15 p.m.	Session 2 (3rd Floor)
12:15 – 12:55 p.m.	Lunch (Commons)
1 – 1:50 p.m.	Keynote (Commons)
2 – 3 p.m.	Session 3 (3rd Floor)
3:15 – 4:15 p.m.	Psyched for Success Session/Graduate Student Panel
	Student Panel (Commons)
3:15 – 4:15 p.m.	Faculty Meeting (SHCS 255)
4:15 – 4:30 p.m.	Wrap-Up (Commons)

A quiet space will be available for folks to take a break from the crowd (Room 307).

Therapy Dogs will be available from 8-10 a.m. in the Atrium by registration and on the 3rd floor and Commons area after 2 p.m.



KEYNOTE SPEAKER



Rhonda Douglas Brown, Ph.D.,

is currently a professor of cognitive developmental psychology and associate director of the School of Education at the University of Cincinnati, where she serves as director of the Developmental & Learning

Sciences Research Laboratory and co-editor of the peer-reviewed journal *Children, Youth and Environments*. Brown's research examines neural correlates and cognitive mechanisms of mathematics and memory development using fMRI and behavioral measures to improve educational interventions for children with learning difficulties. She is the author of the book *Neuroscience of Mathematical Cognitive Development: From Infancy Through Emerging Adulthood*, book chapters and peer-reviewed journal articles. Brown has also conducted research sponsored by the National Science Foundation, examining how intentionally designed PlayScapes serve as environments for promoting children's science, technology, engineering and mathematics (STEM) learning and executive function.

PRESENTATIONS AT A GLANCE

	Room SLT 317	Room SLT 318	Room SLT 319	Room SLT 321
10:00-11:00AM	Session 1A	Session 1B	Session 1C	Session 1D
11:15AM-12:15PM	Session 2A	Session 2B	Session 2C	Session 2D
2:00PM-3:00PM	Session 3A	Session 3B	Session 3C	Session 3D

Session	Presenters	Institution
1A-2	Adair, V.	Oberlin College
2D-1	Bacho, J. & Selby, A.	Baldwin Wallace University
1D-3	Brouwer, C., Aldridge, M., Garabedian, Z., & Rayner, A.	Cedarville University
3D-3	Carder, R., Bailey, N., & Harper, D.	Otterbein University
3A-3	Carney, J.	Oberlin College
2A-2	Daley, C. & Gilligan, C.	Oberlin College
1C-1	Day, J., Hendricks, Z., Pinkney, L., & Rose, M.	Lorain County Community College
3D-1	Drew, C., Gerber, B., Hamchache, S., & Patterson, M.	Otterbein University
2D-2	Errera, T., Riaz, M., & Smith, D.	University of Akron
3B-1	Gibson, J., Martin, J., Adkins, J., & Rivera, J.	Lorain County Community College
3D-2	Githiora, M., Walsh, J.A., Smith, E., & Jenkins, K.	Otterbein University
1C-2	Gossett, A., Mullins, O., Bell, E., Akins, A., Adkins, C., & Schwarz, C	Baldwin Wallace University
1D-1	Greszler, L.	Mount Vernon Nazarene University
2D-3	Hall, C.	Mount Vernon Nazarene University
3C-3	Hovanec, E.	The Ohio State University
1B-3	Howes, C. & Bernstein, D.	Oberlin College
2C-2	Huang, M. (E.)	The Ohio State University
1A-3	Iser, R.	Muskingum University
1A-1	Johns, C.	Lorain County Community College
2C-3	Kefover, E., Day, J., Robitaille, K., & Gibson, J.	Lorain County Community College
1B-2	Kim, H. & Gold, R.	Oberlin College and Conservatory
1B-1	McRoberts, N.	Oberlin College
2A-3	Moore, H.	Mount Vernon Nazarene University
2B-1	Nade, A., Graziano, T., Nguyen, L., & Park, S.	Oberlin College
2B-2	Nguyen, L.	Oberlin College
3A-2	Patterson, M.	Otterbein University
2C-1	Pinkney, L. & Waters, A.	Lorain County Community College
3B-3	Ruiz, J.	Ohio Dominican University
3B-2	Salloum, J.	Cuyahoga Community College
3C-1	Sears-Bicknell, S., Ofori, A., & Kimble, M.	Oberlin College
3C-2	Suhar, A., Calabrese, A., Humphrey, T., & Redondo, M.	John Carroll University
2A-1	Tagne, J.	Cuyahoga Community College
1C-3	Witt, L.	Lake Erie College
1D-2	Woodworth, C.	Mount Vernon Nazarene University
3A-1	Young, E.	Oberlin College

Session 1A | 10-11 a.m. | Room SLT 317

1A-1 Job Satisfaction, Engagement, and Burnout: A Study of Workplace Attitudes in a Small Government Municipality

Cody Johns

Sponsored by Michelle Foust, Ph.D.

Lorain County Community College

In a study of 41 Sheffield Village municipal employees to examine workplace attitudes, our research found high levels of job satisfaction and engagement alongside low burnout levels. Job satisfaction and engagement correlated positively with each other and negatively with burnout, which has implications for organizational success within a local government.

1A-2 Multiracial Women's Experiences of Discrimination in the Workplace and Engagement in Social Issues: The Mediating Role of Workplace Support

Victoria Adair

Sponsored by Rebecca Totton, Ph.D.

Oberlin College

This study investigates the relationship between workplace support and engagement in social change by analyzing quantitative survey data from 224 self-identifying multiracial women working in the U.S. I find that workplace support is positively related to structural and external engagement, indicating the importance of organizations to support marginalized employees.

1A-3 #HireMeOrNot: Perceptions of AI in the Hiring Process

Rebecca Iser

Sponsored by Ana Kehrberg, Ph.D.

Muskingum University

This study investigates how media framing, particularly positive and negative articles and memes, affects participants' perceptions of AI in the hiring process. Using a 2x2x2 experimental design, results indicate that media exposure influences applicants' attitudes toward AI, with interaction effects between article and meme conditions shaping perceptions of AI's fairness and usefulness.

Session 1B | 10-11 a.m. | Room SLT 318

1B-1 Pain catastrophizing and its relationship to pain outcomes among Black women with pelvic/vulvovaginal pain

Naima McRoberts

Sponsored by Christine Wu, Ph.D.

Oberlin College

Prior literature has reported that Black women are less likely to experience pelvic pain than White women. However, recent studies have demonstrated that Black women may experience more pelvic pain than White women. The current study aims to explore this potential disparity using the minority stress theory.

1B-2 Adolescents' Beliefs about Parents' and Doctors' Legitimacy of Authority and Obligation to Obey

Huyen Kim and Rivkah Gold

Sponsored by Nancy Darling, Ph.D.

Oberlin College and Conservatory

This project examines how adolescents' beliefs about obligation to obey parents and doctors varied by parenting styles, issue domain, and legitimacy beliefs. Adolescents reported greater obligation to obey parents in personal and family matters, greater obligation to obey doctors in lifestyle issues, and no difference in doctor or prudential domains. Age, gender, and parenting style were nonsignificant.

Session 1B | 10-11 a.m. | Room SLT 318

1B-3 Can Moms Rat?: Agreement Between Mothers and Adolescents in Disclosure to Doctors

Chloe Howes and Devyn Bernstein

Sponsored by Nancy Darling, Ph.D.

Oberlin College

Chronic pain in adolescents presents a complex dynamic between the adolescent, parent, and doctor. Parents have an obligation to both an adolescent's safety and privacy. Adolescents and mothers agree that mothers have an obligation to disclose whether or not their child is adhering to treatment recommendations for chronic pain.

Session 1C | 10-11 a.m. | Room SLT 319

1C-1 Inside The User: Effects of Framing and Personality Traits When Examining AI Use and Misconduct

Jennifer Day, Zoey Hendricks, Luke Pinkney and Morgan Rose

Sponsored by Kathryn Gardner, M.S.

Lorain County Community College

This study examined roles of agreeableness, conscientiousness, and need for cognition (NFC) in shaping community college students' AI-related academic misconduct perceptions and reported AI use following positive, negative, or control AI framing statements. Results indicated that framing, agreeableness, conscientiousness, and NFC independently influenced outcomes, with no significant trait-by-framing interactions emerging.

1C-2 A Comparison of the Near-Win Effect in College Athletes and Non-Athletes

Alexa Gossett, Olivia Mullins, Elizabeth Bell, Alexis Akins, Collin Adkins and Corey Schwarz

Sponsored by Brian Thomas, Ph.D.

Baldwin Wallace University

This study examined how near wins influenced gambling behavior using a slot machine and a sports betting task. It was hypothesized that male participants and college athletes would be more strongly influenced by near wins than female participants and non-athletes. Results will be discussed along with implications for problematic gambling.

1C-3 Exploring the Impact of Personality Traits on Athletic Performance: A Study of Lake Erie College Athletes

Leonie Witt

Sponsored by Leatra Tate, Ph.D.

Lake Erie College

This study examines how Big Five personality traits and Psychological Capital relate to self-reported athletic performance among Lake Erie College athletes. Using a postpositivist, quantitative survey design, it identifies trait-performance correlations to inform coaching, recruitment, athlete development, and mental skills training, offering practical insights into psychological factors shaping athletic achievement.

Session 1D | 10-11 a.m. | Room SLT 321

1D-1 The Effect of Exercise on Sleep Quality in College Students

Lacey Greszler

Sponsored by Terry Kwon, Ph.D.

Mount Vernon Nazarene University

This study aims to better understand the effect of exercise on sleep quality for college age people. A sample of 10 Mount Vernon Nazarene University's students that are experienced in exercise were asked to complete a log of sleep and exercise over the span of 7 days.

1D-2 The Effect of Emojis on University Student Engagement

Caleb Woodworth

Sponsored by Terry Kwon, Ph.D.

Mount Vernon Nazarene University

This study examined how emojis in university emails influence students' perception. Undergraduate students viewed emails with or without emojis and rated engagement, professionalism, clarity, and friendliness. Emojis significantly reduced perceived professionalism, and engagement, clarity, and friendliness showed no significant differences. Findings suggest emojis may enhance tone but undermine professionalism.

1D-3 The Effects of Music Genres on Cognitive Performance in College Students

Caleb Brouwer, Mollie Aldridge, Zoe Garabedian, and Alyssa Rayner

Sponsored by Chao Liu, Ph.D.

Cedarville University

Our study examined whether different music genres influence cognitive performance in college students. Using a within-subjects design and repeated-measures MANOVA, participants completed cognitive tasks while listening to instrumental, folk, pop, and rock music. Results indicated no significant genre effects on performance accuracy or task completion.

Session 2A | 11:15 a.m. – 12:15 p.m. | Room SLT 317

2A-1 Assessment of the Potential Use of Fermented Foods to Prevent and Treat Depression and Anxiety

Joyce Tagne

Sponsored by Casandra Sweeney, Ph.D.

Cuyahoga Community College

This paper examines the potential role of fermented foods in preventing and treating depression and anxiety through a synthesis of existing research. By reviewing biological mechanisms, clinical findings, and limitations, it argues that fermented foods may support mental health via the microbiota-gut-brain axis as a complementary, not replacement, approach.

2A-2 Experiences of Autistic College Students Misperceived as Neurotypical

Connor Daley and Catherine Gilligan

Sponsored by Danielle Godon-Decoteau, Ph.D.

Oberlin College

In this study we used an Interpretive Phenomenological Analysis approach to explore the lived experiences of autistic college students who are misperceived as neurotypical. Results highlight misperception as a distinct challenge autistic college students face, underscoring the need for greater awareness and support for students who may not "appear" neurodivergent.

Session 2A | 11:15 a.m. – 12:15 p.m. | Room SLT 317

2A-3 Perceived Parental Effectiveness of PEERS® Program on Young Adults: A Mixed Method Inquiry

Hayden Moore

Sponsored by Katie Terry DSW, MSW, LISW-S

Mount Vernon Nazarene University

The PEERS® program is a 15-week social skills intervention for young adults on the autism spectrum with a parent component. Quantitative results showed significant improvements in social skills and communication. Qualitative parent reports described increased confidence, greater awareness of social cues, reduced loneliness, and meaningful social growth following program participation.

Session 2B | 11:15 a.m. – 12:15 p.m. | Room SLT 318

2B-1 “My experiences ... feel so different from [my parents’] experiences”: Multiracial Asian American Emerging Adults’ Experiences of Family Ethnic-Racial Socialization

Arya Nade, Tegenya Graziano, Linh Nguyen, and Summer Park

Sponsored by Christine Wu, Ph.D.

Oberlin College

Ethnic-racial socialization research has increasingly included diverse backgrounds, yet Multiracial experiences remain underexplored. This qualitative study examines Asian-heritage Multiracial emerging adults using in-depth interviews and thematic analysis. Preliminary findings contribute by considering siblings and grandparent roles in socialization and exploring how family socialization processes dynamically shape identity development.

2B-2 “I feel like I’m two different people”: International Students’ Experiences of How Cultural Contexts Shape the Meaning and Function of Shyness

Linh Nguyen

Sponsored by Travis Wilson, Ph.D.

Oberlin College

Shyness is often conceptualized as a fixed trait, yet its cultural meanings are underexamined. This qualitative study examines shy international students using in-depth interviews and thematic analysis. Findings highlight how cultural contexts shape the meaning of shyness, influencing its self-regulatory functions, and producing trade-offs in cross-cultural adjustments.

Session 2C | 11:15 a.m. – 12:15 p.m. | Room SLT 319

2C-1 Social Psychological Aspects of Digital Aggression: Cyberbullying, Perceived Anonymity, Deindividuation, & Depersonalization

Luke Pinkney and Alee Waters

Sponsored by James Jordan, M.A.

Lorain County Community College

This literature review examines social psychological influences of digital aggression (DA) in relation to how groups affect individuals, including perceived anonymity, cyberbullying, and personality shifts. The Social Identity Model of Deindividuation Effects (SIDE) and the Barlett and Gentile cyberbullying model can be used to explain aggressive behavior in groups.

Session 2C | 11:15 a.m. – 12:15 p.m. | Room SLT 319

2C-2 **Extending the Tripartite Influence Model: The Role of Social Media Use in Postpartum Body Image Satisfaction**

Minghan (Evelyn) Huang

Sponsored by Sarah Schoppe-Sullivan, Ph.D.

The Ohio State University

This study examines how different patterns of postpartum mothers' social media use relate to body image satisfaction. Using a cross-sectional survey, we test main effects and mediating and moderating pathways for active vs. passive and visual vs. text-based social media use patterns on postpartum body image satisfaction.

2C-3 **Scrolling for Symptoms: Mental Health Self-Diagnosis on Social Media and the Importance of Critical Thinking**

Emily Kefover, Jennifer Day, Kelsey Robitaille and Jaeson Gibson

Sponsored by Elizabeth Caldera, M.A.

Lorain County Community College

We reviewed literature about self-diagnosis on social media regarding generalized anxiety, major depressive, attention deficit hyperactivity, and autism spectrum disorders. We focus on how diagnostic stereotypes, identity development, and algorithm driven social media environments contribute to mental health self-diagnosis of adolescents, emphasizing the importance of critical thinking and professional assessment.

Session 2D | 11:15 a.m. – 12:15 p.m. | Room SLT 321

2D-1 **An Investigation of Fear Learning, Extinction and Relapse Using Virtual Reality Versus Flat Panel Display**

John Bacho and Albert Selby

Sponsored by Brian Thomas, Ph.D.

Baldwin Wallace University

This study examined the influence of display technology on classical conditioning, extinction, and relapse. It was expected that virtual reality would facilitate learning processes compared with flat panel display. Preliminary results largely supported this hypothesis. Implications for the treatment of pathological fear and anxiety will be discussed.

2D-2 **Essentialists Beliefs and the Pervasive Myth of Learning Styles**

Taylor Errera, Mahnoor Riaz and Dru Smith

Sponsored by Jennifer Stanley, Ph.D.

University of Akron

Learning styles, the widely held belief that people differ in their most effective mode of knowledge acquisition, remains one of the most persistent myths in educational psychology despite decades of contradictory evidence. This study replicates research conducted by Nancekivell and colleagues (2019) as part of the Collaborative Replication and Education Project using OSF.

2D-3 **The Inner Voice Effect: The Power of Positive Affirmations in College Students**

Chloe Hall

Sponsored by Terry Kwon, Ph.D.

Mount Vernon Nazarene University

This study is investigating the impact of positive affirmation training on self-esteem and academic performance in college students. It is hypothesized that participants will demonstrate higher levels of self-esteem and perform better on a cognitive reflection test when they undergo the affirmation training as opposed to completing a control task.

Session 3A | 2–3 p.m. | Room SLT 317

3A-1 Probing vs Declarative Ads

Emily Young

Sponsored by Cindy Frantz, Ph.D.

Oberlin College

I hypothesized that asking viewers how they feel is more effective in changing attitudes than telling viewers how they should feel. I tested these different messages on immigration and abortion opinions. Both issues saw change between time 1 and time 2 (p 's < .001), but effects of condition were minimal.

3A-2 Materialism Matters Most: The Limited Influence of Social Context and Appeal Framing on Donations to an Environmental Organization

Mitchell Patterson

Sponsored by Michele Acker, Ph.D.

Otterbein University

With rapid climate change, understanding why people fail to act pro-environmentally is critically important. In an experiment, participants were given \$15 to keep or donate. Materialism emerged as the most important predictor of pro-environmental donation behavior. Across public versus private contexts and self- versus other-focused appeals, materialistic participants donated less.

3A-3 Helpfulness as a Method of Reducing Support for Anti-Trans Legislation

Justin Carney

Sponsored by Rebecca Totton, Ph.D.

Oberlin College

This study examined whether helping behavior reduces anti-transgender attitudes and support for anti-transgender legislation. Using a quantitative two time point survey, we found that valuing altruistic behavior toward transgender people predicted lower symbolic and realistic threat and reduced support for anti-trans legislation. A follow-up experiment manipulating helpfulness is currently underway to test causality.

Session 3B | 2–3 p.m. | Room SLT 318

3B-1 Plagiarism or Academic Tool? A Study of Student Perceptions Regarding Ethical AI Usage

Jaeson Gibson, Jeremy Martin, Jolene Adkins, and Julie Rivera

Sponsored by James Jordan, M.A.

Lorain County Community College

As part of the Psi Beta National Research Project, we explored how AI ethics framing statements influence student perceptions of AI-related plagiarism (deemed “Algairism”; Chan, 2025). In addition, student AI usage, academic anxiety, academic locus of control, identification with academics, and propensity to morally disengage were examined in relation to these variables.

3B-2 Artificial Intelligence and Academic Motivation in Community College Students

Jessica Salloum

Sponsored by David Paulik, Ph.D.

Cuyahoga Community College

This study examines how artificial intelligence use by community college students relates to academic motivation and self-efficacy. Using a cross-sectional survey, correlational analyses were conducted. These analyses indicate that AI use may be negatively associated with intrinsic learning factors.

Session 3B | 2–3 p.m. | Room SLT 318

3B-3 Boost or Barrier? Examining the Relationship Between AI and Academic Performance

Jarimar Ruiz

Sponsored by John Marazita, Ph.D.

Ohio Dominican University

This study examines the relationship between academic self-efficacy, AI use, and academic performance. Undergraduate and graduate students completed measures of academic self-efficacy, academic stress, and AI dependency, literacy and performance expectations. Academic stress mediated the relationship between self-efficacy and AI dependency, however, the factors were not predictive of academic performance.

Session 3C | 2–3 p.m. | Room SLT 319

3C-1 Parenting Style and Adolescents' Beliefs About Lying

Stella Sears-Bicknell, Ariana Ofori and Maille Kimble

Sponsored by Nancy Darling, Ph.D.

Oberlin College

Adolescents with more demanding parents perceive lying to their parents as less acceptable. Results showed that parental demandingness was the only predictor of adolescents' beliefs about lying, a relationship moderated by how legitimate adolescents perceive their parents' authority to be.

3C-2 Lonely By Design? Parenting, Attachment, and the Path to Isolation

Anja Suhar, Ava Calabrese, Tess Humphrey, and Milagros Redondo

Sponsored by John Yost, Ph.D.

John Carroll University

This study investigated how parenting styles and attachment conditions influence loneliness. Participants were assessed their upbringing (authoritative, authoritarian, or permissive) and reacted to supportive or nonsupportive social scenarios. Results revealed that insecure attachment and non-authoritative parenting significantly increased loneliness. These factors operated independently, suggesting both upbringing and social cues shape emotional well-being.

3C-3 Parental Emotional Availability and the Psychological Well-Being of Emerging Adults

Emma Hovanec

Sponsored by Sarah Schoppe-Sullivan, Ph.D.

The Ohio State University

Parental emotional availability is a concept related to attachment theory, and is defined as a parent's ability to respond to their child's emotional needs (Biringen et al., 2014). The purpose of this study was to examine how current and past levels of parental emotional availability is associated with the psychological well-being of emerging adults. The results of this study could be used in parenting programs to showcase that emotionally available parenting is imperative for successful child development.

Session 3D | 2–3 p.m. | Room SLT 321

3D-1 **What Makes Groups Good? Examining Individual and Group Cognitive Ability as Predictors of Group Performance**

Caitlin Drew, Bella Gerber, Sarah Hamchache and Mitchell Patterson

Sponsored by Meredith C. Frey, Ph.D.

Otterbein University

This study examined whether individual or group cognitive ability better predicts group performance. Results showed that individual maximum, average, and variability within the group were not significant predictors of a groups performance. This suggests that factors beyond cognitive ability may play a role in determining group outcomes.

3D-2 **Non-Cognitive Factors and Group Cognitive Performance**

Masoma Githiora, Jason-Anthony Walsh, Elizabeth Smith and Kyla Jenkins

Sponsored by Meredith C. Frey, Ph.D.

Otterbein University

Do non-cognitive factors contribute to Group Cognitive Performance (GCP)? Some level of non-cognitive factors seems to play a role in GCP as determined by the Reading the Mind in the Eyes (RMET), as well as fear, discomfort and attention from the Adult Temperament Questionnaire-Short Form (ATQ).

3D-3 **Effects of Demographics on Group Cognition**

Riley Carder, Nasia Bailey and Drakko Harper

Sponsored by Meredith C. Frey, Ph.D.

Otterbein University

We examined the relationship between demographic factors and group cognition. Similarly to Reidl et al., (2021) we examined the differences in performance across group size and percentage of women. Subjects completed individual and group measures of cognitive ability, social-emotional factors, and demographic characteristics. Only group size predicted performance.



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TABLE 1

Forensic Psychology

HOST: **Michael H. Aronoff, Psy.D.**

Michael H. Aronoff, Psy.D., a retired forensic psychologist, worked for over 30 years at the Netcare Forensic Psychiatry Center in Columbus, the Cuyahoga County Court Psychiatric Clinic and the Cleveland Municipal Court Psychiatric Clinic. He also held several leadership positions within the Association of Ohio Forensic Evaluation Center Directors.

DEGREES: Psy.D., Nova Southeastern University; M.S., Psychology, Nova Southeastern University; B.S., Psychology, The Ohio State University

CONTACT: [linkedin.com/in/michael-aronoff-7391747](https://www.linkedin.com/in/michael-aronoff-7391747)



TABLE 2

School Psychology

HOST: **Amanda Price, Psy.D.**

Amanda Price, Psy.D., is a school psychologist with more than a decade of experience working in public and private schools in three different states with students in K-12. Currently, Price works in a small, rural school district where she primarily spends her time assessing students for disabilities.

DEGREES: Psy.D., School Psychology, Duquesne University; M.S.Ed., Child Psychology, Duquesne University; B.A., Psychology, DePaul University

CONTACT: amanda.price@tri-c.edu



TABLE 3

Clinical Psychology and Consulting/Training

HOST: **Danelle Hupp, Ph.D.**

Danelle Hupp, Ph.D., is a clinical psychologist with over 15 years of experience, specializing in psychosis treatment. She is the senior consultant and trainer for family-based services at the Best Practices in Schizophrenia Treatment Center at Northeast Ohio Medical University and holds an appointment as a clinical associate professor.

DEGREES: Ph.D., Clinical Psychology, University of Toledo; M.A., Clinical Psychology, University of Toledo; B.S., Psychology, Baldwin Wallace University

CONTACT: [linkedin.com/in/danellehuppphd](https://www.linkedin.com/in/danellehuppphd)



TABLE 4

Counseling Psychology

HOST: **Ramone Ford, Ph.D.**

Ramone Ford, Ph.D., a licensed psychologist with over 25 years of experience, provides compassionate, evidence-based mental health care.

He currently works at the Cleveland Clinic's Neurological Institute, specializing in marriage and couples' therapy, mood and anxiety disorders, and culturally responsive counseling. He has also done extensive work with older and senior adults.

DEGREES: Ph.D., Urban Education/Counseling Psychology, Cleveland State University; M.A., Clinical Psychology, Fisk University; B.A., Psychology, University of Cincinnati

CONTACT: ramonem55@icloud.com



TABLE 5

Ambulatory Care and Chemical Dependency

HOST: **Aaron Ellington, Ph.D., LPCC-S, LICDC-CS**

Aaron Ellington, Ph.D., is the director of Ambulatory Clinical Programming and chairs the Health Impact Committee at University Hospitals Department of Psychiatry. He reviews, evaluates and potentially converts

clinical programs to ensure they are evidence-based and reflect best practices. Ellington assists in managing the Health Impact Committee's activities for diversity goal achievement.

DEGREES: Ph.D., Counseling Psychology, Cleveland State University; M.S., Counseling Psychology, University of Wisconsin at Madison; B.A., Psychology, Cleveland State University

CONTACT: aaronellington@bhsogc.com



TABLE 6

Industrial/Organizational Psychology and Research

HOST: **Michelle Foust, Ph.D.**

Michelle Foust, Ph.D., is an industrial/organizational psychologist and professor of psychology at Lorain County Community College, specializing in research methods and statistics. Foust co-advises the Psi Beta Psychology Honor Society and serves as a principal investigator on an NSF grant to develop her college's undergraduate research program.

DEGREES: Ph.D., Industrial/Organizational Psychology, University of Akron; M.S., Statistics, University of Akron; B.A., Psychology, Miami University

CONTACT: mfoust@lorainccc.edu



TABLE 7

Research and Intellectual Disabilities

HOST: **Jim Jordan, M.A.**

Professor Jim Jordan teaches research methods and quantitative methods at Lorain County Community College. He is the co-advisor for LCCC's Psi Beta chapter and co-principal investigator for LCCC's Undergraduate Student Research Program, which is funded by the National Science Foundation. He also provided clinical services to individuals with intellectual disabilities for 30 years

DEGREES: M.A., Psychology, Ball State University; B.S., Psychology, Youngstown State University

CONTACT: jjordan@lorainccc.edu



TABLE 8

Clinical Neuropsychology

HOST: **Masha Berman, Psy.D.**

Masha Berman, Psy.D., is a clinical neuropsychologist currently working at University Hospitals, conducting comprehensive neurocognitive evaluations and providing neuropsychological rehabilitation services. Passionate about teaching and mentorship, Berman serves as the practicum director, is a member of the fellowship training committee, and is involved in research with the neuro-oncology team.

DEGREES: Psy.D., Indiana University of Pennsylvania; B.A., Psychology, College of Wooster

CONTACT: Masha.Berman@UHhospitals.org



TABLE 10

Sport and Performance Psychology

HOST: **Jack Lesyk, Ph.D., FAASP, CMPC-Emeritus**

Jack Lesyk, Ph.D., a sport psychologist for over 30 years, is the founder and director of the Ohio Center for Sport Psychology. His sport psychology interest began when competing in 15 marathons, including Boston. He's worked with serious athletes of all ages and was the Cleveland Cavaliers' sport psychologist during their championship season.

DEGREES: Ph.D., Clinical Psychology, Case Western Reserve University; M.S., Clinical Psychology, Case Western Reserve University; B.S., Psychology, Pennsylvania State University

CONTACT: sportpsych.org



TABLE 9

Veterans Psychology: Clinical and Neurorehabilitation

HOSTS: Julie Aronoff, Ph.D., and Ian Connick, Psy.D.

Julie Harmon Aronoff, Ph.D., a retired clinical psychologist at the VA Northeast Ohio Healthcare System, specialized in recovery services for those impacted by severe mental illness. Aronoff developed postdoctoral psychology training curricula for the VA, achieved APA honors for Outstanding Contributions in Psychosocial Rehabilitation, and was president of Ohio's Board of Psychology.

DEGREES: Ph.D., Clinical Psychology, Wayne State University; M.A., Clinical Psychology, Wayne State University; B.S., Psychology and Speech and Hearing Science, University of Iowa

Ian Connick, Psy.D., is a neurorehabilitation psychologist at the Louis Stokes Cleveland VA Medical Center, working primarily with patients who have acquired brain injuries (TBI and stroke) as well as on their inpatient acute rehab unit.

DEGREES: Psy.D., Indiana University of Pennsylvania; M.A., Indiana University of Pennsylvania; B.S., Psychology and Linguistics, Tulane University

CONTACT: ian.connick@va.gov



TABLE 12

Psychiatric Nursing

HOST: Deborah Crider, MSN, RNC, CNE

Professor Deborah Crider teaches nursing at Tri-C, is a registered nurse at Highland Springs Behavioral Health Hospital, and is pursuing an Ed.D. For 32 years, she has worked in maternal child nursing units, NICU and behavioral health, psychosis, mood disorder, detox units and at international sites.

DEGREES: Master of Science in Nursing, University of Phoenix; Bachelor of Science in Nursing, Andrews University

CONTACT: deborah.crider@tri-c.edu



TABLE 13

Developmental Psychology

hosts: **Cindy Holland, Ph.D., and Katherine Judge, Ph.D.**

Cindy Holland, Ph.D., is a developmental psychologist with 33 years of experience. For her entire career, Holland has taught — and continues to teach — General Psychology and Lifespan Development courses at Tri-C and researches topics on infant intelligence and memory.

DEGREES: Ph.D., Developmental Psychology, Case Western Reserve University; M.A., Developmental Psychology, Case Western Reserve University; B.A., Psychology and English, Case Western Reserve University

CONTACT: cindy.holland@tri-c.edu

Katherine Judge, Ph.D., is a professor and the program director of Cleveland State University's Adult Development and Aging Ph.D program. Judge's research interests include developing, implementing and evaluating cognitive rehabilitative, psychosocial skills training and care-coordination models for individuals with cognitive impairment, their family caregivers and health care providers.

DEGREES: Ph.D. and M.A., Applied Cognitive Aging Psychology, University of Akron; B.A., Psychology, University of Akron

CONTACT: K.Judge46@csuohio.edu

TABLE 14

Social Psychology

host: **John H. Yost, Ph.D.**



John H. Yost, Ph.D., has taught at John Carroll University for about 35 years. He has mentored over 80 student presentations at the annual meeting of the Midwestern Psychological Association, including 16 Psi Chi Award winners. Yost teaches Social Psychology, Introduction to Psychology, Psychology of Prejudice, Industrial/Organizational Psychology and Research Methods.

DEGREES: Ph.D. and M.A., Social Psychology, Washington University in St. Louis; B.A., Psychology, Temple University

CONTACT: [linkedin.com/in/john-yost-a097a610](https://www.linkedin.com/in/john-yost-a097a610)

GRADUATE PANEL PARTICIPATING STUDENTS

Abigail J. Behrend, M.A.

GRADUATE PROGRAM:

Ph.D., Adult Development and Aging
Cleveland State University

Julia Brooks, B.A.

GRADUATE PROGRAM:

M.A./Ph.D., Adult Development and Aging
The University of Akron

Emma Jackson, B.A.

GRADUATE PROGRAM:

Ph.D., Adult Development and Aging
Cleveland State University

Ryan Muskin, M.A.

GRADUATE PROGRAM:

Ph.D., Adult Development and Aging
Cleveland State University

Sophia Perticarini, B.A.

GRADUATE PROGRAM:

M.A./Ph.D. Adult Development and Aging
University of Akron

PAST CONFERENCE HOSTS

2025	38 th Annual Conference: Mount Vernon Nazarene University
2024	37 th Annual Conference: John Carroll University
2023	36 th Annual Conference: Cuyahoga Community College – Western Campus
2022	35 th Annual Conference: Muskingum University
2021	34 th Annual Conference: Lorain County Community College and Cleveland State University
2020	No Conference due to COVID-19
2019	33 rd Annual Conference: Otterbein University
2018	32 nd Annual Conference: Ohio Dominican University
2017	31 st Annual Conference: Ursuline College
2016	30 th Annual Conference: Lorain County Community College
2015	29 th Annual Conference: John Carroll University
2014	28 th Annual Conference: Mount Vernon Nazarene University
2013	27 th Annual Conference: Miami University
2012	26 th Annual Conference: Otterbein University
2011	25 th Annual Conference: Kenyon College
2010	24 th Annual Conference: Ohio Dominican University
2009	23 rd Annual Conference: The College Of Wooster
2008	22 nd Annual Conference: Cedarville University
2007	21 st Annual Conference: Hiram College
2006	20 th Annual Conference: Baldwin-Wallace College
2005	19 th Annual Conference: Cedarville University
2004	18 th Annual Conference: John Carroll University
2003	17 th Annual Conference: Cleveland State University
2002	16 th Annual Conference: Kenyon College
2001	15 th Annual Conference: Mt. Union College
2000	14 th Annual Conference: The College Of Wooster
1999	13 th Annual Conference: Ohio Dominican University
1998	12 th Annual Conference: Ursuline College
1997	11 th Annual Conference: Muskingum College
1996	10 th Annual Conference: Baldwin-Wallace College
1995	9 th Annual Conference: John Carroll University
1994	8 th Annual Conference: Hiram College
1993	7 th Annual Conference: Muskingum College
1992	6 th Annual Conference: The College Of Wooster
1991	5 th Annual Conference: Kent State University
1990	4 th Annual Conference: Case Western Reserve University
1989	3 rd Annual Conference: Cleveland State University
1988	2 nd Annual Conference: Baldwin-Wallace College
1987	1 st Conference: John Carroll University

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and
Katie Earls, *Coordinator, Liberal Arts and Social Sciences.*

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