

HONORS I

Section Moderator: Dr. Devon Boan
Room: Massey 209A

Time: 3:15-5:00

“Social Physique Anxiety in Male and Female Athletes: Gender and Situational Differences”

Erin C. Reed
Faculty Advisor: Lonnie Yandell

Massey 209A, 3:15

One factor related to body image that has recently become more widely studied is Social Physique Anxiety. Social Physique Anxiety (SPA) refers to the degree to which people become anxious when others observe or evaluate their physiques. It is possible that athletes have higher levels of SPA, since increased SPA is correlated with increased desire for physical attractiveness, body tone, and weight control. In a study of former athletes, Greenleaf (2002) found that subjects showed some conflict between their athletic body and social ideals. For this study, athletes are divided into four groups: female runners, female non-runners, male runners, and male non-runners. The reason is that cross country is a one sport that, compared to other sports, requires participants to maintain a thinner frame. There are six hypotheses that make predictions concerning gender differences, differences in runners and non-runners, and differences in social situations compared to athletic ones. Seven male runners, 10 female runners, 48 female non-runners, and 41 male runners completed two versions of the Social Physique Anxiety Scale, one measuring SPA in athletic situations, and one measuring SPA in social situations. Results yielded significant evidence for differences in gender, differences in athletic situations compared to social situations, and an interaction between gender and situational differences. While some results support previous research, there is also contradictory evidence that should be examined further, especially the findings concerning runners.

PSYCHOLOGY I

Section Moderator: Dr. William Bailey
Wilson Music Building 121

Time: 7:00-9:00

“Jeepers Creepers Where'd you get those Peepers: Pupil Size and Physical Attraction”

Amy Irwin
Faculty Advisor: Michael P. Sullivan

Wilson 121, 7:00

Physical attraction is the first thing that draws us to another person. This study will take a closer look at physical attraction by eliminating fashions, body type, hair color and will instead, concentrate on the effects of pupil size on attraction. It is hypothesized that photographs of people with large pupils are more attractive than small pupils. Seventy-five college students were shown sets of pictures of both female and male faces with each set of pictures having one picture with large pupils and one with small pupils. The participants were then asked to identify which of the two pictures were more attractive.

“An Examination of Group Dynamics in the State Legislature”

Sarah Osbourne, Rebekah Harrison, Rob Bearden, Catherine Ryon, Kate Ranganath
Faculty Advisor: Michael P. Sullivan

Wilson 121, 7:15

Psychologists interested in group dynamics have long recognized the importance of understanding the communication patterns within a group to understanding the group. Moreover, researchers have noted how groups, just like individuals, develop and change over time. The current study examined how well such research findings could be applied in the context of the Tennessee state legislature. Observations of the General Assembly and 3 standing committees in the House of Representatives across a 2 year period were analyzed using Bales’s Interaction Process Analysis (1970). Patterns of communication were compared between groups and across times. These data are discussed in the context of research highlighting the practices of successful groups.

“Effects of having a major field of study on death anxiety?”

Emily G. Sheffer
Faculty Advisor: Michael P. Sullivan

Wilson 121, 7:30

Death anxiety and having a purpose in life have been shown to be positively correlated in young adults (Galt & Hayslip, 1998). In the current study, college students who have a major are assumed to have a purpose in life. Thus, the goal of this study was to show that having a major in college lessened or acted as a buffer on 45 students’ death anxiety. Students completed 3 surveys that tested for conscious death anxiety, unconscious death anxiety, and information concerning their major. All the students tested had a major; however, the survey pertaining to a student’s major indicated a more complex relationship between having a major and having a purpose in life.

“Single issues and their impact on political party affiliations: How well do we know our claimed beliefs?”

Jessica R. Bailey
Faculty Advisor: Michael P. Sullivan

Wilson 121, 7:45

It is commonly believed that when people become a member of a group, they do so having knowledge of and agreeing to the terms of that group. However, previous research has shown that this is not always the case when people choose political parties (Carpini and Keeter, 1993; Conover, Gray, and Coombs, 1982). For this study, it is hypothesized that affiliation with a political party is based on one’s agreement along a single issue rather than knowledge of the party’s platform. To show this, 80 students answered questions assessing their political affiliation, opinions of issue importance, and knowledge of political parties. From this data, conclusions were made about a person’s party affiliation and knowledge of their party. It was also decided if party affiliation is based on issue salience or knowledge and congruence. This research shows the importance of political knowledge and the positive or negative effects it can have on democracy.

“Effect of Verbal Skills on Comprehension: Reading Verses Television”

Amy J. Van Hooydonk
Faculty Advisor: Michael P. Sullivan

Wilson 121, 8:00

This study investigates verbal skills as they relate to reading comprehension along with other forms of education. This study hypothesized that adults with high verbal skills comprehend written and televised materials equally, whereas adults with lower reading capabilities comprehend televised material better than written material. 40 participants took pretests to evaluate their current knowledge of modern American art. The group was divided, according to their SAT verbal scores, into high or moderate to low conditions. Again these two groups were subdivided into the television or reading condition. Pretests and posttests served to assess the amount of knowledge retained from the material. This research serves to further knowledge of the correlation between verbal skills and comprehension in different forms of materials.

“Color’s Influence on Taste Expectancy and Food Preference”

Jami Hester
Faculty Advisor: Michael P. Sullivan

Wilson 121, 8:15

This research investigates the role food coloring plays on individuals’ expectancy tastes of different foods, as well as their overall preference of the foods. Adding food coloring to everyday foods was expected to affect one’s preference of the food as well as their perceived taste of the food. In this experiment, 40 undergraduate psychology students were presented with multiple trials in which food items are displayed in both typical and non-traditional colors. After each trial subjects were asked to choose their overall preference between the two items (the typical and non-traditionally colored food item) based on expected taste, as well as to rank and rate their perceived taste expectancy of each of the two samples presented during each trial (samples of same food in typical and non-traditional color).

"Effects of Auditory Sensory Involvement in Picture Recognition"

Mary M. Phillips
Faculty Advisor: Lonnie Yandell

Wilson 121, 8:30

Frequently, people today engage more than one sense when they are involved in a learning activity. This study considers multi-sensory involvement to see if it enhances learning. This study examines the effect of engaging the auditory sense during the learning and recognition of pictures. Twenty-one male and 21 female students from Belmont University viewed a 100 picture slide show and took a 20 question recognition test on a selection of new and old pictures. One group listened to classical music during the slide show and recognition test while the other group did not listen to music. For the recognition test there was no difference between the music and no music groups, $t(df)=39, p=.23$. The results of this study show that multi-sensory involvement has no effect on this type of test.

“Superstitious beliefs under competitive and non-competitive situations”

Nathan E. Kosiba
Faculty Advisor: Dr. Yandell

Wilson 121, 8:45

Pervious research has investigated the possibility that superstitious beliefs are more common among athletes. However, Ciborowski (1997) found that there was no significant difference between athletes' beliefs and beliefs of non-athletes. This current study explores the probability that superstitious beliefs are effected by competition in a controlled laboratory experiment. Approximately 30 college students were asked to determine how points were earned in a task that allowed the assessment of response variability. Students completed a computer program under one of two conditions: a competitive situation, and a non-competitive situation. During the competitive situation the students were attempting to gain the highest score possible. During the non-competitive situation the students were told that total points do not matter what was important was figuring out how points were earned. Points were scored at random with a 10% on every click on one of two buttons displayed on the screen. After the allotted time had expired the students were asked to describe the method to the scoring. Any answer describing a pattern to the scoring other than a randomized method was said to be a superstition. It is expected that superstitious beliefs will appear more often in the competitive situation and less often in the non-competitive situation. Further research may be helpful in exploring how competition is related to superstition.

PSYCHOLOGY II

Section Moderator: Dr. Peter Giordano
Room: Wilson Music Building 210

Time: 7:00-9:00

“Spatial Test Abilities: The Relationship Between Location and Orientation”

Jessica Bailey, William Harper, Logan Denson Raines
Faculty Advisor: Lonnie Yandell

Wilson 210, 7:00

Cognitive sex differences in relation to spatial abilities have been a source of research for many psychologists. Vanderburg and Kuse (1978) administered the Mental Rotations Test (MRT) that customarily produced male bias. The Object Memory Test (OMT), was implemented by Silverman and Eals (1992) that consistantly found female bias. There is an abundance of information about the role of sex in spatial abilities while there is little evidence whether this difference in spatial ability occurs regardless of sex. It is the hypothesis of this study that an inverse relationship will exist between the ability to remember the location of an object in an array, as in the Object Memory Test, and the orientation of an object, as in the Mental Rotations Test. Participants will consist of approximatly 30 volunteers from Belmont University. All participants will be given the MRT and individually given the MRT after completing an informed consent form. Results will be analyzed using a statistical ANOVA and T-tests to determine the variation of means and standard deviations between the two groups. We predict that the findings of the study will concur with the hypothesis. There are no limitations at this point in the study. Further research

should continue to be focusing on replicating this study and on determining the relationships between spatial abilities.

“Teacher Efficacy and Implicit Associations of Gender Bias”

Jessie E. Angel

Faculty Advisor: Lonnie R. Yandell

Wilson 210, 7:15

Teacher efficacy has been a variable of interest in education since the 1960's. A teacher's efficacy has been found to be related to student success and motivation. It is also related to a teacher's willingness to use new methods, foster autonomy, and to work with struggling students. The construct of teacher efficacy has been studied from many angles. Another aspect of the education experience that has received attention is gender bias. We know that girls and boys both fall victim to biases and these can have negative impacts on academic outcomes. The present study combines the construct of teacher efficacy with the issue of gender bias in education. Specifically, it is hypothesized that pre-service teachers with a strong sense of teacher efficacy will have less stereotypical gender associations than those with weaker senses of efficacy. Approximately thirty students of education from Belmont University have volunteered to participate. Students will sign informed consent forms and complete a modified version of Albert Bandura's teacher efficacy scale (1997). Students will then complete an implicit associations test (IAT; Greenwald, McGhee, & Schwartz, 1998) designed to measure implicit gender biases. Students will be debriefed and the experimenter will answer any question regarding the study. We expect to find that pre-service teachers with higher efficacy scores will also exhibit smaller IAT effects. Results will be discussed in relation to this, past, and future research.

“The Influence of Color on Flavor Perception”

Kari Basden, Jami Hester, Amy J. Van Hooydonk

Faculty Advisor: Lonnie R. Yandell

Wilson 210, 7:30

The purpose of the current research is to examine the relationship between color and flavor perception. Hyman (1983) conducted an experiment which tested subjects' ability to identify the flavor of birch beer, colored red, yellow, and brown. Subjects often misjudged the flavor of the beverage because the color did not match the typical color of that flavor. Hyman implemented a free-response style, which he concluded may have increased the subjectivity of the study and made the results difficult to generalize. In an attempt to improve upon this study, the current research eliminates the free-response style. The subjects will taste three different fruit-flavored beverages and select the appropriate flavor from a list of ten common fruit flavors. Forty subjects will each receive nine samples, one of each of the three fruit flavors colored with red, yellow, or orange. The researchers predict that when the color matches the fruit flavor, subjects will correctly identify flavor more often than when the color does not match the fruit flavor. A 3x3 chi-square will be used to analyze the data of correct/incorrect flavor identification. This study will advance flavor perception research, whether it be for psychological purposes or for advertising in the food industry.

“The Effect of Music Tempo on Flavor Perception of a Sucrose Solution”

Kristen Moore, Angela Strahan, & Anna Clare Turner
Faculty Advisor: Dr. Lonnie Yandell

Wilson 210, 7:45

Previous research has shown that our senses interact to form our overall perception: gustatory and olfactory stimuli affect flavor perception, visual stimuli affect taste, and auditory stimuli affect behavior. Few studies, however, have examined the effects of auditory stimuli on flavor perception. The present study will examine the effects of the tempo of music on the flavor of varying concentrations of sucrose solutions. We hypothesize that the participants' perception of the sucrose solution will be sweeter with slow tempo music than with fast tempo music. A within subject design was used as forty five college students ranked a low (0.4 M), medium (0.12 M), and high (0.36 M) concentration sucrose solution according to its perceived sweetness on a Likert scale from 1 to 9 while either fast or slow tempo music was played. We expect the participants to rate the solutions sweeter with slow tempo music than fast tempo music. These findings will further show how senses are interconnected.

“History of the Department of Psychology: Curriculum and Facilities”

Kari Basden, April Ring, Samantha Spohn
Faculty Advisor: Lonnie R. Yandell

Wilson 210, 8:00

The purpose of this research is to trace the history of Belmont’s psychology department, with an emphasis on the curriculum and facilities. The work will include the evolution of the courses, the establishment of the department as its own entity, and the integration of laboratory research. The collection of data for this project will be accomplished by examining bulletins from Belmont College, Ward-Belmont School, and Belmont University, and by conducting interviews with longstanding faculty at the university. Some specific topics included in the research will address the first psychology courses offered, the textbooks used, requirements for majors and non-majors, interaction with other departments, and the introduction of laboratory facilities and equipment.

“History of the Belmont University Psychology Department: Faculty”

Cindy George, Kristen Moore, Nichole Samuels
Faculty Advisor: Dr. Lonnie Yandell

Wilson 210, 8:15

Belmont University’s Psychology Department has seen drastic development and improvement since 1951, the year Belmont University emerged from Ward-Belmont. As a part of the Division of Social Sciences in 1951, the Division of Behavioral Sciences and Business Administration in 1962, and The Department of Behavioral Sciences in 1973, the Psychology Department is now proudly part of the School of Sciences. This change occurred in 1999 and allowed the faculty to orient their program more toward research. In 1951, the Psychology Department was led by one man, Dr. Witherington, but now boasts a long list of notable faculty: Dr. Marie Hackel Means (1961-1970) was the first woman to receive her Ph.D. from Peabody College and now sponsors a student scholarship fund; Dr. John Moore was not only a professor but also a stand-up comic; Dr. Lonnie Yandell continues to integrate technology into the classroom. There are currently five full-time faculty members. Amongst the hundreds of articles that they have had published, the faculty also works to further their education by attending and hosting psychology meetings

and seminars, including the Middle Tennessee Psychological Association symposium. With the help of past Belmont newspapers and journals, undergraduate bulletins, and key interviews with Dr. Norma Baker and a 1978 Belmont graduate student (psychology major), a compilation of the Psychology Department faculty has been developed. Belmont psychology's diverse history led to the establishment of a department with a solid foundation a one that "prepares students for the future" (Dr. Norma Baker, personal communication).

"A Departmental History: Student Research and Activities"

Logan Denson Raines, Erin Reed, Anna Claire Turner
Faculty Advisor: Dr. Lonnie Yandell

Wilson 210, 8:30

Student activities and research have been an integral part of Belmont University as far back as 1954 when psychology was a part of the Behavioral Sciences department. The students of psychology have pursued their passion since the psychology club began in 1956. In the past forty-seven years, the psychology department has blossomed into a research producing machine. Students began presenting their research in 1975 at local as well as regional conferences. BURS and PURS were started in 1991, the same year of the induction of Belmont's PsiChi chapter. Belmont alumni of the psychology department have regularly kept contact with the school and updates have been provided in the *enPSYCHlopedia*. The majority of psychology majors have continued their education in graduate and doctoral programs. Graduates have used their degrees to pursue careers in everything from working with autistic children to profiling serial killers. There is no doubt that Belmont's psychology department has bred some wonderful research and skilled psychologists.

"College Student's Resistance to Report Deviant Behavior: Face to Face Interactions versus Anonymous Surveys"

Logan Denson Raines
Faculty Advisor: Dr. Lonnie Yandell

Wilson 210, 8:45

Individuals are often confronted with various forms of peer pressure. Whether the pressure is indirect or direct often depends on age and peer group. Individuals participate in deviant behavior for a number of reasons, one of which may be peer pressure. Wynn, Schulenberg, Kloska, and Laetz (1997) found that adolescents participate in deviant behavior to increase independence from parents, express common interests with peers and cope with feelings of personal insecurity. The purpose of the present study is to determine if college students will be more resistant to report deviant behavior in a face to face interaction than in an anonymous survey. Participants were 40 Belmont University student volunteers. Each participant completed a 35 question modified survey in either an anonymous group setting or a face to face interaction. The hypothesis of the study stated that college students would be more resistant to report deviant behavior in a face to face interaction than in an anonymous survey. A two sample *t*-test was used to analyze the results of the study. No significant difference was found; therefore the hypothesis was not supported. Limitations of the present study include the sample of participants, the modifications of the scale used and the fact that the experimenter was a peer. Future research should focus on the resistance to report deviant behavior to an authority figure.

PSYCHOLOGY III

Section Moderator: Dr. Linda Jones
Room: Wilson Music Building 217

Time: 7:00-9:00

“The Relationship Between Personal Tempo Preference and Resting Heart Rate”

Ashley R. Robinson
Advisor: Lonnie R. Yandell

Wilson 217, 7:00

The purpose of this study was to examine the relationship between personal tempo preference and resting heart rate. Previous research yielded differing results using differing methodology and this study combined the methodology of these studies. Twenty undergraduate students served as their own control and listened to one song in 6 variations of tempo and their heart rate was recorded. Then they listened to another song and instructed the experimenter as to whether or not it should be faster or slower until ideal tempo was reached. Their heart rate was then taken. This study expects to find that a relationship between ideal tempo preference and resting heart rate does exist. This relationship is expected to exist across all conditions.

“The Effect of Color Intensity on Perceived Odor Intensity”

Robert C. Bearden, Sarah M. Hickson, & Ashley Robinson
Faculty Advisor: Lonnie Yandell

Wilson 217, 7:15

The effect of color intensity on perceived odor intensity was investigated in this study. This study is a replication of the Zellnar & Whitten (1999) study, which looked at perceived odor intensity depending on a color's intensity. This study differs by comparing the subject's ratings to an inappropriate color associated with the mint odor, which in this case is orange. A sample of 20 undergraduate students enrolled in a General Psychology class were asked to rate the intensity of sixteen samples of odorous mint solutions (from .02l to .10l) on a scale from zero to ten. Participants rated odors from either green colored or orange colored solutions. Using food coloring, the color intensities of the green (green food color) and orange (red and yellow food color) samples were varied to make levels of clear, light, medium, and dark solutions. Four different amounts of peppermint extract, corresponding to non-odorous, weak, medium, and strong levels were added to each of the four levels of the colored solutions to make sixteen solutions for each color. Results of the study will be analyzed using a 2x4x4 analysis of variance. It was hypothesized that increased color intensity will result in increased perceived odor intensity regardless of appropriateness. Results will further support previous findings regarding the relationship between olfactory and visual perception.

“The Relationship Between Learning Orientation Versus Grade Orientation and Self-Perceived Creativity”

Marilyn J. McAllister

Faculty Advisor: Lonnie R. Yandell, PhD.

Wilson 217, 7:30

The LOGO II scale is a survey that measures students' motivations toward their classes. The LOGO II determines whether a student tends to be learning oriented or grade oriented. One purpose of this study is to see if students have a tendency toward a learning orientation or a grade orientation in their most preferred classes and in their least preferred classes. Another purpose is to determine if there is a positive relationship between a learning orientation and one's perceived creativity. Two versions of the LOGO II were altered to pertain to either a favorite class or a least-favorite class. This modified LOGO II was administered to approximately 50 college students, followed by an eight question Likert scale designed to measure self-perceived creativity in either the preferred or non-preferred class. It is expected that students will tend to report more learning-oriented attitudes and behaviors in their favorite classes, and more grade-oriented attitudes and behaviors in their least-favorite classes. Furthermore, it is expected that self-perceived creativity will be positively related to learning orientation. These findings will help researchers to understand the relationship between student motivation, class preferences, and perceived creativity.

"Positive and Negative Flashbulb Memories: An Affective Rating of Visual Stimuli"

William Isaac Harper

Faculty Advisor: Lonnie Yandell

Wilson 217, 7:45

A variety of methods have been used to manipulate affective states of emotion. Flashbulb memory studies are frequently used to elicit specific negative or positive emotions. Patrick and Lavoro (1997) predicted that pleasant slides correlated high on a PA whereas unpleasant slides varied in both positive affect and negative affect dimensions. The hypothesis of the present research was to determine if a negative or positive flashbulb memory would affect the affective ratings of visual stimuli. A convenience sample of 27 Belmont undergraduate psychology students voluntarily participated in the study. A single set of 10 visual images were selected from a multimedia archive website, AccuNet/AP Multimedia Archive website. The pictures were rated neutral and consisted of landscapes and industrial buildings. The images were rated on a 5 point likert-type scale to determine the effected emotional interpretation. The PANAS scale was given upon completion to evaluate the participant's current mood state. The positive flashbulb memory group ($M = 35.57$, $SD = 3.63$) rated the images significantly higher in affect than the negative flashbulb memory group ($M = 26.69$, $SD = 2.63$), $t(23) = 7.32$, $p < 0.001$. This study supports the principle hypothesis that a negative or positive flashbulb memory will affect the rating of subsequent visual stimuli. A comparison of the mean PANAS scores for the positive and negative flashbulb memory groups shows they are not significantly different, $t(24) = -0.45$. These conclusions suggest that emotional representation of flashbulb memories do not affect all aspects of emotion, such as general mood. As a negative or positive event is emotionally present in a persons mind, the memory can assimilate into the experience of the person.

“A Measure of Drawing Self-Efficacy: A Psychometric Evaluation”

Radha G. Dunham

Faculty Advisor: Lonnie Yandell, Ph.D.

Wilson 217, 8:00

Self-efficacy is a term used to describe a person's confidence in their abilities to complete a given task. The purpose of the present study was to create a drawing self-efficacy scale and test its validity and reliability based on the instructions in Bandura's (2001) *Guide for Constructing Self-Efficacy Scales*. The scale was created with the help of an art professor and two psychology professors to develop clear, similarly phrased questions that investigated nine basic drawing abilities. To test the construct validity, the scale was administered to a group of non-art students, a group of beginning art students, and a group of advanced art students. It was predicted that the non-art group would score the lowest, the beginning art group would score intermediately, and the advanced art group would score the highest. As expected, there was a significant difference between the groups, $F(2, 33) = 1.08, p < 0.0001$. Upon further analysis, a significant difference between the non-art students and the art students was found, but there was not a significant difference between the beginning art students and the advanced art students. The scale was determined to have construct validity since the scale used basic drawing skills and the scores showed a difference between non-art students and art students. The internal reliability was also statistically tested (Chronbach's $\alpha, r = 0.93$). The scale was shown to be both valid and reliable and should be useful in future research.

"The Relationship between Structure, Perceived Creativity, and Drawing Self-Efficacy"

Radha G. Dunham

Faculty Advisor: Lonnie Yandell, Ph.D.

Wilson 217, 8:15

Free and Stern (1982) showed a positive relationship between structure, giving a theme or not giving a theme, and self-perceived creativity for a drawing task. The purpose of the present study is to include the variable of drawing self-efficacy with the variables of structure and perceived creativity. It was predicted that when completing a drawing task, individuals who work with a given structure, or theme, and have high drawing self-efficacy will also have high self-perceived creativity, while individuals who are working without a structure and have low drawing self-efficacy will have low self-perceived creativity. Approximately 60 participants were asked to draw a picture. Half of the participants were told to draw anything they wanted and the other participants were told draw a picture of a plant that had just been found on an exotic planet. Participants then filled out a self-perceived creativity scale based on the scale used by Free and Stern (1982) and The Drawing Self-Efficacy Scale, which was previously created and tested for validity and reliability (Dunham, 2003). The results will help to determine what factors influence creativity so that ideal conditions can be created to stimulate creative activity.

“The Relationship Between Self-Esteem and Clothing Selection”

Natalie E. Simpson

Faculty Advisor: Lonnie Yandell, Ph.D.

Wilson 217, 8:30

Self-esteem is a term used to describe a person’s positive and negative self evaluation of themselves. Research has shown how self esteem affects clothing behavior, but no research has shown a relationship between self esteem and clothing selection. Therefore, the purpose of the study was to examine whether people’s level of self esteem influenced their clothing selection process by using the Rosenberg Self-Esteem scale and a newly developed Clothing Selection scale developed by the author. Forty three women in an Introductory Psychology course were given the two surveys of the Rosenberg Self-Esteem scale and the Clothing Selection scale. The surveys were given at different times to the participants to counterbalance any expectancy affects. It was expected that people with high self-esteem would have a less problems in clothing selection, while people with low self-esteem would have more problems in clothing selection. If a positive relationship was found, further research will be necessary to find a causal connection between self-esteem and clothing selection.

"The Relationship between Childhood Imaginary Companions and Comfort in Social Situations in Adulthood"

Radha Dunham

Faculty Advisor: Lonnie Yandell, Ph.D.

Wilson 217, 8:45

Previous research with children has shown that reports of imaginary companions are related to decreased social characteristics such as loneliness, shyness, and social avoidance (Bonne et al., 1999; Bouldin & Pratt, 1999). The relationship between having had an imaginary companion as a child and feeling comfortable in social situations in adulthood was examined. Fifty-four participants reported the existence or nonexistence of an imaginary companion during their childhood. “Social comfort” was then derived by summing the participant’s scores on *The UCLA Loneliness Scale, Version 3* (Russell & Cutrona, 1988), *The Social Avoidance and Distress Scale* (Watson & Friend, 1969), and *The Revised Shyness Scale* (Cheek & Buss, 1981). It was expected that participants reporting having had imaginary friends would be less social than participants reporting not having had an imaginary friend. The results did not show a significant difference for social comfort between the groups, $F(2, 51) = 1.24, p = .30$. While previous research suggests that children with imaginary companions are less social than children without imaginary companions, the present study suggests that this relationship does not carry over into adulthood. Various explanations are offered to explain this phenomenon, such as the possibility that the existence of an imaginary companion helps a child to work through awkward social transitions that are not present in adulthood.
