

	Allegheny Ballroom	Somerset West	Somerset East	Crawford West	Crawford East	Butler East	Butler West
Thursday, March 1							
6:30pm-8:00pm	HERBERT TERRACE PROJECT NIM- THE UNTOLD STORY (p. 22)						
Friday, March 2							
8:00am-8:50am	UNDERGRADUATE POSTERS I (p.22)	BEYOND THE STROOP EFFECT: ACTIVE LEARNING IN COURSES ON COGNITION AND PERCEPTION (p.35)	COGNITIVE PAPERS: MEMORY I (p. 36)	INTERNATIONAL PAPERS: CROSS-CULTURAL RESEARCH (p. 37)	HISTORY OF PSYCHOLOGY PSYCHIATRY THEN AND NOW: DANIEL BURSTON (p. 43)	LEARNING PAPERS: CUE INTEGRATION (p. 39)	COMMUNITY PSYCHOLOGY SYMPOSIUM (p. 38)
9:00am-10:20am	SOCIAL POSTERS I (p. 45)	SPORT-RELATED CONCLUSION: RESEARCH AND PRACTICE ANTHONY KONTOS (p. 42)		INTERNATIONAL PSYCHOLOGY SYMPOSIUM: PSYCHOLOGY AT UNITED NATIONS (p. 40)			COMMUNITY PSYCHOLOGY PAPER: THE EFFECTS OF MULTIPLE LEVELS OF SOCIAL CHANGE (p. 40)
10:30am-11:50am	DEVELOPMENTAL POSTERS (p. 64)	CLINICAL PAPERS II: FORENSICS (p. 57)	SYMPOSIUM (INVITED): THE INTERACTION OF CAUSALITY AND THINKING (p. 62)	BEYOND FULBRIGHT: NEW OPPORTUNITIES IN INTERNATIONAL PSYCHOLOGY: HAROLD TAKOOSHIAN (p. 59)	SYMPOSIUM: ACROSS THE 49TH PARALLEL: GENDER AND MIGRATION IN THE HISTORY OF NORTH AMERICAN PSYCHOLOGY (p. 63)	LEARNING PAPERS: INSTRUMENTAL (p. 59)	INTERDISCIPLINARY WORK WITH AT-RISK YOUTH: PATHWAYS TO COMMUNITY CAREERS: EDWARD P. MULVEY (p. 61)
12:00pm-1:20pm	LEARNING/BEHAVIORAL NEUROSCIENCE/ABA POSTERS (p. 76)	APPLIED PAPERS: EDUCATIONAL ISSUES (p. 89)	LEARNING AND COGNITIVE PAPERS: NEW PERSPECTIVES ON CONCEPTS, THINKING, AND REASONING (p. 87)	INTERNATIONAL PSYCHOLOGY SYMPOSIUM: OUTREACHES TO KENYA AND ROMANIA (p. 88)	RACE, EUGENICS, AND FLEXIBLE HEREDITY: LESSONS FROM THE 1920S: CHERYL A. LOGAN (p. 87)	APPLIED BEHAVIOR ANALYSIS PAPERS (p. 84)	COMMUNITY PSYCHOLOGY INVITED PANEL (p. 84)
1:30pm-2:50pm							
3:00pm-4:20pm	TEACHING POSTERS & CLINICAL I POSTERS (p. 92)	APPLIED PAPERS: FORENSIC ISSUES (p. 108)	HISTORY: PROFESSIONALS AND GENERALISTS IN THE HISTORY OF PSYCHOLOGY (p. 106)	INTERNATIONAL PSYCHOLOGY SYMPOSIUM: STUDENTS IN RUSSIAN UNIVERSITIES (p. 110)	HISTORY: PROFESSIONALS AND GENERALISTS IN THE HISTORY OF PSYCHOLOGY (p. 106)	LEARNING PAPERS: EXTINCTION/ INTERFERENCE I (p. 109)	COMMUNITY PSYCHOLOGY WORKSHOP: THE OCCUPY MOVEMENT (p. 92)
4:30pm-5:50pm							
6:00pm-7:20pm	SCRA & SOCIAL II POSTERS (p. 111)						
Saturday, March 3							
8:00am - 8:50am	UNDERGRADUATE POSTERS II (p. 125)		COGNITIVE PAPERS: PSYCHOLINGUISTICS (p. 138)		HISTORIAN'S ADDRESS: FROM STRENUOUSNESS TO HARDINESS: A CONCEPTUAL HISTORY OF RESILIENCE (p. 139)		
9:00am - 10:20am	CLINICAL POSTERS II (p. 146)	TEACHING WORKSHOP: MULTIMEDIA STRATEGIES TO IMPROVE STUDENT ENGAGEMENT (p. 159)	SYMPOSIUM: THE PSYCHOLINGUISTIC BASES OF SECOND LANGUAGE ACQUISITION – CONSISTENCY AND CHANGE ACROSS LANGUAGES (p. 145)	INTERNATIONAL PSYCHOLOGY SYMPOSIUM: PSYCHOLOGY IN RUSSIA (p. 142)	SOCIAL PROJECTION CAN SOLVE SOCIAL DILEMMAS JOACHIM T. KRUEGER (p. 141)	LEARNING PAPERS: THEORY AND COMPUTATION (p. 140)	
10:30am-11:50am							
12:00pm - 1:20pm	APPLIED, HISTORY, INTERNATIONAL POSTERS (p. 162)		COGNITIVE SYMPOSIUM (INVITED): WHAT FLASHBULB MEMORIES CAN REVEAL ABOUT AUTOBIOGRAPHICAL MEMORY PROCESSING (p. 162)		INCORPORATING HISTORY OF PSYCHOLOGY INTO OUR TEACHING: THE PAST IS PRESENT (p. 161)		
1:30pm - 2:50pm							
3:00pm - 4:20pm	COGNITIVE POSTERS (p. 178)	EPAGS & APA SCIENCE DIRECTORATE SPONSORED ACADEMIC CAREER WORKSHOP (P. 186)	COGNITIVE PAPERS: MEMORY II (P. 194)		HISTORY: THEORY AND PRACTICE IN THE HISTORY OF PSYCHOLOGY (p. 191)	LEARNING PAPERS: EXTINCTION/INTERFERENCE II (P. 193)	APS SPONSORED INVITED WORKSHOP: BAYESIAN STATISTICS JOHN KRUSHKJE (P. 197)
6:30pm - 8:30pm							CUNY + FRIENDS SOCIAL (p. 198)

	Westmoreland West & Central	Westmoreland East	Washington	Cambria West	Cambria East	Fayette
Friday, March 2						
8:00am - 8:50am		TEACHING SYMPOSIUM: REDESIGNING THE CURRICULUM (p. 35)	A QUIET WORLD: THE PSYCHOLOGY OF HEARING AND HEARING LOSS: DAVID MYERS (p. 57)	THEORETICAL PAPERS (p. 36)		PSI BETA: STRATEGIES FOR RECRUITING NEW MEMBERS (p. 37)
9:00am - 10:20am	COGNITIVE NEUROSCIENCE KEYNOTE: MARLENE BEHRMANN (p. 42)	TEACHING SYMPOSIUM: INNOVATIONS FOR ENHANCING ONLINE EDUCATION (p. 43)			SYMPOSIUM: THE INFLUENCE OF PARENT-INFANT INTERACTIONS ON MULTIPLE FACETS OF EARLY CHILD DEVELOPMENT (p. 41)	BRINGING THE OTHER INTO THE CLASSROOM: REDUCING MENTAL ILLNESS STIGMA IN UNDERGRADUATES (p. 39)
10:30am - 11:50am	TEACHING KEYNOTE: ON THE POWERS AND PERILS OF INTUITION: DAVID MYERS (p. 63)	SOCIAL PAPERS III: IDENTITY ISSUES (p. 61)	APS SPONSORED INVITED SPEAKER: BAYESIAN STATISTICS: JOHN KRUSCHKE (p. 58)	SCHOOL-BASED TREATMENT OF CHILDREN AND ADOLESCENTS WITH ADHD (p. 62)	DEVELOPMENTAL PAPERS I (p. 58)	PSI BETA: PREPARING FOR YOUR CAREER WITH A PSYCHOLOGY DEGREE (p. 60)
12:00pm - 1:20pm	APPLIED PSYCHOLOGY KEYNOTE: SPACE PSYCHOLOGY: FREDERICK BONATO (p. 86)	TEACHING SYMPOSIUM: KEEPING THEM ENGAGED: INNOVATIONS IN INTRODUCTORY PSYCHOLOGY (p. 85)	SOCIAL PAPERS II: GENDER, RACE AND ETHNICITY (p. 86)	CLINICAL PAPERS I: CLINICAL MEASUREMENT (p. 90)	DEVELOPMENTAL SYMPOSIUM: PREDICTORS OF CHILD CARE USE AMONG SPECIAL POPULATIONS (p. 90)	SYMPOSIUM: PSI CHI GOES INTERNATIONAL (p. 76)
1:30pm - 2:50pm	PRESIDENTIAL INVITED ADDRESS: WHAT THE #@\$%&'()* IS THE ORBITOFRONTAL CORTEX DOING UP THERE?: GEOFFREY SCHOENBAUM (p. 91)					
3:00pm - 4:20pm	DEVELOPMENTAL AND COGNITIVE KEYNOTE: SPATIAL COGNITION AS A FOUNDATION FOR REPRESENTATIONAL COMPETENCE: LYNN LIBEN (p. 108)	TEACHING SYMPOSIUM: ORIENTATION TO THE PSYCHOLOGY MAJOR COURSES: EFFECTIVE TOOLS FOR STUDENT ENGAGEMENT (p. 106)			SOCIAL PAPERS I: SELF-CONCEPT AND DIFFERENCES (p. 107)	SYMPOSIUM: PSI CHI CHAPTER EXCHANGE: CULTIVATING LEADERSHIP AND CHAPTER VITALITY (p. 105)
4:30pm - 5:50pm	PRESIDENTIAL INTEGRATIVE SYMPOSIUM: DAVID RUMELHART'S LEGACY: INTERACTIVE ACTIVATION, LANGUAGE WITHOUT RULES, AND LEARNED SEMANTIC REPRESENTATIONS (p. 111)					
6:00pm - 6:30pm						PSI CHI AWARDS (p. 124)
Saturday, March 3						
8:00am - 8:50am		TEACHING EVENT: FINLEY'S BROWN BAG TEACHING DEMOS (p. 138)		CLINICAL PAPERS III: CLINICAL POPULATIONS (p. 140)		PSI BETA: THE REFLECTIONS BODY IMAGE PROGRAM (p. 125)
9:00am - 10:20am	HISTORY KEYNOTE: SECURING OUR PAST: DAVID B. BAKER (p. 143)	TEACHING WORKSHOP: TEACHING INTRODUCTORY PSYCHOLOGY: DEMONSTRATIONS AND ACTIVITIES THAT WORK (p. 143)	ADVANCING SCHOLARSHIP IN THE CURRENT PROFESSIONAL AND ECONOMIC CLIMATE (p. 142)	CLINICAL PAPERS IV: CLINICAL INTERVENTIONS (p. 143)	DEVELOPMENTAL SYMPOSIUM: PARENTING SELF-EFFICACY ACROSS THE LIFE-SPAN (p. 144)	UNDERGRADUATE PSYCHOLOGY RESEARCH EXPERIENCES IN THE APPLIED CLINICAL/COUNSELING FIELD: PURPOSE AND BENEFITS: KEITH MORGEN (p. 145)
10:30am - 11:50am	PRESIDENTIAL INVITED ADDRESS: INDIVIDUAL VARIATION IN RESISTING TEMPTATION: IMPLICATIONS FOR ADDICTION: TERRY ROBINSON (p. 160)					
12:00pm - 1:20pm	LEARNING KEYNOTE: APPLIED ASSOCIATIVE LEARNING IAN P.L. MCLAREN (p. 176)	TEACHING KEYNOTE: SCIENTIFIC LITERACY: A CENTRAL GOAL OF UNDERGRADUATE EDUCATION DANIEL CORTIS (p. 161)	INVITED SYMPOSIUM: A SOCIAL-PSYCHOLOGICAL LOOK AT VIOLENCE AGAINST WOMEN (p. 160)	CLINICAL PAPERS V: CLINICAL PHENOMENOLOGY (p. 176)	DO SPATIAL ABILITY AND NAVIGATION SKILLS BENEFIT FROM COMMERCIAL VIDEO GAME EXPERIENCE? BRIAN VERDINE (p. 176)	PSI CHI: PREPARING FOR GRADUATE SCHOOL IN PSYCHOLOGY: MINI-WORKSHOP I (p. 161)
1:30pm - 2:50pm	PRESIDENTIAL ADDRESS: ON THE RICHNESS OF PAVLOVIAN LEARNING ANDREW DELAMATER (p. 178)					
3:00pm - 4:20pm	CLINICAL KEYNOTE: A NEW UNIFIED THEORY OF PSYCHOLOGY: OVERVIEW AND IMPLICATIONS FOR PSYCHOTHERAPY GREG HENRIQUES (p. 192)	TEACHING SYMPOSIUM: CHARACTERISTICS OF EXCELLENCE IN UNDERGRADUATE RESEARCH (p. 195)		CLINICAL SYMPOSIUM: THE FUTURE OF PSYCHOLOGICAL PRACTICE (p. 192)	DEVELOPMENTAL PAPERS II (p. 195)	PSI CHI: APPLYING TO GRADUATE SCHOOL IN PSYCHOLOGY: MINI-WORKSHOP II (p. 197)
4:30pm - 5:50pm	VIRGINIA SEXTON INVITED SPEAKER: MENTORING: A TRIBUTE TO VIRGINIA STAUDT SEXTON FLORENCE DENMARK (p. 198)					
6:00pm - 6:30pm	EPA BUSINESS MEETING (p. 198)					

President's Welcome

2012 Convention of the Eastern Psychological Association

Welcome back to Pittsburgh for the 83rd annual meeting of the Eastern Psychological Association (EPA)! EPA is the oldest regional meeting of psychological associations in the country, having been established in 1896. Its annual meetings have inspired countless generations of psychologists who, like myself, delivered their very first professional talk here, and has also continued to maintain the tradition of creating not only a welcoming environment for those relatively new to the field but also a scientifically stimulating environment for the many luminaries who regularly attend.

This year's meeting will follow in EPA's venerable tradition with another exciting program. Some of the highlights include

- > A special opening night keynote address given by Herb Terrace (Columbia) who will speak about the scientific story behind Project Nim – the effort to teach a chimp to communicate with American Sign Language
- > A presidential integrative symposium celebrating the career of the late giant of cognitive science David Rumelhart with contributions by Jay McClelland (Stanford), Tim Rogers (University of Wisconsin), & Dave Plaut (Carnegie Mellon)
- > Presidential invited addresses given by leading behavioral neuroscientists who study the psychological and neural mechanisms involved in addiction (Terry Robinson, University of Michigan) and orbitofrontal cortex functioning (Geoff Schoenbaum, NIDA)
- > Invited addresses by Dave Myers (Hope College) and John Kruschke (Indiana University), both recognized for their excellence in the teaching of psychology. Myers will discuss his work on intuition and Kruschke will talk about and conduct a workshop on Bayesian Statistics
- > A special Virginia Staudt Sexton lecture given by former president of EPA Florence Denmark
- > An impressive series of invited addresses from leading investigators in several of EPA's core areas including talks by Marlene Behrmann (Cognitive Neuroscience), Joachim Krueger (Social), Lynn Liben (Developmental), Ian McLaren (Associative Learning), and many others

As is true for all meetings of EPA's size there are a large number of people who have worked extremely hard to make this event happen. I would like to recognize the tireless work performed by the Program Committee (especially our program chair Diane Finley), our Executive Officer (Fred Bonato), and our Board of Directors and all of the other volunteers who devote their time and energy to help make our annual meeting a successful one. In addition, our meeting greatly benefits from the generous contributions by the APA, APS, Psi Chi, Pearson Publishing, Brooklyn college and the Graduate Center of the City University of New York, and the helpful collaborations with other organizations (EPAGS, CUPP, CTUP, SCRA).

I truly hope that you all find this year's meeting an exciting and invigorating one, and that you have a great time in Pittsburgh!

With my very best wishes,

Andy Delamater





BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK is an urban, public institution that provides access to outstanding undergraduate and graduate programs in the arts and sciences, business, and education, and a vibrant core curriculum in the liberal arts, to students of all backgrounds. It is situated in one of the most dynamic and diverse communities in the country.

THE PSYCHOLOGY DEPARTMENT, part of the School of Natural and Behavioral Sciences, offers masters programs in Experimental Psychology, Mental Health Counseling, and Organizational Psychology, and houses the CUNY Psychology doctoral subprogram in Cognition, Brain, and Behavior.

RESEARCH OPPORTUNITIES are offered by faculty with interests in basic and applied areas of psychology and neuroscience, including associative learning, cognitive and behavioral neuroscience, cognitive development and aging, computational modeling and robotics, creativity, feeding and nutrition, health, memory, organizational psychology, psycholinguistics, psychopathology, skilled performance, sensory processes and social psychology. Research labs are well equipped, many supported by federal, city, and institutional grants. Several faculty collaborate with researchers in hospitals and medical schools with access to technologies such as fMRI, and to clinical populations.

For more information about faculty & programs at Brooklyn College, please visit:

www.brooklyn.cuny.edu/pub/departments/psychology/index.htm
or contact Dr. Margaret-Ellen Pipe, mepipe@brooklyn.cuny.edu

CUNY'S GRADUATE SCHOOL AND UNIVERSITY CENTER: The Cognition, Brain & Behavior program housed at Brooklyn College is part of a large, multi-campus, consortial doctoral training program in Psychology administered through CUNY's Graduate School and University Center. The **Ph.D. program in Psychology** prepares students for research, teaching, and practice in a number of specialized areas in addition to Cognition, Brain & Behavior, including: Biopsychology and Behavioral Neuroscience, Clinical Psychology, Cognitive Neuroscience, Developmental, Environmental, Clinical Forensic, Experimental Forensic, Industrial and Organizational, Learning Processes and Behavior Analysis, Basic Neuropsychology, Clinical Neuropsychology, and Social/Personality Psychology.

For more information, please visit our website at:
www.gc.cuny.edu/psychology
or contact Dr. Maureen O'Connor, moconnor@gc.cuny.edu

Officers and Committees of the Eastern Psychological Association

OFFICERS

President	Andrew Delamater, Brooklyn College CUNY
President-Elect	Debra A. Zellner, Montclair State University
Past President	Ruth Colwill, Past President, Brown University
Executive Officer	Frederick Bonato, Saint Peter's College
Treasurer	Norine Jalbert, Western Connecticut State University
Historian	Wade Pickren, American Psychological Association
Program Committee Chair	Diane Finley, Prince George's Community College

BOARD OF DIRECTORS

2010-2013	Rachel Barr, Georgetown University
2011-2014	Bruce Brown, Queens College CUNY
2009-2012	Dana Dunn, Moravian College
2011-2014	Bonnie Green, East Stroudsburg University
2009-2012	Lewis Lipsitt, Brown University
2011-2014	James Macdonall, Forham University
2010-2013	Susan Nolan, Seton Hall University
2010-2013	Vincent Prohaska, Lehman College CUNY
2009-2012	Susan Whitbourne, University of Massachusetts, Amherst

PROGRAM COMMITTEE

2010-2012	Diane Finley (Chair), Prince George's Community College
ex officio	Frederick Bonato, Executive Officer, Saint Peter's College
ex officio	Andrew Delamater, President, Brooklyn College CUNY
2011-2013	Daniel Gottlieb, Sweet Briar College
2010-2012	Gregg Henriques, James Madison University
2011-2013	Nancy Kim, North Eastern University
2010-2012	Amy Learmonth, William Patterson University
2010-2012	Andrew Peck, Pennsylvania State University
2010-2015	Wade Pickren, Historian, American Psychological Association
2011-2013	Janet Sigal, Fairleigh Dickinson University
2011-2013	Harold Takooshian, Fordham University

Affiliates

Mercedes McCormick, PsiChi, Pace University
Melanie Arpaio, Psi Beta, Sussex County CC
Michele Schlehoefer, SCRA, Salisbury University
Lindsay Morton, EPAGS

Past Presidents of the Eastern Psychological Association

1929-1930: Robert S. Woodworth	1957-1958: Stuart W. Cook	1985-1986: Florence L. Denmark
1930-1931: Howard C. Warren	1958-1959: Carl Pfaffmann	1986-1987: Robert A. Rescorla
1931-1932: Margaret Floy Washburn	1959-1960: James J. Gibson	1987-1988: Ethel Tobach
1932-1933: Raymond Dodge	1960-1961: S. Smith Stevens	1988-1989: Edwin P. Hollander
1933-1934: James M. Cattell	1961-1962: George A. Miller	1989-1990: Doris R. Aaronson
1934-1935: Joseph Jastrow	1962-1963: Richard L. Solomon	1990-1991: Linda M. Bartoshuk
1935-1936: Herbert S. Langfeld	1963-1964: Charles N. Cofer	1991-1992: Russell M. Church
1936-1937: Samuel W. Fernberger	1964-1965: David C. McClelland	1992-1993: Lewis P. Lipsitt
1937-1938: Karl S. Lashley	1965-1966: Eliot Stellar	1993-1994: Norman E. Spear
1938-1939: Karl M. Dallenbach	1966-1967: James E. Deese	1994-1995: Kay Deaux
1939-1940: Fredric L. Wells	1967-1968: Eleanor J. Gibson	1995-1996: George H. Collier
1940-1941: Walter S. Hunter	1968-1969: Morton Deutsch	1996-1997: Ludy T. Benjamin, Jr.
1941-1942: Gardner Murphy	1969-1970: B. Richard Bugelski	1997-1998: Bartley G. Hoebel
1942-1943: Gordon W. Allport	1970-1971: Joseph V. Brady	1998-1999: John Gibbon
1943-1944: Edna Heidbreder	1971-1972: Roger Brown	1999-2000: Ralph R. Miller
1944-1945: Henry E. Garrett	1972-1973: William N. Schoenfeld	2000-2001: Barbara F. Nodine
1945-1946: Edwin G. Boring	1973-1974: Jerome L. Singer	2001-2002: Jeremy M. Wolfe
1946-1947: Anne Anastasi	1974-1975: Jerome Kagan	2002-2003: Carolyn Rovee-Collier
1947-1948: J. McVicker Hunt	1975-1976: Lorrin A. Riggs	2003-2004: Peter Balsam
1948-1949: Otto Klineberg	1976-1977: Julian B. Rotter	2004-2005: Mark Bouton
1949-1950: A. Hadley Cantril	1977-1978: Julian E. Hochberg	2005-2006: Stanley Weiss
1950-1951: Carl I. Hovland	1978-1979: Leon J. Kamin	2006-2007: Philip Hine
1951-1952: Frank A. Beach	1979-1980: Seymour Wapner	2007-2008: Robert Sternberg
1952-1953: Neal E. Miller	1980-1981: Robert Perloff	2008-2009: Nora Newcombe
1953-1954: Harold Schlosberg	1981-1982: Mary Henle	2009-2010: Kurt Salzinger
1954-1955: B. F. Skinner	1982-1983: Judith Rodin	2010-2011: Ruth Colwill
1955-1956: Clarence H. Graham	1983-1984: Virginia S. Sexton	2011-2012: Andrew Delamater
1956-1957: Fred S. Keller	1984-1985: Nancy S. Anderson	

Fellows of the Eastern Psychological Association

In 2007, EPA's Board of Directors established a new level of membership to honor achievement in psychology: EPA Fellow. By virtue of its honorific status, the Board intended the Fellow designation not only to increase retention of existing members but to attract new ones. The Board also hoped that the Fellows would play an important leadership role in the Association, particularly at the annual meeting. (* recently inducted fellows)

Aaronson, Doris	2010	Ghirardelli, Thomas	2009	Phillips, Deborah	2011*
Adler, Leonore	2010	Gielen, Uwe	2008	Pickren, Wade	2009
Allan, Robert	2009	Glass, Arnold	2009	Porac, Clare	2009
Allan, Lorraine	2009	Golinkoff, Roberta	2009	Powers, Alice	2009
Baker, Andy	2011*	Hall, Geoffrey	2009	Poyrazli, Senel	2010
Baker, Suzanne	2011*	Harris, Ben	2010	Primavera, Louis	2008
Balsam, Peter	2009	Henriques, Gregg	2011*	Prohaska, Vincent	2010
Barlow, David	2011*	Herbert, James	2010	Rajaram, Suparna	2010
Barr, Rachel	2010	Hineline, Phil	2010	Rescorla, Robert	2010
Bartoshuk, Linda	2010	Hoebel, Bartley	2009	Rodin, Judith	2010
Beins, Barney	2010	Hofmann, Stefan	2010	Roig, Miguel	2010
Benjamin, Ludy	2009	Hogan, John	2008	Rosales-Ruiz, Jesus	2011*
Bertisch Meir, Rivka	2010	Hogan, Thomas	2010	Rovee-Collier	2008
Bigelow, George	2008	Hollander, Ed	2010	Rubin, Neil	2010
Blaisdell, Aaron	2011*	Honey, Robert	2010	Rutherford, Alexandra	2010
Blass, Thomas	2009	Howard, James	2009	Salzinger, Kurt	2009
Bonato, Fred	2010	Hunt, Pamela	2008	Schacter, Dan	2011*
Bosack, Theodore	2011*	Jalbert, Norine	2008	Schaie, K. Warner	2008
Bouton, Mark	2008	Johnson, Blair	2009	Shapiro, Ronald	2011*
Bronzaft, Arline	2010	Johnson-Laird, Philip	2008	Shors, Tracey	2010
Brown, Michael	2009	Kalat, James	2008	Siegel, Shepard	2009
Buschke, Herman	2008	Kiess, Harold	2011*	Sigal, Janet	2010
Camara, Wayne	2010	Whitbourne, Susan	2008	Sloman, Steven	2010
Cameron, Sam	2009	Krueger, Joachim	2011*	Sobel, David	2011*
Catania, Charles	2010	Langer, Ellen	2010	Spear, Norman	2010
Cautin, Robin	2010	Leaton, Robert	2011*	Spilich, George	2009
Chrisler, Joan	2009	Ledoux, Joseph	2010	Steele, Claude	2010
Church, Russ	2010	Lewis, Michael	2009	Sternberg, Robert	2008
Colwill, Ruth	2008	Lipsitt, Lewis	2010	Stevens, Michael	2010
Conrada, Richard	2009	Loftus, Elizabeth	2011*	Stricker, Lawrence	2009
Cook, Robert	2009	Long, Gerald	2008	Takooshian, Harold	2008
Cronin-Golomb, Alice	2008	Luce, Duncan	2010	Teghtsoonian, Robert	2011*
Deaux, Kay	2010	Malt, Barbara	2008	Teghtsoonianm, Martha	2011*
Deci, Edward	2008	Matzel, Louis	2009	Thayer, Paul	2008
Delamater, Andrew	2008	McBride, Christine	2009	Tversky, Barbara	2010
Denmark, Florence	2010	Miller, Ralph	2008	Urcuioli, Peter	2011*
Dickinson, Tony	2011*	Monti, Peter	2009	Velayo, Richard	2010
Dunn, Dana	2008	Moore, John	2008	Wagner, Allan	2010
Dutch, Susan	2009	Nader, Karim	2011*	Weiss, Stan	2009
Fagen, Jeffrey	2010	Newcombe, Nora	2008	Williams, Douglas	2011*
Fantino, Edmund	2011*	Nodine, Barbara	2009	Wolfe, Jeremy	2009
Farley, Frank	2008	Norcross, John	2008	Wright, Jack	2011*
Ferrari, Joseph	2008	Parker, Scott	2010	Zanna, Mark	2008
Fish, Jefferson	2010	Pearce, John	2011*	Zellner, Debra	2010
Freeman, James	2011*	Pepperberg, Irene	2008	Zentall, Thomas	2009
Geer, James	2008	Phelps, Elizabeth	2010	Zimbardo, Phil	2010

Affiliated Organizations

APA Division 27—Society of Community Research Action (SCRA) <http://www.apa.org/divisions/div27>
APA Division 52—International Psychology <http://www.internationalpsychology.org>
Council of Teachers of Undergraduate Psychology <http://www.psych.txstate.edu/ctup>
Council of Undergraduate Psychology Programs (CUPP) <http://www.am.org/cupp>
Psi Beta: National Honor Society in Psychology for Community & Junior Colleges <http://psibeta.org>
Psi Chi: The National Honor Society in Psychology <http://www.psichi.org>
Psychology Teachers at Community Colleges (PT@CC) http://www.apa.org/ed/pt@cc_update.html
Society for the Teaching of Psychology (STP)
<http://teachpsych.lemoyne.edu/teachpsych/div/divindex.html>
Teachers of Psychology in Secondary Schools (TOPSS) <http://www.apa.org/ed/topsshomepage.html>

Founders Group

Doris Aaronson
Nancy S. Anderson
Linda M. Bartoshuk
Gary M. Brosvic
Murray & Norma
Benimoff
Ludy T. Benjamin, Jr.
J. Marshall Brown
Samuel M. Cameron

Florence L. Denmark
Anthony M. Graziano
Bartley G. Hoebel
John Hogan
Edwin P. Hollander
Marvin A. Iverson
Memorial Fund
O.W. Lacy
Lewis P. Lipsitt
Joseph M. Notterman

William Penn Foundation
In honor of
Gloria Twine Chisum
Mary Reuder
Lorrin A. Riggs
Thomas E. Shipley
Norman E. Spear
Julian C. Stanley
Walter C. Stanley

The Founders Group consists of individuals who have donated a total of \$500 to EPA over a period of years. Donations may be sent to the Executive Office:

Frederick Bonato, EPA
Psychology Department
Saint Peter's College
2641 Kennedy Boulevard
Jersey City, NJ 07306

EPA would like to thank the following individuals for their contributions to EPA

Retiring Board of Directors Members
Dana Dunn, Lewis Lipsitt and Susan Whitbourne

Retiring Program Committee Members
Diane Finley, Gregg Henriques, Amy Learmonth, Andrew Peck

Future Meetings

2013- Marriott Marquis, New York, NY, March 1-3
2014- Boston Park Plaza and Towers, Boston, MA, March 13-16

PSI CHI/EPA Invited Address

Thursday, March 1, 2012, 6:30 PM – 8:00 PM, Alleghany Ballroom I-IV

Herbert Terrace, Columbia University

Project Nim – The Untold Story

In the mid-70's, I directed a project at Columbia University to teach Nim, an infant chimpanzee, to use American Sign Language. Project Nim, a documentary that opened on July 8, loosely describes the project. It shows Nim interacting with his teachers after he arrived from his birthplace at the Primate Institute in Norman, Oklahoma when he was two weeks old. Viewers would have to close their eyes not to appreciate Nim's loveable personality and his endearing antics. But, unfortunately, they would be hard pressed to see the science on which the project was based. That's because the documentary pointedly avoided that topic, -which is a shame because the project provided important scientific insights into what chimpanzees can tell us about humanity. The project's goal was to determine whether a non-human primate could learn to use grammatical rules to create particular meanings, the essence of language. Positive evidence of Nim's grammatical ability would undermine the claim of human uniqueness in the animal kingdom. Negative evidence would raise the question, "Why can't a chimpanzee learn a grammatical language?" My talk today addresses that question and also outlines what there is about the evolution of humans that made them specifically equipped to learn language.



Herbert Terrace received his PhD in 1961 as a student of B. F. Skinner. Since 1961 he has been a faculty member at Columbia University's Department of Psychology. He has done research on errorless learning in pigeons, auto-shaping, ape language and primate cognition, all of which were funded by NIMH. He has written more than 150 articles and 4 books. In 2004 he was awarded the Warren Medal by the Society for Experimental Psychology and in 2009 a Lifetime Achievement Award by the Comparative Cognition Society.

PSI BETA and Teaching Invited Address

Friday, March 2, 2012, 9:00 AM – 10:20 AM, Washington

David Myers (Hope College)

A Quiet World: The Psychology of Hearing and Hearing Loss

David Myers will describe the wonders of hearing, offer his first-person account of progressive hearing loss, and explains his advocacy of an assistive listening technology that appreciates the human factor (see www.hearingloop.org).



"Hope College social psychologist David Myers is a communicator of psychological science to college students and the general public. His writings, supported by National Science Foundation grants and fellowships and recognized by the Gordon Allport Prize, have appeared in three dozen academic periodicals, four dozen magazines, and seventeen books."

History of Psychology Invited Address

Friday, March 2, 2012, 9:00 AM – 10:20 AM, Crawford East

Daniel Burston (Duquesne University)

Anti-Psychiatry, Then and Now



The term “anti-psychiatry” was coined in the late 1960’s to describe a group of British and American psychiatrists who questioned the “medical model” of madness, and developed alternatives to the coercive and/or neurotoxic treatments offered by mainstream psychiatry at the time. This group was strongly influenced by existentialism, phenomenology, psychoanalysis and American communications theory, and was inclined to situate the source of the patient’s disturbance in the patient’s family of origin, rather than in their brain or their unconscious.

Professor Daniel Burston is Chair of Psychology at Duquesne University. He holds doctorates in Social and Political Thought and in Psychology, and brings a background of philosophy and critical theory to his work in psychology. His publications concern the history and politics of psychology, psychiatry, and psychoanalysis, and the various points of convergence between existential-phenomenology and psychoanalytic thought. He is the author of the Legacy of Erich Fromm and The Wing of Madness, a biography of R.D. Laing.

Cognitive Neuroscience Keynote Address

Friday, March 2, 2012, 9:00 AM – 10:20 AM, Westmoreland West and Central

Marlene Behrmann, Carnegie Mellon University

Distributed Neural Circuits, Not Circumscribed Centers, Mediate Both Face and Word Recognition



In contrast with the claim that there exist domain-specific neural correlates of face and word recognition, I propose that complex visual recognition is subserved by a distributed underlying circuit that becomes relatively optimized, over development, for words and faces in the left and right hemisphere, respectively. I will present behavioral and neural developmental evidence and data from individuals with lesions revealing the structural and functional connectivity of this circuit as well as its developmental trajectory.

Dr. Behrmann is a Professor in the Department of Psychology, Carnegie Mellon University and the Center for the Neural Basis of Cognition. Her research is concerned with the psychological and neural bases of visual processing, with particular focus on the mechanisms by which the signals from the eye are transformed into meaningful and coherent percepts by the brain. She adopts an interdisciplinary approach using a combination of computational, neuropsychological and functional brain imaging studies with normal and brain-damaged individuals

Applied Psychology Invited Address

Friday, March 2, 2012, 9:00 AM – 10:20 AM, Somerset West

Anthony Kontos

Sport-Related Concussion: New Developments in Research and Practice



The purpose of this presentation is to provide a critical review of sport-related concussion trends, assessment, and treatment from a research to practice perspective. The focus of the presentation will be on translating empirical findings to practical application. Dr. Kontos will present information about sport-related concussion from a multidisciplinary perspective including emerging risk factors, developmental issues, prognostic indicators of outcome, and psychological issues. Dr. Kontos will then examine new developments in empirically-based assessment of sport-related concussion including on-field and computerized neurocognitive assessments; symptom reports; and neuroimaging techniques. Dr. Kontos will also discuss cutting-edge, empirically-based treatments for sport-related concussion including pharmacological, physical exertion, and vestibular therapies. At the conclusion of the presentation, Dr. Kontos will respond to questions from the audience.

Anthony P. Kontos, Ph.D. is the Assistant Research Director for the Sports Medicine Concussion Program at the UPMC Center of Sports Medicine, where he directs external and internal concussion research projects, the Concussion Research Registry and the Concussion Grand Rounds series. Dr. Kontos received his Ph.D. in kinesiology/sport psychology from Michigan State University. His research in sports-related concussion includes psychological issues, neurocognitive and neuromotor effects, imaging studies, dual-task paradigms, and concussion outreach with underrepresented groups. Dr. Kontos has nearly 40 professional publications and 70 professional presentations, and has received funding from external sources including US Army Special Operations Command, National Operating Committee of Standards for Athletic Equipment, and the National Football League. He is the Program Chair of American Psychological Association's Division 47, a member of Association of Applied Sport Psychology, and an associate member of the National Academy of Neuropsychology

Teaching Keynote Address

Friday, March 2, 2012, 10:30 AM – 11:50 AM, Westmoreland West and Central

David Myers (Hope College)

The Powers and Perils of Intuition



How reliable is our intuition? Myers, author of *Intuition: Its Powers and Perils* (Yale University Press) will show how intuition's automatic processing can provide us with useful—and often amazing—insights, it can also dangerously mislead us. He will also explore questions such as: Why do people intuitively misperceive events and fear the wrong things? Are some people, such as women, more intuitive? Why do athletes, interviewers, investors, gamblers, and psychics so predictably fall prey to their illusory intuitions?

"Hope College social psychologist David Myers is a communicator of psychological science to college students and the general public. His writings, supported by National Science Foundation grants and fellowships and recognized by the Gordon Allport Prize, have appeared in three dozen academic periodicals, four dozen magazines, and seventeen books."

APS Sponsored Invited Address

Friday, March 2, 2012, 10:30 AM – 11:50 AM, Washington

John Kruschke (Indiana University)

Bayesian Statistics



Many fields of science are transitioning from null hypothesis significance testing (NHST) to Bayesian data analysis. There are many foundational problems with NHST. A few of these problems will be illustrated in the context of familiar t tests and multiple comparisons. Essentially, p values and the limits of confidence intervals depend strongly on the intentions of analyst, despite the fact that those intentions have no impact on the data. Moreover, confidence intervals carry no distributional information and are only minimally useful for predicting new data. On the other hand, Bayesian data analysis does not suffer these problems. Bayesian analysis provides complete information about the relative credibilities of all candidate parameter values. Bayesian analysis applies seamlessly to small samples, large samples, unbalanced designs, missing data, outliers, etc. Bayesian analysis software is flexible and can be used for a wide variety of data-analytic models. And it's free. Prof. Kruschke will give a follow-up workshop that introduces the mechanics of actually doing

Bayesian data analysis for many of the examples presented in the talk. For complete details about the follow-up workshop, including software, see <http://www.indiana.edu/~jkkteach/WorkshopEPA2012.html>

John Kruschke is five-time winner of Teaching Excellence Recognition Awards from Indiana University, where he is Professor of Psychological and Brain Sciences, and Adjunct Professor of Statistics. He has written an introductory textbook on Bayesian data analysis; see also the articles linked above. His research interests include the science of moral judgment, applications of Bayesian methods to teaching and learning, and models of attention in learning, which he has developed in both connectionist and Bayesian formalisms. He received the Troland Research Award from the National Academy of Sciences. He is action editor for the Journal of Mathematical Psychology, and is on the editorial boards of Psychological Review, the Journal of Experimental Psychology: General, among others.

International Keynote Address

Friday, March 2, 2012, 10:30 AM – 11:50 AM, Crawford West

Harold Takooshian (Fordham University)

Beyond Fulbright: New Opportunities in International Psychology



Though APA was slow to recognize “international psychology” as a new specialty, when it chartered its Division 52 in 1997, this vibrant new specialty is now a source of many new opportunities for psychologists at all levels: students, faculty, practitioners, researchers, and activists. EPA was the first of 7 regionals to recognize international psychology in 2002. This data-based presentation offers a four-part overview of: (1) the fascinating international origins of psychology; (2) the gradual recognition of international psychology as a specialty; (3) the current diversity within international psychology, from the United Nations to academe; (4) the breadth of emerging opportunities for psychology teachers, researchers, practitioners, and students.

Harold Takooshian completed his PhD with Stanley Milgram in 1979 at the City University of New York. As a teacher, he has taught at nine universities in six nations, including a U.S. Fulbright Scholar to the USSR in 1987-88. As a researcher, he is known for his publications in international and cross-cultural psychology, and is Associate Editor of the APA Bulletin of International Psychology. He is a Past-President or Fellow in several APA divisions: Teaching, Consulting, Social Issues, International, General. In 2011, he was elected an International Ambassador and Distinguished Member of Psi Chi, and received the 2011 APA International Mentor Award, for his encouragement of students and colleagues.

SCRA Community Keynote Address

Friday, March 2, 2012, 10:30 AM – 11:50 AM, Butler West

Edward P. Mulvey (Western Psychiatric Institute and Clinic)

Beyond Fulbright: New Opportunities in International Psychology



While there are many approaches to addressing youth violence, the area of community psychology has a unique contribution to make toward conceptualization and intervention in this area. In his keynote address, Dr. Mulvey will provide an overview of several community psychology interventions with potential applicability to the issue of youth violence. Several general principles derived from community psychology interventions have been integrated into certain approaches to youth violence, but considerably more integration of principles could yet occur. Three areas of possible integration of community psychology perspectives will be highlighted. First, risk assessment of adolescent offenders will be discussed and strategies for incorporating more contextual approaches to assessment will be presented. Second, current efforts to promote juvenile justice reforms with a more developmental perspective will be discussed, with an emphasis on the ways that community psychology work on organizational regularities can inform these efforts. Finally, the role of family involvement in juvenile justice will be addressed. Families are integral to an adolescent offenders adjustment to the community, yet the juvenile justice system is sorely lacking in systematic methods to involve families positively. Each of these topics holds promise for the constructive involvement of community psychologists.

Edward P. Mulvey is a Professor of Psychiatry and Director of the Law and Psychiatry Program at Western Psychiatric Institute and Clinic at the University of Pittsburgh School of Medicine. He received his B.A. in psychology from Yale University in 1973, his Ph.D. in Community/Clinical Psychology from the University of Virginia in 1982, and post-doctoral training in quantitative methods in criminal justice at Carnegie-Mellon University. He has served on two MacArthur Foundation Research Networks (one on Mental Health and the Law and another on Adolescent Development and Juvenile Justice), and is currently a member of the Scientific Advisory Board for the Office of Justice Programs of the Department of Justice and the National Academy of Sciences Committee on Assessing Juvenile Justice Reforms.

Applied Keynote Address

Friday, March 2, 2012, 12:00 PM – 1:20 PM, Westmoreland West and Central

Frederick Bonato (Saint Peter's College)

Space Psychology: Reaching New Heights



How do people react to the unique challenges associated with traveling through space? Soon 'space tourists' will embark on commercial spaceflights that will subject them to extreme conditions including zero gravity, hypergravity, anxiety, and changes in pressure. Projected missions to the Moon and Mars will entail additional challenges such as space motion sickness, long periods of isolation, radiation, and confined quarters. This talk will address the sensory/perceptual, social, and cognitive aspects of space travel that are currently being studied to help make spaceflight safer and less stressful.

Biography: Frederick Bonato is a Professor of Psychology and Director of Research and Sponsored Programs at Saint Peter's College. He is the Editor-in-Chief of the Aerospace Medical Association's official peer-reviewed journal, *Aviation, Space, and Environmental Medicine* and also serves as the Executive Officer of the Eastern Psychological Association. He publishes in the area of motion sickness including its variants such as simulator sickness and space motion sickness. His work has been funded by agencies such as NSF and NASA and has been featured in media outlets including the Science Channel.

History of Psychology Invited Address

Friday, March 2, 2012, 12:00 PM – 1:20 PM, Crawford East

Cheryl A. Logan (UNC-Greensboro)

Race, Eugenics, and Flexible Heredity: Lessons From the 1920s



Cheryl Logan is Professor Emerita at UNC Greensboro, where she held professorships in both psychology and history. Her current scholarship combines her interest in psychology and biology in a historical project entitled, "Spectacular Failure in Science: Endocrinology, the Inheritance of Acquired Characteristics and Alternative Eugenics: 1902-1933."

In the 1920s, several Austrian scientists argued that the environment could alter heredity through the action of sex hormones on genes. Motivated by social reform and the hope for an ethical eugenics, they sought to weaken barriers of race, sex, and class that were often justified by genetic determinism. While their scientific arguments were incomplete, social influences helped ensure their failure. Their story offers useful lessons for how social biases might affect psychologists' framing of the new look in contemporary treatments of nature and nurture: epigenetics.

Presidential Invited Address

Friday, March 2, 2012, 1:30 PM – 2:50 PM, Westmoreland West and Central

Geoffrey Schoenbaum (NIDA)

What the #@\$\$\$\$!!! is the Orbitofrontal Cortex Doing Up There?



The orbitofrontal cortex is strongly implicated in good (or at least normal) "decision-making". Key to good decision-making is knowing the general value or "utility" of available options. Over the past decade, highly influential work has reported that the neurons in the orbitofrontal cortex signal this quantity. Yet the orbitofrontal cortex is typically not necessary for apparent value-based behaviors unless those behaviors require value predictions to be derived from access to complex models of the task, and the neural correlates cited above only part of a much richer representation linking the characteristics of specific outcomes (sensory, timing, unique value) that are expected and the events associated with obtaining them. In this workshop, I will review these data to argue that this aspect of encoding in the orbitofrontal cortex is actually what is critical in explaining the role of this area in both behavior and learning, and that any contribution of this area to economic decision-making stems from its unique role in allowing value to be derived (both within and without) from these environmental models.

I received my MD and PhD from the University of North Carolina in Chapel Hill, working with Dr Howard Eichenbaum. After finishing, I joined Dr Michela Gallagher's lab at Johns Hopkins University, until 2003 when I accepted a position at the University of Maryland at Baltimore. Currently I am a Branch Chief and Senior Investigator at the National Institute on Drug Abuse. Throughout, my work has focused on how the orbitofrontal cortex collaborates with other brain areas to support normal adaptive behavior and also learning, in both normal rats and rat models of addiction and aging.

Developmental and Cognitive Keynote Address

Friday, March 2, 2012, 3:00 PM – 4:20 PM, Westmoreland West and Central

Lynn Liben (The Pennsylvania State University)

Spatial Cognition as a Foundation for Representational Competence

Representations such as maps, diagrams, and photographs pervade classrooms, workplaces, and everyday lives. This presentation draws on concepts and data from developmental psychology to identify challenges and opportunities presented by environmental representations, and to demonstrate the importance of individual and gender differences among users. This presentation will cover research connecting children's and adults' basic spatial concepts to success in using maps of outdoor spaces for exploring new environments and for recording scientific data.



Lynn S. Liben is Distinguished Professor of Psychology at Penn State. She studies developmental and individual differences in both spatial cognition and gender stereotypes. Illustrative of current work at the space-gender intersection is research on the gender gap in the National Geographic Bee. Having served as President of APA's Division 7 and of the Piaget Society and as Editor of *Child Development* and of *JECOP*, Dr. Liben is now President-Elect of the Society for Research in Child Development.

Presidential Integrative Symposium

Friday, March 2, 2012, 4:30 PM – 6:00 PM, Westmoreland West & Central

David Rumelhart's Legacy: Interactive Activation, Language without Rules, and Learned Semantic Representations

David E. Rumelhart used a wide range of mathematical and computational approaches in service of his goal of understanding human cognition. He is best known for his work on connectionist, or parallel distributed processing models, although prior to exploiting these approaches he explored symbolic and probabilistic approaches. In this symposium, we will consider three of the psychological phenomena Rumelhart sought to understand: Context effects in perception; the quasi regular structure of natural language; and the representation of semantic knowledge. In all three of these areas, Rumelhart introduced influential models that addressed essential features of the phenomenon and spawned an extensive experimental and theoretical literature exploring the nature of the effects in question. After a brief introduction to Rumelhart's unique qualities as a scientist, the three speakers in the symposium will consider Rumelhart's legacy in each of these areas in turn, addressing the cognitive phenomena and the theoretical ideas that arose to address the phenomena, and considering how the findings and ideas have developed over the intervening years.

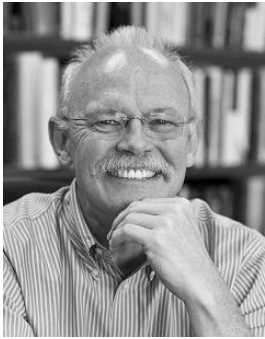
Individual Presentations:

Jay McClelland (Stanford University)

Context effects in perception: Probabilistic computation or interactive activation

Jay McClelland received his Ph.D. in Cognitive Psychology from the University of Pennsylvania in 1975 and served on the faculty of the University of California, San Diego, before moving to Carnegie Mellon in 1984, where he was a founding Co-Director of the Center for the Neural Basis of Cognition, a joint project of Carnegie Mellon

and the University of Pittsburgh. In 2006 McClelland moved to Stanford University, where he is now Lucie Stern Professor in the Social Sciences, Chair of the Department of Psychology, and founding Director of the Center for Mind, Brain and Computation.



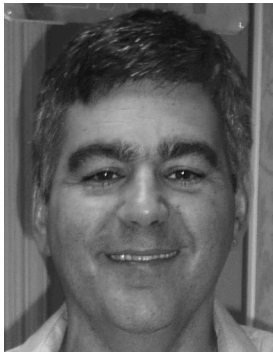
Over his career, McClelland has contributed to both the experimental and theoretical literatures in a number of areas, most notably in the application of connectionist/parallel distributed processing models to problems in perception, cognitive development, language learning, and the neurobiology of memory. He was a co-founder with David E. Rumelhart of the Parallel Distributed Processing (PDP) research group, and joined with Rumelhart to lead the effort leading to the publication in 1986 of the two-volume book, *Parallel Distributed Processing*, in which the parallel distributed processing framework was laid out and applied to a wide range of topics in cognitive psychology and cognitive neuroscience. Rumelhart and McClelland jointly received many awards for this work, including the APA Distinguished Scientific Contribution Award. McClelland has served as Senior Editor of *Cognitive Science*, as President of the Cognitive Science Society, and as a member of the National Advisory Mental Health Council, and he is Past President of the

Federation of Associations in Behavioral and Brain Sciences (FABBS). He is a member of the National Academy of Sciences, and he has received the APS William James Fellow Award for lifetime contributions to the basic science of psychology.

McClelland currently teaches on the PDP approach to cognition and its neural basis in the Psychology Department and in the Symbolic Systems Program at Stanford and conducts research on learning, memory, conceptual development, decision making, and semantic cognition.

David Plaut and Mark Seidenberg (Carnegie Mellon University)

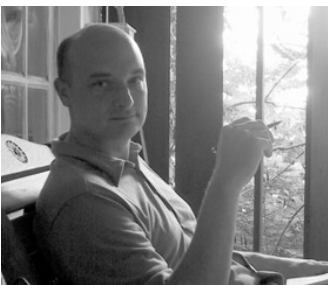
The quasi-regularity of everyday life: The legacy of the past tense debate



David C. Plaut is a Professor of Psychology at Carnegie Mellon University, with a joint appointment in the Center for the Neural Basis of Cognition. His primary research focus is on applying connectionist/neural network modeling to understand normal and impaired cognitive processes in the domains of reading, language, and semantics. He received a FIRST award from NIH in 1997, a Fulbright Scholarship in 2000 and a Troland Research Award from NIH in 2003. He has been an Associate Editor of *Cognitive Neuropsychology* and *Journal of Memory and Language*, has served on numerous Editorial Boards and Grant Review Panels, and has contributed to over 140 scientific publications.

Tim Rogers (University of Wisconsin – Madison)

Constancy versus context sensitivity in semantic cognition



Tim Rogers received his PhD from Carnegie Mellon University in 2000 and is now an Associate Professor in the Department of Psychology at the University of Wisconsin Madison. Rogers's work integrates computational models, behavioral studies of healthy and brain-damaged participants, and functional brain imaging to investigate the cognitive and neural bases of human semantic memory. With colleagues in Cambridge and Manchester, Rogers developed the proposal that the anterior temporal regions of the brain form a cross-modality processing "hub" that critically supports semantic abilities. He is the co-author with Jay McClelland of the book *Semantic Cognition: A Parallel Distributed Processing Approach*.

Historian's Address

Saturday, March 3, 2012, 8:00 AM – 8:50 PM, Crawford East

Wade E. Pickren

From Strenuousness to Hardness: A Conceptual History of Resilience



In North America, the construct of resilience is of relatively recent origin. However, there is a long tradition of theorizing and research in topics that are conceptually related to resilience. This intellectual thread includes notions of strenuousness (James), productive orientation (Fromm), propiarte striving (Allport), competence (R. White), and hardiness (Kobasa). African American psychologists, wrote about the strengths of the Black community (J. White). In the 1980s, resilience became the dominant conceptual term for investigating human strengths.

Wade E. Pickren is Professor and Chair of Psychology at Pace University in New York City. He is President-Elect of the Society for General Psychology (APA Division 1), Past-President of the Society for the History of Psychology (APA Division 26) and a Fellow of four APA Divisions. He has given conference presentations and invited talks on four continents. Wade is the Editor of *History of Psychology* and co-editor of the book series, *Psychology in a Global Era*.

Psi Beta Invited Address

Saturday, March 3, 2012, 9:00 AM – 10:20 PM, Fayette

Keith Morgan (Centenary College)

Undergraduate Psychology Research Experiences in the Applied Clinical/Counseling Field: Purpose and Benefits



This presentation will use a grant-funded undergraduate research team as an example of how undergraduate psychology researchers can serve as integral members of a faculty-driven interdisciplinary team studying large-scale data from addiction treatment facilities and prison/parole systems. This presentation both highlights the value of off-campus undergraduate research experiences and demonstrates how to integrate undergraduates into a large-scale research team as co-authors on conference papers and manuscripts.

Dr. Keith Morgan is an Assistant Professor of Psychology at Centenary College (Hackettstown, New Jersey) in both the undergraduate Psychology and graduate Counseling Psychology programs. Dr. Morgan received his Ph.D. in Counseling Psychology from Lehigh University and was a Pre-doctoral and Post-doctoral Fellow in the Behavioral Sciences Training in Drug Abuse Research Program, which was funded by the National Institute on Drug Abuse (NIDA) and jointly sponsored by the Medical and Health Research Association of New York City, Inc. (MHRA), and the National Development and Research Institutes, Inc. (NDRI). Dr. Morgan has extensively published and presented on addiction issues and runs a grant-funded research program that provides undergraduate students the opportunity to develop research projects using large-scale addiction treatment data. Dr. Morgan was awarded a 2011 Psi Chi Faculty Advisor Research Grant for his work on addiction and trauma issues in the New Jersey parole system and is a past recipient of the Centenary College Distinguished Teaching Award.

Social Psychology Invited Address

Saturday, March 3, 2012, 9:00 AM – 10:20 PM, Crawford East

Joachim I. Krueger (Brown University)

Social Projection Can Solve Social Dilemmas



In a social dilemma, such as the prisoner's dilemma, defection is traditionally regarded as the correct or rational response. No matter what others do (cooperate or defect), a defector receives a higher payoff than a cooperater. At the same time, if all cooperate they receive higher payoffs than if all defect. Hence the dilemma. The standard empirical finding is that about every other person cooperates in an anonymous single-shot prisoner's dilemma. How can this finding be explained beyond the claim that people are simply irrational? One type of theory suggests that people are sensitive to the moral demands of the situation. They cooperate in order to increase the welfare of others. Another type of theory suggests that people are prone to cognitive illusions. If they managed to think straight, they would recognize defection as the only rational strategy. A third possibility is that people assume basic similarities between

themselves and others. This assumption allows them to take their own strategy as diagnostic of what others will do, and hence cooperate. In this talk, I develop this third alternative and present evidence that supports it.

Joachim Krueger studies the psychology of inductive reasoning in social context. He is interested in topics such as social categorization and stereotyping, self-perception and its pitfalls, and strategic reasoning and action. He recently edited a book on Social Judgment and Decision Making, which he considers to be above average. As for statistics, his sympathies lie with the Bayesians, although he has not abandoned null hypothesis significance testing. Krueger enjoys recording his uncensored, anadromous views on a variety of psychological issues in his blog.

History Invited Address

Saturday, March 3, 2012, 9:00 AM – 10:20 PM, Westmoreland West and Central

David B. Baker (University of Akron)

Securing Our Past



All too often we spend our time looking to the future when we could benefit from an examinations of our past. This talk considers the value and meaning of our shared past with illustrations taken from the Center for the History of Psychology.

David B. Baker, Ph.D., is Professor of Psychology and the Margaret Clark Morgan Executive Director of the Center for the History of Psychology at the University of Akron. The Center holds the largest collection of psychological materials in the world and is truly the center for research on the history of psychology, not only in North America, but around the world.

Presidential Invited Address

Saturday, March 3, 2012, 10:30 PM – 11:50 PM, Westmoreland West and Central

Terry Robinson (University of Michigan)

Individual Variation in Resisting Temptation: Implications for Addiction



Dr. Terry E. Robinson was raised and educated in Canada, and in 1978 received his Ph.D. in Psychology (Biopsychology) from the University of Western Ontario, in London, Ontario. After postdoctoral training at the University of California at Irvine he assumed a position as Assistant Professor of Psychology in Biopsychology at The University of Michigan in Ann Arbor. He has served as Chair of the Biopsychology Program and Director of the Neuroscience Program. Dr. Robinson is known internationally for his research concerning the persistent behavioral and neurobiological consequences of repeated psychostimulant drug use, and the implications of these for addiction and relapse. His present research focuses on individual difference in the propensity to attribute incentive motivational properties to cues associated with rewards (such as food or drugs), and how this may predispose some individuals to develop impulse control disorders, such as addiction. He has published over 200 articles, and his papers have been cited by others over 17,800 times, making him one of the most cited researchers in the field of neuroscience. Dr. Robinson is a Fellow of the AAAS, a Charter Fellow of the American Psychological Society, a member of the American College of Neuropsychopharmacology (ACNP), has served on numerous NIH grant review panels, and for 13 years was Editor-in-Chief of the journal, *Behavioural Brain Research*. He is currently the Elliot S. Valenstein Distinguished University Professor of Psychology & Neuroscience and Director of the NIDA Training Program in Neuroscience at Michigan.

Cues associated with rewards, such as food or drugs, can acquire considerable control over behavior, for example, instigating actions to obtain the reward. There are, however, large individual differences in the motivational properties of reward cues, and the extent to which they can be resisted. This presentation will address the implications of individual differences in cue-evoked motivational processes and in cognitive control in the development of impulse control disorders, including addiction, and possible neurobiological substrates.

Teaching Invited Address

Saturday, March 3, 2012, 12:00 PM – 1:20 PM, Westmoreland East

Daniel Corts (Augustana College)

Scientific Literacy: A Central Goal of Undergraduate Education

Scientific literacy is more than just the ability to read and understand scientific terminology. It also includes the ability to understand scientific methods, critically evaluate the information, and to see its relevance to personal and civic issues. Psychologists are in a unique position to help students develop scientific literacy. Psychology is a hub science, so literacy in psychological science should generalize to many related fields. In addition, for many students, Introductory Psychology is the only scientific course they will take. With that in mind, scientific literacy seems to be an ideal goal for our undergraduate courses. In this presentation, I describe why my department chose scientific literacy as a central goal for our curriculum and how we developed assignments and assessments around this goal.



Daniel Corts earned a PhD in Cognitive Psychology from the University of Tennessee and completed a postdoctoral fellowship in the teaching of psychology at Furman University. He has been at Augustana College for 11 years teaching statistics and cognition as well as supervising student research. Dan's recent research has focused on directed or intentional forgetting. In addition, he works with various educational agencies in developing assessments for student achievement, student engagement, and teacher development in math and science instruction. He has contributed to a variety of federal and state grants that provide afterschool and summer programs for students, and some unique training opportunities for k-12 teachers of math and science. Dan is currently serving in his second year as Vice President for the

Midwestern Region of Psi Chi, and is coauthor of the Introductory Psychology text, *Psychological Science*, with Mark Krause.

Learning Keynote Address

Saturday, March 3, 2012, 12:00 PM – 1:20 PM, Westmoreland West and Central

Ian P. L. McLaren (University of Exeter)

Applied Associative Learning

Professor McLaren's post-school education was all at King's College, University of Cambridge in the UK. Here he took a BA in Theoretical Physics, then another in Experimental Psychology, before taking a PhD under the supervision of Stephen Monsell and Nick Mackintosh in the Department of Experimental Psychology. Post-PhD he became a research Fellow at King's College in Cambridge. He then spent two years as a Lecturer at Warwick University, returned to Cambridge as a Lecturer and Senior Lecturer (and Fellow and Tutor at Emmanuel College), and then went to Exeter to take the Chair in Cognitive Psychology and where he currently serves as Head of Psychology. He is currently a Fellow of the Higher Education Academy, and a member of the Experimental Psychology Society, the British Psychological Society, the Comparative Cognition Society, the



Psychonomic Society and the Cognitive Science society. Professor McLaren's interests are broadly in the area of Learning, Memory and Cognition, with an emphasis on Computational Modelling. He is particularly interested in comparisons between humans and other species that attempt to identify common learning processes in each, and actively attempt to transfer research paradigms from infra-human to human and vice-versa to generate data that supports these comparisons. One theme organizing his research is that behaviour can best be described as some synthesis of rule-based symbolic action and associatively-based experience-driven reaction. He performs experiments that seek to dissociate these processes, and construct computational models that attempt to combine them in order to predict

behavior.

My thesis is based on the premise that associative learning is everywhere, it informs everything we do and attempt to do. So when I refer to "Applied Associative Learning", I mean that these processes are ubiquitous in human mental life. The application will be to other areas of psychology, and I will illustrate this by reference to domains not normally associated with associative learning. I begin, however, with a core area for associative learning – Pavlovian conditioning. By studying human fear conditioning we can demonstrate a clear role for associative processes in human learning. I then go on to consider the role that these processes may play in memory for faces (perceptual learning has a part to play here), memory for recency (where we can explain interference effects in associative terms) and sequence learning (which again can be shown to often rely on associative processes), before tackling domains such as performance in task switching experiments which take me well away from standard applications of associative theory. My conclusion is that we cannot understand the minds of humans and other animals without an appeal to associative processes, and that it is for associative theorists to make this case, and demonstrate how modern associative theory can inform our understanding of behavior in all areas of psychology.

EPA Presidential Address

Saturday, March 3, 2012, 1:30 PM – 2:50 PM, Westmoreland West and Central

Andrew Delamater (Brooklyn College - CUNY)

On the Richness of Pavlovian Learning

The study of Pavlovian learning provides us with a rich framework for understanding the psychological and neural mechanisms of rudimentary associative/cognitive and emotional processes. At the heart of the phenomenon is the simple idea that stimuli serve as cues that enable organisms to anticipate future events. However, just what is meant by the term "anticipate" is subject to varied interpretations. I will suggest that much research illustrates that

Pavlovian cues can cause changes in emotional and motivational states, have direct influence on perception, convey specific meaning about various cognitive dimensions of stimuli (what they are, when they should occur, and where they will occur), and that learning about these distinct dimensions may involve distinct underlying processes. Furthermore, I will also suggest that connectionist modeling can serve as an important tool to further our understanding of more complex context-dependent forms of learning. In short, Pavlovian learning continues to be a ripe area of research that lies at the intersection of several different research domains spanning different levels of analysis.



Andrew R. Delamater earned his PhD degree in 1989 from Dalhousie University in the area of Experimental Psychology with an emphasis in associative learning processes under the supervision of Vincent M. LoLordo. He subsequently received post-doctoral training with Bill Timberlake at Indiana University and Bob Rescorla at the University of Pennsylvania before taking an academic post at Brooklyn College of the City University of New York in 1994 where he currently holds the rank of Professor of Psychology. Delamater's research in the areas of associative learning and behavioral neuroscience has been steadily funded over the years through NIH and institutional grants. His main contributions have been in the study of the nature of reward representations and extinction processes in Pavlovian learning. He has served on NIH study sections and special emphasis panels, on the Editorial Boards of various journals (*Journal of Experimental Psychology: Animal Behavior Processes*, *Psychonomic Bulletin & Review*, *Learning & Behavior*), and as Associate Editor of *Quarterly Journal of Experimental Psychology*. He became a Fellow of the Association for Psychological Science and the Eastern Psychological Association in 2007.

Clinical Keynote Address

Saturday, March 3, 2012, 3:00 PM – 4:20 PM, Westmoreland West and Central

Gregg Henriques (James Madison University)

A New Unified Theory of Psychology: Overview and Implications for Psychotherapy



The field of psychology is fragmented. It lacks a clear definition and subject matter, and there are many perspectives that compete about foundational issues with no current way to combine and integrate them into a coherent whole. In a recently published book, *A New Unified Theory of Psychology* (Henriques, 2011), Dr. Gregg Henriques outlines a system of thought that can solve psychology's philosophical problems and unite the various approaches into a single unified approach. In this talk, Dr. Henriques will provide an overview of the four key pieces that make up the unified theory, explain how it solves the problems of fragmentation in psychology and will provide an overview of a unified approach to conceptualizing people in psychotherapy that students are being trained to use and apply.

Dr. Gregg Henriques is Associate Professor and Director of the Combined-Integrated Doctoral Program in Clinical and School Psychology at James Madison University. He has just authored *A New Unified Theory of Psychology* and has published numerous articles on fragmentation and unification, including two special issues in the *Journal of Clinical Psychology* and one special issue in the journal *Theory and Psychology*. He is a licensed clinical psychologist in Virginia. He received his Master's Degree in Clinical/Community Psychology from the University of North Carolina-Charlotte and his Ph.D. in Clinical Psychology from the University of Vermont (APA- Accredited). Dr. Henriques is currently utilizing his system to systematically study psychological well-being, social motivation and emotion, and to develop a more unified approach to psychotherapy. Dr. Henriques also has expertise in the treatment of severe psychopathology, particularly depression, suicide, and the personality disorders.

APA Sponsored Invited Workshop

Saturday, March 3, 2012, 3:00 PM – 4:20 PM, Butler West

John Kruschke (Indiana University)

Invited Workshop on Bayesian Statistics



This workshop shows you how to do Bayesian data analysis, hands on (with free software called R and BUGS). The intended audience is grad students, faculty, and other researchers who want a ground-floor introduction to Bayesian data analysis. No mathematical expertise is presumed. Agenda: [Very briefly if time: The perils of p values. More reasons to go Bayesian are linked below. See also Figure 1.] Bayes' rule, grid approximation, and R. Markov chain Monte Carlo and BUGS. This does not involve any physical restraints or insects. Unfortunately, it also does not involve Monte Carlo, Bayesian comparison of means and Bayesian ANOVA with multiple comparisons. Bayesian comparison of means avoids fatal flaws in null hypothesis significance testing. Strongly recommended textbook: *Doing Bayesian Data Analysis: A Tutorial with R and BUGS*

<http://www.indiana.edu/~jkkteach/WorkshopEPA2012.html>

John Kruschke is five-time winner of Teaching Excellence Recognition Awards from Indiana University, where he is Professor of Psychological and Brain Sciences, and

Adjunct Professor of Statistics. He has written an introductory textbook on Bayesian data analysis; see also the articles linked above. His research interests include the science of moral judgment, applications of Bayesian methods to teaching and learning, and models of attention in learning, which he has developed in both connectionist and Bayesian formalisms. He received the Troland Research Award from the National Academy of Sciences. He is action editor for the *Journal of Mathematical Psychology*, and is on the editorial boards of *Psychological Review*, the *Journal of Experimental Psychology: General*, among others.

Virginia Sexton Invited Address

Saturday, March 3, 2012, 4:30 PM – 5:50 PM, Westmoreland West and Central

Florence Denmark (Pace University)

Mentoring: A Tribute to Virginia Staudt Sexton



Virginia Staudt Sexton was known as a historian of psychology and as an international psychologist. She was president of EPA, Psi Chi, and many other organizations. However, what many may not know is that she was an outstanding mentor. In fact, I learned from her how to be a mentor. This presentation will briefly note some highlights of Virginia Staudt Sexton's career and then focus on mentoring. Topics include what is mentoring, how does one become a mentor, peer, career, and other types of mentoring, the benefits of mentoring, and how does mentoring lead to success.

Florence L. Denmark, Ph.D. is an internationally recognized scholar, researcher and policy maker. Denmark is the Robert Scott Pace Distinguished Research Professor of Psychology at Pace University in New York. A past president of the American Psychological Association (APA), Eastern Psychological Association (EPA), Psi Chi and the International Council of Psychologists (ICP), Denmark holds fellowship status in the

APA, EPA and the Association for Psychological Science. Denmark's most significant research and extensive publications have emphasized women's leadership and leadership styles, the interaction of status and gender, ageing women in cross-cultural perspective, and the history of women in psychology. Denmark is currently the main NGO representative to the United Nations for the International Council of Psychologists.

**Thursday, March 1, 2012
6:30pm-8:00pm**

Invited Speaker Alleghany Ballroom I-IV

**PSI CHI/EPA INVITED SPEAKER: HERBERT
TERRACE**

**Thursday, March 1, 2012
6:30 PM - 8:00 PM**

CHAIRS: MERCEDES MCCORMICK & ANDREW
DELAMATER

**PSI CHI/EPA INVITED ADDRESS: PROJECT
NIM - THE UNTOLD STORY**

HERBERT TERRACE (COLUMBIA UNIVERSITY)

In the mid-70's, I directed a project at Columbia University to teach Nim, an infant chimpanzee, to use American Sign Language. Project Nim, a documentary that opened on July 8, loosely describes the project. It shows Nim interacting with his teachers after he arrived from his birthplace at the Primate Institute in Norman, Oklahoma when he was two weeks old. Viewers would have to close their eyes not to appreciate Nim's loveable personality and his endearing antics. But, unfortunately, they would be hard pressed to see the science on which the project was based. That's because the documentary pointedly avoided that topic, -which is a shame because the project provided important scientific insights into what chimpanzees can tell us about humanity. The project's goal was to determine whether a non-human primate could learn to use grammatical rules to create particular meanings, the essence of language. Positive evidence of Nim's grammatical ability would undermine the claim of human uniqueness in the animal kingdom. Negative evidence would raise the question, "Why can't a chimpanzee learn a grammatical language?" My talk today addresses that question and also outlines what there is about the evolution of humans that made them specifically equipped to learn language.

**Friday, March 2, 2012
8:00am-8:50am**

Poster Alleghany Ballroom I-IV

UNDERGRADUATE POSTERS I

**Friday, March 2, 2012
8:00 AM - 8:50 AM**

POSTER 1

**ADULT SELF-ESTEEM IS CORRELATED
WITH CHILDHOOD BULLYING**

LISA ANN FILOON, LINDSAY A. PHILLIPS
(ALBRIGHT COLLEGE)

This study looked at adult responses to childhood bullying. We hypothesized that adults with higher levels of childhood bullying would be more likely to display low self-esteem in adulthood than those with less childhood bullying. Participants consisted of 34 individuals (7 males and 27 females with a mean age of 44.50). Results indicated a significant correlation between school bullying and adult self-esteem, with those receiving less bullying having higher self-esteem.

POSTER 2

**THE CONTENT OF CELL PHONE
CONVERSATIONS MAY SELECTIVELY
INFLUENCE DRIVING ABILITY**

KATHLEEN SABO, ASHLEY SINGER, MARCI
PAMBIANCHI, RICHARD WESP (EAST
STROUDSBURG UNIVERSITY)

Cell phone conversations and drinking may have comparable effects on driving performance. Many states require hands-free calling based on the assumption that accidents are caused by holding the phone, but hands-free does not eliminate accidents. We used a simple driving simulation program to show that those answering questions with spatial content were significantly slower in reacting to road obstacles. We discuss how the content of conversation may differentially influence various cognitive processes required of drivers.

POSTER 3

STOPPING ON TIME: MEDIA MULTITASKING AND RESPONSE INHIBITION

ANTHONY C. ELWORTHY (SHEPHERD UNIVERSITY)

Proliferation of affordable technologies allows for increased opportunity to divide attention among several media forms. The frequency of such media multitasking behavior may be correlated cognitive function. Response inhibition, the ability to stop a prepotent motor response, is a function of cognitive control. In a convenience sample of 49 undergraduates, the association between self-reported media multitasking behavior and performance on a stop-signal paradigm measuring response inhibition was investigated. No relationship was found between these variables.

POSTER 4

FACTORS THAT MODERATE INTRINSIC AND EXTRINSIC MOTIVATION

MICHAEL MUCCI (NIAGARA UNIVERSITY)

In order to assess age and gender differences in motivational orientation, we administered a brief questionnaire to college students, middle-aged adults and older adults. As hypothesized, age was a significant factor. Older adults were more intrinsically motivated, while younger adults were more extrinsically motivated. Women tended to be more intrinsically motivated than men, though the difference was only marginally significant. The relationships between college major, participation in sports, and motivational orientation were also examined.

POSTER 5

AGE EFFECTS AND MORALS

CHELSEA J. KING, MICHAEL J. MUCCI, SUSAN E. MASON (NIAGARA UNIVERSITY)

This research examines age-related differences in morality. Current college students and alumni responded to a questionnaire based on morals and judgments of what is right and wrong. As predicted, age was positively correlated with morals. Middle-aged and older adults scored at higher levels than did younger adults. Gender had no significant effect on overall score. Scores on each of five foundations of morality

(care, reciprocity, loyalty, respect, and sanctity) were also examined.

POSTER 6

HEDONIC CONTEXT EFFECTS FOR FOOD PRESENTED IN A MEAL

MONICA JIMENEZ, DAVID RODRIGUEZ , MATTHEW FORSYTHE, DEBRA ZELLNER (MONTCLAIR STATE UNIVERSITY), ARMAND CARDELLO, MICHAEL NESTRUD (NATICK SOLDIER RESEARCH, DEVELOPMENT & ENGINEERING CENTER)

Simultaneous presentation of stimuli often results in hedonic assimilation. However, an imitation chicken tender was rated as less good when simultaneously presented with more hedonically positive side dishes than when presented with less hedonically positive side dishes (hedonic contrast). The results are possibly the result of having judged the tender following judgments of the sides, although the foods were eaten "simultaneously" as a meal before judgments occurred.

POSTER 7

CHALLENGING PERSONAL BELIEFS VIA DOUBT INDUCTION: DIFFERENTIAL RESPONSES FROM CREATIONISTS AND EVOLUTIONISTS

MEGAN SANTANIELLO, LOU MANZA, TIERNEY SNYDER, AMBER PHILLIPS (LEBANON VALLEY COLLEGE)

The present study attempted to determine if challenging one's personal view towards the creation/evolution debate would cause them to defend that position differentially when compared to non-challenged participants. Analyses showed that supporters of evolution argued more strongly for their position when challenged, but creationists backed down when put in the same situation. Data are discussed in the context of exploring the limits to people's willingness to defend themselves when their personal beliefs are questioned.

Poster 8

PROSELYTIZATION AND THE NATURE OF HUMAN ORIGINS: THE ROLE OF SELF-AFFIRMATION AND DOUBT INDUCTION ON OPINION ALTERATION

JENNIFER ZELLER, LOU MANZA, JACKIE HOOVER, ERIN PRUETT (LEBANON VALLEY COLLEGE)

The current study was undertaken to understand how individuals respond to threats to personal opinions on human origins. Results showed that participants were highly resistant to any challenge to their views on the evolution/creation debate, as those induced to doubt their confidence in their position proselytized on their perspective similarly as unchallenged peers. Data are discussed by considering different mechanisms that mediate one's desire to advocate for personal beliefs.

POSTER 9

INSTRUCTIONAL SENSITIVITY OF CONSTRUCTED-RESPONSE AND SELECTED-RESPONSE ITEMS

ALLYSON J. KISS, THOMAS P. HOGAN (UNIVERSITY OF SCRANTON)

The majority of studies examining the relationship between selected-response (SR) and constructed-response (CR) test items rely on a correlational method. This study uses an alternative approach, instructional sensitivity, to examine the SR-CR relationship, determining which type of test item better distinguishes between students who have studied material for varying lengths of time. Results showed no significant interaction between the time spent studying and type of test item. SR and CR items showed equal instructional sensitivity.

POSTER 10

BITTERSWEET MEMORIES: RECALLING MIXED EMOTIONAL EVENTS

KARALYN F. ENZ, JENNIFER M. TALARICO (LAFAYETTE COLLEGE)

Research suggests that bittersweet memories, those with both positive and negative emotional overtones, tend to polarize and become less bittersweet over time. An exploratory study and film-based mood manipulation revealed that memories became less

bittersweet but did not polarize in the direction of the mood manipulation as predicted. Current work with a music-based mood manipulation will further test the polarization hypothesis.

POSTER 11

COMPARISON OF IBM SPSS AND R FOR CONDUCTING MULTIPLE REGRESSION ANALYSIS

KAITLYN FACCIPONTI, THOMAS P. HOGAN (UNIVERSITY OF SCRANTON)

R, a relatively new, free-to-download computer language with an emphasis on statistical applications, has three chief drawbacks. It is not very user-friendly, has an initially steep learning curve, and has limited support. This study systematically compared the usability of R, R Commander, and the more expensive, commonly used IBM SPSS in application of multiple regression techniques. Comparisons included data input techniques, defaults and options for regression procedures, and output.

POSTER 12

PRESCRIPTION DRUG USE AMONGST COLLEGE STUDENTS

KRISTA A. HANLON, JASON F. SIKORSKI (CENTRAL CONNECTICUT STATE UNIVERSITY)

461 undergraduate college students were surveyed on their past and current use of prescription drugs. Results revealed that almost 20% of students disclosed a history of abusing prescription drugs and more than 6% reported abusing prescription drugs in the last month. For those abusing prescription drugs currently, the majority reported abusing stimulant medications in order to help focus on their schoolwork or opiates to cope with the stress of college.

POSTER 13

FACE RECOGNITION ABILITIES AMONG UNDERGRADUATE MAJORS

SAMANTHA WENDING, SHAWN GALLAGHER, SHAUN COOK (MILLERSVILLE UNIVERSITY OF PENNSYLVANIA)

Face recognition and memory skills vary widely and may covertly influence career choice. We investigated

face recognition and memory among undergraduates (n= 166) by comparing Art, Psychology, and Computer Science majors. These disciplines require varying degrees of personal interaction. Computer Science majors performed significantly below the other two in a recognition test of celebrity faces and a memorization/recognition test of unfamiliar faces. Performance on the two tests correlated significantly and self-assessments correlated with task performance.

POSTER 14

EXERCISE BEHAVIOR AMONG COLLEGE STUDENTS AND GENDER DIFFERENCES IN A HEALTH-PROMOTIVE INTERVENTION

DANIEL ALBOHN, ALYSSA MATTEUCCI, JOSEPH RIDDLE, TARA STOPPA, WENDY MERCIER (EASTERN UNIVERSITY)

We examined the effectiveness of a Life Fitness intervention course on college students' health-related behaviors before and after the intervention. Results indicated that there were significant increases in the mean number of hours spent on exercise-related activities at various levels following the intervention, as well as gender differences. Findings yield important implications for the establishment of healthy attitudes and behaviors during this formative period of development.

POSTER 15

SPIRITUALITY'S ROLE AS A MODERATING VARIABLE BETWEEN STRESSORS AND LIFE SATISFACTION

DANIEL A. CHAPMAN (MILLERSVILLE UNIVERSITY OF PENNSYLVANIA)

The present study investigated the role of spirituality as a buffer of the deleterious impact of stress on life satisfaction among college students. One hundred college students completed surveys assessing spirituality, stress levels, and life satisfaction. Analysis revealed a significant positive correlation between spirituality and life satisfaction. In support of the buffering hypothesis, the beneficial impact of spirituality on life satisfaction was limited to those experiencing high levels of stress.

POSTER 16

DEVELOPMENT OF PERCEIVED CHILD-PARENT ATTACHMENT IN RELATION TO PARENTAL EMPATHY AND AGE

KATELYN BLACK, JENNIFER LESZCZYNSKI (EASTERN CONNECTICUT STATE UNIVERSITY)

The following investigation analyzed the relationship between self-reported parental empathy and parent-child attachment. Basic empathy, parental empathy, and child-parent attachment were assessed via online questionnaires completed by parents and analyzed via Pearson Correlation. It was found through analyzing 83 surveys that there was a significant correlation between basic empathy and child-parent attachment ($p = .009$). This data therefore supports the initial hypothesis that there is a relationship between empathy and the security of a child-parent attachment.

POSTER 17

THE HYPERMASCULINE MALE IN COLLEGE: RISK FOR AGGRESSION AND SUBSTANCE ABUSE

NARGIS KARAMPURWALA, KATHERINE E. CHESANEK, JASON F. SIKORSKI (CENTRAL CONNECTICUT STATE UNIVERSITY)

Utilizing a sample of 252 men attending a northeastern university, men rated low, medium and high in levels of hypermasculinity (Moshier & Sirkin, 1984) were compared across multiple standardized measures of aggressive tendencies and substance abuse proclivities. Results revealed a clear and convincing pattern where the most hypermasculine men reported being more verbally aggressive, physically aggressive and having far more difficulties associated with both drug and alcohol abuse.

POSTER 18

MULTITASKING WHILE DRIVING: DO DIFFERENT TASKS HAVE DIFFERENT EFFECTS?

ROMANE ROBINSON, MAYRA PAZ, RICHARD WESP (EAST STROUDSBURG UNIVERSITY)

Drivers simultaneously engage in a variety of tasks. Multitasking theories suggest that two concurrent activities are more likely to interfere with each other

when both exert cognitive load on the same processing system. Participants in this simple driving simulation study answered questions designed to load the phonological loop or visuospatial sketchpad. Both tasks significantly increased reaction times to respond to road hazards, suggesting an overriding effect on switching. We discuss various effects of driving distracters.

POSTER 19

THE EFFECTS OF WORKLOAD FLEXIBILITY, SEGMENTATION PREFERENCES, AND GENDER ON LIFE SATISFACTION

JESSICA RUANE, MAX SPIELVOGEL, ALEX MILLER, JENNIFER BUNK (WEST CHESTER UNIVERSITY)

As the dynamics of the workforce and family roles change, organizations have begun to offer flexible work options to manage work-family conflict. We examined the relationship between workload flexibility and life satisfaction and how segmentation preferences and gender might moderate this relationship. Utilizing a nationwide survey, multiple regression analysis suggested that low workload flexibility negatively affects life satisfaction and that segmenting work and family roles attenuates this effect for males, but not for females.

POSTER 20

THE INFLUENCE OF AFFECTIVE PICTURES ON AUDIO-VISUAL ATTENTION IN MEN AND WOMEN

TRACY TIMIAN, BRIGID SPOLLEN, JENNIFER JOHNSON (BLOOMSBURG UNIVERSITY OF PA)

Research has demonstrated positive mood can increase and negative mood can decrease attention ability. In addition, evidence suggests women display their emotions more frequently and easily than men. The current study investigated the influence of mood (positive, neutral, negative) and gender (male, female) on the performance of a difficult divided attention task. The results demonstrated emotion influenced performance on a difficult task for both men and women, but emotion did not influence an easy task.

POSTER 21

GENDER, EMOTION, AND

CARDIOVASCULAR REACTIVITY TO STRESS: THE ROLES OF ANGER AND SADNESS

AMOHA BAJAJ, JULIA D. BETENSKY, RICHARD J. CONTRADA (RUTGERS UNIVERSITY - THE STATE UNIVERSITY OF NEW JERSEY)

Abstract Sex differences in emotional responses to stressors are poorly understood. We examined blood pressure, heart rate, and mood in men and women in whom anger and sadness were provoked by recall of recent stressful events. Cardiovascular data for men suggested greater responsiveness to anger than to sadness, with women showing the opposite pattern. These findings and their dissociation from verbalized mood may inform efforts to understanding sex differences in stress, emotion, and coronary disease.

POSTER 22

THE EFFECT OF MODALITY AND TEST TYPE ON FALSE MEMORY ERROR PRODUCTION

KIMBERLY DAVIDSON, CHRISTINE WIDGREN, KAITLYN SCHWARTZ, ASHLEY EBERHARDT, CHRISTOPHER KLEIN (MARIETTA COLLEGE)

Previous research has examined the effect of modality and test type on remembering, as well as modality on memory error. The current research examined how those factors affect false memory errors. While the modality of presentation did not affect the false memory rate, the type of test (recall or recognition) as well as an interaction between modality and test type did have an effect on false memory error rates.

POSTER 23

ADOLESCENTS VIEWS ON HOW TO PREPARE FOR DATING AND WHEN TO BEGIN

WAAJIDA MOOSA, TAYLOR BOEVE (SHIPPENSBURG UNIVERSITY)

There are research studies devoted to studying romantic relationships in specific family structures in early adolescence. 53 undergraduate students participated in this pilot research. Our findings indicate that individuals may interpret the term dating differently. Most female adolescents view it as an exclusive relationship. Males perceive it as two people who have feelings for one another. More females felt that

adolescents should begin dating between the ages of 15-16 while 15 was the dominant age for males.

POSTER 24

THE EFFECT OF ENVIRONMENTAL FACTORS ON CU TRAITS IN JUVENILE SEXUAL OFFENDERS

MELISSA J. LOSCHIAVO, JASON F. SIKORSKI
(CENTRAL CONNECTICUT STATE UNIVERSITY)

688 incarcerated juvenile sexual offenders participated in this study. Only sexual offenders displaying callous/unemotional traits were used in this sample. Participants were grouped based on their level of callous/unemotional traits. Through analysis of variance it was revealed that exposure to violence and poor parental practices were prevalent in the high callous/unemotional trait group.

POSTER 25

SHORT-TERM ACTION VIDEO GAME PLAY EFFECTS ON COGNITIVE FUNCTIONING AND IMMERSION

WILLIAM BARCLAY HOBBS, KENDRELL PARRISH,
LONNIE YANDELL (BELMONT UNIVERSITY)

This study attempted to replicate and extend the findings that short-term action video game play leads to enhanced cognitive functioning (Parrish & Hobbs, 2010). Participants played either an action or non-action game for 30 minutes before completing a computerized Stroop task and an immersion questionnaire (Jennett, et al., 2004). Thirty minutes of action game play did not result in better Stroop performance than the non-action game play, and immersion was not related to Stroop performance.

POSTER 26

THE RELATIONSHIP BETWEEN PROTECTIVE FACTORS IN CHILDHOOD AND EGO-RESILIENCE IN COLLEGE STUDENTS

APRIL CONDEMI, THOMAS HERSHBERGER,
DEANNA HAMILTON (CHATHAM UNIVERSITY)

This study examined the relationship of ego resiliency with recollection of 18 "protective factors" during childhood. The Ego-Resilience Scale and a self-

designed measure of protective factors in childhood was administered to 105 college students. Resilience was positively correlated with the total protective score and 11 of the 18 specific factors. Personal factors, such as optimism, problem solving, effectiveness, and adaptability were positively correlated, while factors related to parents and neighborhood were unrelated.

POSTER 27

THE EFFECTS OF STRESS ON APPEAL OF FOOD IMAGES

ALEXANDRA E. MAUS, KATHERINE SCALE
(ASHLAND UNIVERSITY)

This research study examined whether participants experiencing a stress task found unhealthy food images more appealing than participants experiencing a neutral task. Results indicated a trend in the data such that the group experiencing the stress task rated images of unhealthy food as more appealing than the group experiencing the neutral task. The experimental and control groups did not differ with respect to their ratings of appeal for healthy food or nonfood images.

POSTER 28

INVESTIGATING DRUG LEVEL ON AFFECT IN RATS DURING LONG-ACCESS COCAINE SELF-ADMINISTRATION

STEVEN JAMES SIMMONS, LISA C SERVILIO,
DANIELLE BERCOVICZ, KEVIN ROBERT COFFEY,
DAVID JAMES BARKER, DAVID HAMILTON ROOT,
SISI MA, MARK OTTO WEST (RUTGERS, THE
STATE UNIVERSITY OF NEW JERSEY- NEW
BRUNSWICK)

Ultrasonic vocalizations (USVs) from rats have been receiving attention for their role as indicators of affect. USVs can be studied in animal models of addiction to observe affect at various stages of the drug-seeking process. Drug level "clamps" were implemented in the present study to observe effects on USV calling patterns and rates of responding. This study investigated the interplay of drug level, affect and drug-seeking behavior in rats during a long-access cocaine self-administration task.

POSTER 29

A BEHAVIORAL TEST OF CROSS-MODAL DEACTIVATIONS IN AUDITORY AND VISUAL MODALITIES

ELIZABETH MOORE, JENNIFER JOHNSON
(BLOOMSBURG UNIVERSITY OF PA)

Research has demonstrated that selectively attending to stimuli in one modality leads to brain deactivations in unrelated modalities. Our study attempted to behaviorally demonstrate this effect by examining visual and auditory reaction times following a visual, auditory, or no attention task. The overall results were opposite of what we predicted: participants responded fastest to a visual task following auditory attention (and vice versa), and slowest to a visual task following visual attention (and vice versa).

POSTER 30

INVESTIGATING WORKING MEMORY: CORRELATIONS, CONCUSSIONS, AND CALISTHENICS

COURTNEY BURTON, SALLY SNOVER, ELIZABETH
SUGHRUE, LAUREN LITTLEFIELD (WASHINGTON
COLLEGE)

Eighty-five undergraduates, ages 17-27 years, completed a demographic questionnaire and three tests of working memory (WM). These measures were correlated, and the effects of previous traumatic brain injury (TBI) and exercise on WM scores were examined. Letter-Number Sequencing and Digit Span were most highly correlated; Digit Span backward and Reading Span were least correlated. Differences due to TBI were evident but not attributable to one measure. Exercise had no effect on WM scores.

POSTER 31

VIEWING ROAD MAPS SUPPORTS HIGHER RECALL ACCURACY THE WRITTEN DIRECTIONS

HAILEE HUNT, GINA DANNIBALE, SARAH
SHEPHERD (BELMONT UNIVERSITY)

Current research concerning cognitive mapping indicates that humans orient themselves in the world based upon visual landmarks and maps encourage accurate spatial orientation. We presented a map or written directions to participants and assessed their recall accuracy. Data analysis revealed significantly higher accuracy in recall from participants who viewed maps. Future research could examine the effect of new forms of technology (i.e.- GPS) on our ability to retain spatial information.

POSTER 32

[33] GETTING THE MESSAGE: EXPLORING COLLEGE STUDENTS' USE OF CELL PHONES IN THE CLASSROOM

NICOLE M. OLMSTED, CHRISTOPHER P. TERRY,
PHD (ELMIRA COLLEGE)

Research has shown that texting behavior among college students often carries over into the classroom. The aims of this study were to a) describe college students' use of cell phones in class, b) examine social norms related to texting in class, and c) identify factors that predict cell phone related interference in the classroom. Several variables measuring frequency of cell phone use and level of distraction predicted greater disruption of learning in class.

POSTER 33

THE BARBIE EFFECT: USING DOLLS AS ROLE MODELS

VANESSA REYNOLDS, MARYELLEN HAMILTON
(SAINT PETER'S COLLEGE)

The experiment examined the impact of exposure of image types (actual women or dolls) and body types (skinny, average and overweight) on women's comfort with their own bodies. It was found that women view dolls and actual images differently in terms of inspiration and that these differences are dependent on the images body types. Implications of these findings regarding long term exposure to dolls and media images of women will be discussed.

POSTER 34

REGIONAL DIFFERENCES AMONG AFRICAN AMERICANS AND ABILITY TO READ PRESCRIPTION MEDICATION LABELS

SARIKA MICHELLE SINGH (ADELPHI UNIVERSITY)

The present study examines low literate individuals from Washington DC, Chicago, IL, and New York City on their ability to comprehend prescription drug labels. The 40 participants that included in this study were Black, African-American, Caribbean or African. A stimulus set of 9 prescription drug labels were given to the participants to read and interpret. The analysis of

variance results indicated that there were regional differences in two questions.

POSTER 35

FEMALE MOVING INVERTED POINT-LIGHT FIGURES MORE ACCURATELY RECOGNIZED THAN MALE FIGURES

MONICA ROUFAEL, DAWN JIACOLETTI, LONNIE YANDELL (BELMONT UNIVERSITY)

McGlothlin and Jiacoletti (2010) noted that female moving inverted point-light figures were recognized more accurately than male's. We verified this effect by looking specifically at gender recognition ability for inverted point-light male and female figures. Participants were shown thirty-two moving point-light figures and asked to determine the gender of each figure. Participants more accurately recognized the female inverted figures than the male inverted figures.

POSTER 36

THREAT ORIENTATION AND THE SYSTEMATIC PROCESSING OF THREAT MESSAGES

ALYSON MARGARET STAFFORD, SARAH WILLIAMS, JEFFREY MALCOM (SALISBURY UNIVERSITY)

The relationship between threat orientations and biased systematic processing was explored. College students (N=146) completed threat orientation measures, read a paragraph on skin cancer, reported their attitude and behavioral intentions toward sunscreen use, and completed a systematic processing measure. Participants high in the control orientation displayed favorable attitudes and high sunscreen intentions; however, this was mediated by feeling vulnerable and engaging in biased systematic processing. Findings were similar for those high in heightened sensitivity.

POSTER 37

THE EFFECTS OF E INK® ON EYE MOVEMENTS AND READING TIME

LEAH HARTMAN DENSMORE, JEFFREY ANDRE, PHD (JAMES MADISON UNIVERSITY)

The present experiment examined the effects of the new E Ink® technology on reading time and saccadic

eye movement. It was hypothesized that there would be a change in the reading time and saccadic eye movements between the three media forms. Two factors showed statistically significant data. This study demonstrates that the differences between the three medias are very minimal.

POSTER 38

THE INFLUENCE OF CONTEXT AND COLOR ON MEMORY RECOGNITION

SARAH N. GUARINO, RACHEL EA CARSON, LAUREN E. GOOSSENS (ASHLAND UNIVERSITY)

Context-dependent memory suggests higher stimuli recognition if tested in the same format it was originally viewed; color increases memory. Participants viewed pictures in either color or black/white and were then tested for memory recognition in the same/different context. Results exhibited a trend showing that individuals had better memory recognition when tested in the same context as that in which the pictures were initially viewed. Further, individuals demonstrated better memory for images initially viewed in color.

POSTER 39

PUTTING IT OFF: DOES INSUFFICIENT CHILDHOOD SUPPORT LEAD TO LATER CAREER INDECISION?

KATELYN GRABOWSKI, LINDA Z. SOLOMON (MARYMOUNT MANHATTAN COLLEGE)

The current study showed that there is a relationship between childhood support and procrastination in career decision-making. Undergraduate students who received childhood support and encouragement to achieve were more likely to be proactive and seek resources (such as internships) to help them make career decisions. Undergraduate students who did not receive support were more likely to procrastinate in making career decisions and to fail to use the career resources available at the college.

POSTER 40

ASSESSING THE VALIDITY OF SEVERAL SPATIAL APTITUDE MEASURES

AMY LEBKUECHER, BONNIE GREEN (EAST STROUDSBURG UNIVERSITY)

During a study designed to identify differences in spatial aptitude between English and Mandarin speakers, three common measures of spatial aptitude were used. Two of the measures were designed to evaluate spatial aptitude, while the third was designed to measure perceived spatial aptitude. An expected statistical relationship among each of these measures was not found in either student population; a ceiling effect for one of the measures was noted in both populations, indicating measurement weaknesses.

POSTER 41

DIRECTED FORGETTING: ARE THERE DIFFERENCES IN PROCESSING TYPICAL AND DISTINCTIVE FACES?

AMBER WEAVER (ASHLAND UNIVERSITY)

Item-Method Directed Forgetting (DF) is observed when stimuli followed by “remember” cues are more likely to be remembered than stimuli followed by “forget” cues during recognition testing. Participants were shown both typical and distinctive faces which were followed by remember or forget cues. In the test phase, participants were required to recognize all of the faces, regardless of cue. A significant effect was observed, with similar rates of DF for both typical and distinctive faces.

POSTER 42

THE RELATIONSHIP BETWEEN WORKGROUP INCIVILITY AND BURNOUT: GENDER AS A MODERATOR

ELYSE HAMMOND, LUCY ALBERT, CARLEENA LARA BRIGATTA, VALERIE LANE (WEST CHESTER UNIVERSITY OF PENNSYLVANIA), JENNIFER BUNK (UNIVERSITY OF CONNECTICUT)

To understand gender differences in the psychological response to workgroup rudeness, an analysis of survey data from a large western university (n=583) found that women reported relatively high levels of psychological burnout when working in group that frequently experiences rude behavior. Men working in uncivil workgroups reported relatively low levels of burnout. Implications and future possible studies are explored in the search for understanding the different ways men and women experience workplace rudeness.

POSTER 43

THE EFFECTS OF CAFFEINE ON

PHYSIOLOGICAL BEHAVIORS AND COGNITIVE ABILITIES

SOPHEEAH G DETINE, LAURA THOMAS, MICHELLE SWITZER, PAMELA SCHUETZE (SUNY COLLEGE AT BUFFALO)

Caffeine, a stimulant found in many foods and beverages, has been found to have both physiological and cognitive effects in humans (Lyvers, Brooks & Matica, 2004). Numerous studies have found cognitive benefits associated with caffeine consumption (Yang, Palmer & de Wit, 2010). For example, caffeine consumption has been linked to increased alertness and attentiveness (e.g., Brunye, Mahoney, Lieber, Harris, Giles & Taylor, 2010). However, some studies find these effects only at higher doses of caffeine (e.g., 400mg), while others find effects even with lower doses of caffeine.

POSTER 44

RAPIST-TYPE AND CHILD MOLESTER-TYPE JUVENILE SEXUAL OFFENDERS

MEGAN GENEST, JASON SIKORSKI (CENTRAL CONNECTICUT STATE UNIVERSITY)

488 incarcerated juvenile sexual offenders from the southeastern part of the United States were grouped based on whether they scored low, medium or high on scales assessing child molestation tendencies and rapist type tendencies. Multiple two way analyses of variance revealed that juvenile sexual offenders displaying high degrees of rapist type characteristics displayed an extensive collection of externalizing behavior problems. Those scoring high in child molestation type tendencies displayed a number of social skills weaknesses.

POSTER 45

EMOTIONAL RECIPROCITY IN THE MOTHER-ADOLESCENT RELATIONSHIP AND ADOLESCENT'S SELF-ESTEEM

JAMES MCCARTY, GINA FERRETTI, PAIGE LECHNER, EMILIE YEAKEL, ERIC LINDSEY (PENN STATE BERKS)

Mother-adolescent positive and negative emotional reciprocity was examined in relation to youth self-esteem and prosocial behavior among 268 (133 girls, 114 African Americans) mother-child dyads. Results indicated that early adolescents from dyads with low

levels of negative emotional reciprocity had higher self-esteem and early adolescents from dyads with high levels of positive emotional reciprocity were more prosocial with peers. Ethnicity interacted with negative emotional reciprocity in predicting early adolescents' self-esteem and prosocial behavior.

POSTER 46

AN INVESTIGATION OF RACIAL BIASES AMONG RURAL POLICE OFFICERS

EMILY PICA (UNIVERSITY OF TENNESSEE - CHATTANOOGA), KARRI BONNER VERNON (MANSFIELD UNIVERSITY)

The current study examined racial biases among rural police officers. Fifty police officers responded to surveys about different aspects of racial bias. The researchers manipulated hypothetical scenarios in which contained crimes being committed either by a Caucasian or African American suspect. Results indicated that the rural police officers in this study did not exhibit racial biases. Additional analyses revealed that female officers are more punitive in their treatment of African American suspects compared to male officers.

POSTER 47

FOSTERING FUTURES: IDENTIFYING AND IMPLEMENTING EFFECTIVE ELEMENTS OF POSITIVE YOUTH DEVELOPMENT

CASSONDRA CASWELL (CAZENOVIA COLLEGE)

The purpose of the current research was to further comprehend positive youth development. The paper analyzed the factors teens need to thrive, as well as the methods and criteria that make youth programs effective. Analysis was also derived from empirical data collected from Northern New York youth development members to assess opinions regarding what the members enjoy about 4-H, and what the leaders think is effective. The research combined all these factors in order to create a proposal explaining the core criteria necessary for a positive youth development program to be successful.

POSTER 48

READING COMPREHENSION PAPER VS. COMPUTER: USE OF HIGHLIGHTING WITH RELATION TO ANXIETY

ALEXIS ACEVEDO, KEVIN FERNANDEZ, MIGUEL A. CARDOSO, CRYSTAL GORIS, BOBBY-GAY DARLINGTON, MILTON QUINTANILLA (ST. FRANCIS COLLEGE)

In the following study, the act of highlighting was investigated in order to see if the popular study technique produced any significant differences in scores and if it produced higher or lower anxiety levels when used in both computer and paper testing formats. The results of the study showed highlighting did not reduce anxiety and there was no interaction between highlighting and test formats (computer or paper). Participants experienced more computer anxiety than paper anxiety.

POSTER 49

NEURONAL ACTIVITY IN THE ANTERIOR OLFATORY COMPLEX DURING COCAINE SELF ADMINISTRATION

LINDSEY CROCKER, SISI MA, DAVID ROOT, DAVID BARKER, MARK WEST (RUTGERS UNIVERSITY - NEW BRUNSWICK)

Mesolimbic dopamine system is implicated in reward related processes. The ventral tegmental area is the main source of mesolimbic dopamine, and projects to the anterior olfactory complex (AOC) and the nucleus accumbens. The nucleus accumbens' role is well documented, but single neuron activity in AOC during cocaine self-administration has never been characterized. The neuronal activities in the olfactory complex were compared to that observed from the nucleus accumbens while rats underwent cocaine self-administration.

POSTER 50

OCCUPATIONAL CHOICE AND CAREER ASPIRATIONS OF ADOLESCENTS.

ELPHYS ALVAREZ, FABIANA DESROSIERS (DOMINICAN COLLEGE)

This study examined gender differences in occupational choice and career aspirations of adolescents. The occupational checklist was used to measure interest in male or female dominated careers. The career aspiration scale was used to measure participants' desire to overachieve in their careers. Results suggested that males were more interested in male dominated careers and females were interested in both male and female type careers. Career aspirations

were significant with males scoring higher than females.

POSTER 51

AN ASSESSMENT OF THE SAVANNAH-IQ INTERACTION HYPOTHESIS

ZACHARY PILOT, NATHAN OMASTA (UNIVERSITY OF PITTSBURGH)

We set out to replicate the results of Kanazawa (2010) as explained in the Savannah-IQ Interaction Hypothesis, which states that general intelligence is greater among individuals with novel evolutionary beliefs (e.g. "liberal" political ideology,). Replications of the results found by Kanazawa were ultimately unsuccessful. In spite of improved methods of measurement, there were no statistically significant relationships found between any of the factors.

POSTER 52

IMPLICATIONS OF MENTAL ILLNESS AND BRAIN DEFECTS ON VIOLENT CRIMES

SAMUEL BANNON, CHERYL PARADIS (MARYMOUNT MANHATTAN COLLEGE)

Ninety-three students completed a survey and two vignettes about mental illnesses/defects and violence. 56% agreed that, "a person with a mental illness cannot control their behavior." Participants expressed mixed opinions about insanity and malingering; 32% disagreed and 25% agreed with the statement, "I believe most defendants who plead NGRI are malingering (faking)." Pearson's R tests revealed that participants who perceived the defendant's mental defect as causing violence were more likely to support an insanity defense.

POSTER 53

BLACK, WHITE, AND EVERYONE IN BETWEEN: AN EXPLORATION OF CROSS-RACE IDENTIFICATION

KELLYE N. BAGEON (SOUTHERN CONNECTICUT STATE UNIVERSITY)

Studies have revealed that people have a preference for faces that look most similar to themselves. Research has also shown longer response times to classify faces who are perceived to be an in-group

(same race) member versus out-group (different race). This study examined latency to categorize faces to see if there was a correlation to accuracy in the recognition task. There was a positive correlation of accuracy to latency with Black targets for Caucasian participants.

POSTER 54

DEFENSIVE STYLE AND ACTUALIZATION POTENTIAL IN FACEBOOK USERS

CHASSITTY N WHITMAN, WILLIAM GOTTDIENER, PHD (JOHN JAY COLLEGE OF CRIMINAL JUSTICE (CUNY))

Research suggests that self-esteem and level of self-actualization are positively correlated with the extent of Facebook use. Research finds that a person's defense mechanisms (unconscious coping mechanisms) moderate the relationship between emotions and behaviors. Consistent with this model, I am testing the hypothesis that there is a positive correlation between self-esteem and self-actualization levels and the extent of Facebook use, but that this relationship is moderated by the use of maladaptive or adaptive defense mechanisms.

POSTER 55

SUBREGIONAL DIFFERENCES IN VENTRAL PALLIDUM NEURONS DURING COCAINE SEEKING BEHAVIORS

CARLA M. RALSTON, BRENDAN S. STRIANO, DAVID H. ROOT, MARK O. WEST (RUTGERS UNIVERSITY-NEW BRUNSWICK)

The Ventral Pallidum (VP) is necessary for cocaine self-administration. The present experiment delineated whether changes in firing rate by VP neurons occurred during specific aspects of cocaine-seeking behaviors, such as approaching and responding on a cocaine-reinforced manipulandum. We also sought to determine subregional differences by examining changes in firing rate of VP neurons from the dorsolateral (VPdl) and ventromedial (VPvm) subregions.

POSTER 56

ARE YOU THE FAMILY OVERACHIEVER? THE RELATIONSHIP OF BIRTH ORDER TO PERSONALITY

TABITHA ANN MILLER, ANNE MURTAGH
(SHEPHERD UNIVERSITY)

Abstract In this study the relationship between birth order and personality was examined. Participants were college students (n=72) and professors (n=26) who completed questionnaires assessing responsibility, authority, and fear of negative evaluation. As predicted, more than half of the students and more than half of the professors were first-borns. However, first-borns were not different from later-borns on the measures of personality. The results provide partial support for birth order effects on personality. Keywords: birth order, personality, Adler, responsibility, authority

POSTER 57

USING FACEBOOK TO IDENTIFY THE NEURAL NETWORK OF SOCIAL COGNITION

DAVID MUNOZ, SOPHIE LEBRECHT, MICHAEL TARR (CARNEGIE MELLON UNIVERSITY)

We use "Facebook" as a tool in fMRI for functionally localizing the neural structures underlying social cognition. Participants, all regular Facebook users, viewed profiles of unknown individuals, of celebrities, or a web page matched with Facebook with respect to layout and complexity, but that lacked any social content. We observe activation in neural structures often found to be engaged by social processing, suggesting that Facebook is an effective tool for investigating social cognition in the human brain.

POSTER 58

EXERCISE, MOOD, AND PERCEIVED CONTROL: IMPACT ON ACADEMIC EFFICACY

CHRISTINA L. SULLIVAN, PAUL E. FINN (SAINT ANSELM COLLEGE)

This research investigated academic locus of control (ALOC) along with mood on days where a Sports and Exercise Psychology class was preceded by exercise or no cardiovascular exercise. Exercise was validated with heart rate monitors and behavioral observations. As predicted, ALOC was significantly more internalized on days of exercise as well as significantly improved vigor and diminished fatigue. Results are discussed in the context of factors potentially influencing ALOC.

POSTER 59

AWARENESS OF INATTENTIONAL BLINDNESS AND SITUATION AWARENESS ON RELEVANT AND IRRELEVANT STIMULI

KRISTEN MAJDIC, MARISSA C. MILLER, MATTHEW STEFONETTI, KRISTIN REPCHICK, ANDREW R. DATTEL (MARYWOOD UNIVERSITY)

Seventy undergraduate students completed a study that compared inattention blindness (IB), situation awareness, and driving performance. Participants watched the Invisible Gorilla video. Not noticing the gorilla (a salient, but irrelevant object) determined IB. It is expected that those who were made aware of IB will perform worse on driving performance, and will notice irrelevant aspects during the driving task at the expense of relevant aspects than those who were not made aware of IB.

POSTER 60

EFFECT OF PARENTING STYLE ON IDENTITY STATUS IN COLLEGE STUDENTS

KEVIN A. BLEISTEIN, GRETCHEN S. LOVAS (SUSQUEHANA UNIVERSITY)

The current study investigated the impact of parenting style on identity status in a sample of college students. Past research has discovered associations between parenting style and many cognitive and social outcomes. Participants completed the Parenting Scenario Scale and the Objective Measure of Ego Identity Status. Higher levels of identity achievement were found for daughters of more authoritative fathers, but for sons for more authoritarian fathers. Results are discussed in the context of gender research.

POSTER 61

ANTHROPOMETRIC AND CARDIOVASCULAR MEASURES IN YOUNG AFRICAN AMERICANS: COHORT AND GENDER EFFECTS.

JOSHUA ALLEN, DEZELLE JOHNSON, NICOLE LEE, JULES P. HARRELL (HOWARD UNIVERSITY)

Anthropometric measures including body mass (BMI) correlate with health outcomes. By analyzing data over a fifteen year period, this study examined trends across five cohorts of African American college students (total

N = 483) with respect to BMI, heart rate, and blood pressure. Analyses of variance revealed that BMI has not significantly changed across time for both genders. These findings might be related to health trends in the general population.

POSTER 62

PREDICTING COLLEGE ACADEMIC PERFORMANCE FROM MEASURES OF LIFESTYLE, MOTIVATION, AND PSYCHOLOGICAL WELL-BEING

BUMAR, CAITLIN A., MICELI, JESSICA L., AL-QARQAZ, AMIRA, BEDWELL, SARAH A., FURLONG, BETHANY A., SADLER, DANIEL D. (INDIANA UNIVERSITY OF PENNSYLVANIA)

Surveyed college students following midterms to determine the best predictors of GPA among measures of lifestyle, motivation, and psychological well-being. A six predictor regression model for estimated spring GPA included: class attendance, marijuana use, study hours, likelihood of attending graduate school, concentration difficulty, and weekend wake-up time (Adjusted R-Square = .39). The model for overall GPA included eats breakfast, marijuana use, party hours, concentration difficulty, extrinsic motivation, and attending graduate school Adjusted R-Square = .37).

POSTER 63

THE IMPACT OF HYPNOSIS ON COERCIVE SUGGESTIONS

ALIZA HOWITT (TUFTS UNIVERSITY)

This study examined the impact of hypnosis on coercive suggestions in 13 highly hypnotizable participants. Participants played a probability game for monetary compensation. Analyses consisted of a Repeated Measures GLM testing effects of hypnotic suggestion, suggestion, and control on the likelihood of a participant betting against the odds. The within-subjects F showed a main effect of condition, $F(2,24) = 7.309$, $p = .003$. The effect interacted with response time, $F(22,264) = 1.717$, $p = .026$.

POSTER 64

POSITIVE INDUCED MOODS CREATE LARGER CONCEPTUAL DISTINCTIVENESS EFFECTS

AMANDA RICE, MARYELLEN HAMILTON (SAINT PETER'S COLLEGE)

Mood was manipulated in this experiment to activate either relational or item-specific processing. Based on research by Strobeck and Clore (2011), it was thought that positive mood would enhance relational processing. Thus, positive mood would create larger conceptual distinctiveness effects. Overall, a significant effect of distinctiveness was found. However, the means were in the predicted direction, the interaction failed to be significant. Implications of these finding will be discussed.

POSTER 65

YOUNG CHILDREN'S COPING STRATEGIES FOR SELF VERSUS A FRIEND IN STRESSFUL SITUATIONS

KALI MICHELLE NISSEN (WESTMINSTER COLLEGE)

This study examined whether preschoolers' strategies for coping with stress differ in situations involving themselves versus friends. Thirty-six children, ages three to five years, participated. Children were interviewed to assess coping strategies used in hypothetical normally-occurring stressful situations involving first themselves and then a friend. Results indicated that in stressful situations involving themselves, children chose more secondary and relinquished control coping strategies; for situations involving a friend, children chose more primary control coping strategies.

POSTER 66

COHESIVENESS, RELIGIOSITY, AND DIVORCE RATES IN FAMILIES WITH CHILDREN OF AUTISM

SARAH PARGAN, MINDY KOROL (MOUNT ST. MARY'S UNIVERSITY)

When there are children with Autism within a family there is a higher caring burden placed on parents. This higher burden can have many effects on the family. Results showed that overall cohesiveness was lower in families with children of Autism ($p=.005$) and that divorce rates were marginally higher as well ($p=.075$). A third hypothesis was not supported by the results; there were no significant differences found in terms of religiosity.

POSTER 67

APPLYING RECONSOLIDATION THEORY TO VERBAL ERROR CORRECTION

MICHAEL SMITH, JANET METCALFE, BARBIE HUELSEY (COLUMBIA UNIVERSITY)

Research on reconsolidation theory has been fairly limited in scope since its first emergence ten years ago. Our work presents a new application of this interesting idea—one within the realm of basic human lexical learning and memory. Via an A-B, A-C study and testing paradigm, we've revealed a powerful role of A-B testing prior to A-C study that aids final A-C memory. Testing followed by restudying leads to a reconsolidation of the word pairing.

POSTER 68

THE EFFECT OF COMEDY ON PERCEIVED THREAT

ALICIA CAMPBELL, KAITLIN GRANT, MARISA MEALY (CENTRAL CONNECTICUT STATE UNIVERSITY)

This study observed the impact of comedy on perceived intergroup threat. Symbolic threat was highest when white participants were exposed to a White experimenter and a White comedian making fun of a black target. If there is a Black comedian and a Black target, then realistic threat is lower, but if there is a Black comedian with a White target, symbolic threat is lower.

**Friday, March 2, 2012
8:00am-8:50am**

Paper Somerset West

**TEACHING ROUNDTABLE DISCUSSION:
BEYOND THE STROOP EFFECT**

**Friday, March 2, 2012
8:00 AM - 8:50 AM**

CHAIR: LARENCE BECKER (SALISBURY UNIVERSITY)

ROUNDTABLE DISCUSSION: BEYOND THE STROOP EFFECT: ACTIVE LEARNING IN COURSES ON COGNITION AND PERCEPTION

J. CRAIG CLARKE (SALISBURY UNIVERSITY)

Attendees are invited to participate in an open discussion, sharing activities and strategies for engaging students in the courses Cognitive Psychology, and Sensation and Perception.

**Friday, March 2, 2012
8:00am-8:50am**

Symposium Fayette

PSI BETA: STRATEGIES FOR RECRUITING NEW MEMBERS

**Friday, March 2, 2012
8:00 AM - 8:50 AM**

CHAIR: THOMAS C. BAILEY (UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE)

REVIVING THE PSYCHOLOGY PROGRAM: REDESIGNING THE CURRICULUM TO OUTCOMES-BASED LEARNING

**Friday, March 2, 2012
8:00am-8:50am**

Symposium Westmoreland East

TEACHING SYMPOSIUM: REDESIGNING THE CURRICULUM

**Friday, March 2, 2012
8:00 AM - 8:50 AM**

CHAIR: THOMAS C. BAILEY (UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE)

REVIVING THE PSYCHOLOGY PROGRAM: REDESIGNING THE CURRICULUM TO OUTCOMES-BASED LEARNING

Many psychology programs and curricula are based on older and possibly inherited models. The challenge is how to revitalize a program and revise a curriculum that focuses on the needs of potential students, employers, and/or graduate schools. This discussion/presentation demonstrates that even a program and curriculum developed many decades ago can be changed. In four months, UMUC psychology program moved from objective based teaching to outcome based learning, affecting 27 3-credit and 17 1-credit courses.

Discussant(s): Thomas C. Bailey (University of Maryland University College), Jennifer Thompson (University of Maryland University College)

**Friday, March 2, 2012
8:00am-8:50am**

Paper

Cambria West

THEORETICAL PAPERS

**Friday, March 2, 2012
8:00 AM - 8:50 AM**

CHAIR: ERIC D. MILLER (KENT STATE UNIVERSITY, EAST LIVERPOOL CAMPUS)

8:00am - 8:15am

THE ACADEMIC PSYCHOLOGIST AS A CONVENER OF INFORMATION: IMPLICATIONS FOR THE SCHOLARSHIP OF INTEGRATION AND ONLINE TEACHING

ERIC D. MILLER (KENT STATE UNIVERSITY, EAST LIVERPOOL CAMPUS)

Historically, the role of the academic psychologist has been to emphasize the importance of empirical research and traditional teaching methods. This paper aims to stimulate thinking about why academic psychology does not need to be rigidly bound by these traditions. This paper highlights the need and merit of the academic psychologist as a convener of

information. In this respect, the significance and value of the scholarship of integration and online learning are particularly emphasized.

8:20am - 8:35am

[73] A NEW THREE-DIMENSIONAL ATTACHMENT FRAMEWORK

RAELENE JORAN (RUTGERS UNIVERSITY-NEWARK)

Although the Internal Working Model (IWM) within Attachment Theory can change, the mechanism of change is not well understood. Building on Carey's (1991) demonstrated conceptual incommensurability and prior attachment research, a 3-D attachment network is developed, illustrating priming, chronic accessibility (Baldwin, 1992), IWM maintenance through transference (Brumbaugh & Fraley, 2006), and IWM change through differential motivation, transition, and bottom-up processing. This network will be presented and its ability to account for change will be discussed.

8:40am - 8:55am

PIONEERS OF PHOTOPSYCHOLOGY: STANLEY MILGRAM AND HARRY BEILIN

JOEL MORGOVSKY (BROOKDALE COMMUNITY COLLEGE)

Stanley Milgram, famed social psychologist, spent several years pondering the psychological dimensions of photography. This program positions Milgram and his NYU colleague Harry Beilin in a larger historical timeline: Photopsychology. Using his handwritten notes, course materials for The Psychology of Photography and Film, recorded lectures, and more, gathered from Yale University Library's Manuscripts and Archives Division, this presentation will describe the scope of Milgram's questions about photography as well as many of his conclusions.

**Friday, March 2, 2012
8:00am-8:50am**

Paper

Somerset East

COGNITIVE PAPERS: MEMORY I

**Friday, March 2, 2012
8:00 AM - 8:50 AM**

CHAIR: JUSTIN M. OLDS (SUNY -- BINGHAMTON)

8:00am - 8:15am

**THE EFFECT OF PERCEPTUAL AND
CONCEPTUAL FLUENCY IN THE SAME
RECOGNITION CONTEXT**

MEREDITH LANSKA, DEANNE WESTERMAN (SUNY
BINGHAMTON)

Stimuli that are fluently processed seem more familiar and are more likely to be called "old" on a recognition test. The link between fluency and recognition memory has been established using perceptual and conceptual methods to enhance fluency. Five experiments compared the effect of perceptual and conceptual fluency on recognition. The results showed that the type of encoding carried out during encoding determined the type of fluency that influenced recognition.

8:20am - 8:35am

**ENCODING AND RETRIEVAL IN THE TASK
SPAN PARADIGM**

KAITLIN REIMAN, CATHERINE M. ARRINGTON
(LEHIGH UNIVERSITY)

Using the task span procedure, participants performed groups of the same task, recalled simple memorized sequences, and performed tasks in accordance with previously memorized lists, with encoding processes recorded. Results suggested that encoding does not vary depending on how information will be later used, but retrieval does. Participants retrieved the entire sequence at once when their goal was simply recall, while they retrieved single items or small groups of items when their goal was performance.

8:40am - 8:55am

**THE EFFECT OF SURVIVAL PROCESSING
ON MEMORY INTERFERENCE**

JUSTIN M. OLDS, DEANNE L. WESTERMAN
(BINGHAMTON--SUNY)

Processing stimuli based on ancestrally-relevant survival leads to superior memory retention compared to modern scenarios (e.g. Nairne, 2010). Combining the survival processing framework with the longstanding interference theory framework (e.g. Crowder, 1976), the current work shows that ancestrally-relevant survival processing during interpolated learning causes more interference of prior learning than control. These results show that the survival processing benefit extends to interference effects in memory.

**Friday, March 2, 2012
8:00am-8:50am**

Paper

Fayette

PSI BETA:

**Friday, March 2, 2012
8:00 AM – 8:50 AM**

**STRATEGIES FOR RECRUITING NEW
MEMBERS**

MARY SHANNON, GLENORA KIVADOR, CURT
HOBBS, ERICA SANDERS

Community College of Allegheny County strategies for recruiting new members for Psi Beta chapters will be reviewed. The most successful one, which resulted in a gain of 135 members, will be described in detail.

**Friday, March 2, 2012
8:00am-8:50am**

Paper

Crawford West

**INTERNATIONAL PAPERS: CROSS-
CULTURAL RESEARCH**

**Friday, March 2, 2012
8:00 AM - 8:50 AM**

CHAIR: JOHN D. HOGAN

8:00am - 8:15am

**WHO VALUES CHILDREN'S IMAGINATION?
THE EFFECT OF RELIGIOUS ORTHODOXY
ON HUMAN VALUES IN 16 WESTERN
COUNTRIES**

ZACHARY WARREN (GEORGETOWN UNIVERSITY)

Abstract Developmental research suggests that imagination is an important skill for children's development of empathy and conflict resolution skills. However, some individuals value children's imagination more, and some less. What factors drive the difference? A theory is presented that religious orthodoxy, defined as belief in absolute rules, decreases the likelihood that individuals value imagination. Using the World Values Survey, a probit regression analysis is conducted on responses from 12,911 participants in 16 countries to assess the impact of religious orthodoxy on the perceived importance of children's imagination. Results support the hypothesis that religious orthodoxy carries a robust negative influence, above and beyond individual differences in religiosity, education, age, and gender.

8:20am - 8:35am

**SMART & HAPPY: HOW SOCIAL
EMOTIONAL INTELLIGENCE INFLUENCES
GRADES AND LIFE SATISFACTION**

LAVINIA LUCIA MARCHIS, ALINA AGIURGIOAEI BOIE, FABIAN AGIURGIOAEI BOI (SAINT JOHN'S UNIVERSITY)

An emergent body of research praises strong evidence connecting emotional intelligence to academic success and life satisfaction. However, little empirical research has been conducted to substantiate this assertion from a cross-cultural perspective. Our results suggest meaningful relations between school performance, emotional intelligence and life satisfaction that vary as a function of culture. Results of the current study should be considered when developing programs that target student academic success and emotional well being.

**Friday, March 2, 2012
8:00am-8:50am**

Symposium

Butler West

COMMUNITY PSYCHOLOGY SYMPOSIUM

**Friday, March 2, 2012
8:00 AM - 8:50 AM**

CHAIR: JOSEPH FERRARI (DEPAUL UNIVERSITY)

**FURTHER ASSESSING WHO WE ARE:
UNIVERSITY & COMMUNITY
PARTNERSHIPS IMPACTING STUDENTS
AND STAFF**

College settings teach and train citizens for community-based service. This interactive symposium focuses on a faith-based university's mission identity and activities from a community psychology perspective. In poster format, we present original research around community self-efficacy, job involvement, social justice, global citizenship, and poverty. We compared students and staff on demographic measures on a reliable and valid mission identity and mission-driven activity measure, called the DePaul Mission & Values Inventory (DMV).

Presentations

Vincentian Mission Fellow: Evaluating a Program to Educate Values for Serving Others

by Vincent Mammana-Lupo, Todd L. Bottom, & Joseph R. Ferrari

Community Self-efficacy: Believing Change is Possible through Volunteer Service

by Vicky S. Karahalios, Shannon M. Williams & Joseph R. Ferrari

In Their Own Voice: University Staff Stating Their Attitudes of the University Mission

by Mary G. Belour, Kathleen E. McAulif, & Joseph R. Ferrari

What about the Staff? Employee Job Involvement as Related to the University Mission

by Jacquelyn M. Heidegger, Kathleen E. McAulif, & Joseph R. Ferrari

Social Justice & Global Perspectives: Creating a University Context of Service and Sacrifice for Others

by Kristen M. Gowdy, Todd L. Bottom, & Joseph R. Ferrari

Poverty Perceptions: Does the University Educate Students to Respect the Poor?

by Arsalan Haq, Shannon M. Williams, & Joseph R. Ferrari

Discussant: Elizabeth Matteo (Alvernia University)

Friday, March 2, 2012

9:00am-9:50am

Symposium

Fayette

BRINGING THE 'OTHER' INTO THE CLASSROOM: REDUCING MENTAL ILLNESS STIGMA IN UNDERGRADUATES

Friday, March 2, 2012

9:00 AM - 9:50 AM

CHAIR: ELIZABETH KIRK MATTEO (ALVERNIA UNIVERSITY)

ELIZABETH KIRK MATTEO (ALVERNIA UNIVERSITY)

Undergraduates in 3 introductory psychology courses participated in teaching interventions designed to reduce mental illness stigma. The researcher specifically tested the effects of education, video, and contact interventions. Results of pre- and posttest scores on a social distance measure revealed a statistically significant reduction in distancing for the contact intervention. Discussion focuses on how social psychological theory can aid in the design of stigma reduction pedagogies.

Friday, March 2, 2012

9:00am-10:20am

Paper

Butler East

LEARNING PAPERS: CUE INTEGRATION

Friday, March 2, 2012

9:00 AM - 10:20 AM

CHAIR: MARTHA ESCOBAR (AUBURN UNIVERSITY)

9:00am - 9:15am

TEMPORAL INTEGRATION OF SENSORY PRECONDITIONING OCCURS AT TEST

GONZALO MIGUEZ (STATE UNIVERSITY OF NEW YORK AT BINGHAMTON), MIKAEL MOLET (UNIVERSITE LILLE 3)

Two lick suppression experiments, using rats in sensory preconditioning paradigms, tested whether integration of independently acquired temporal maps which share a common element (cue) occurs during training or testing. Experiment 1, found that extinction of the common cue decreased responding at test, suggesting that integration of temporal maps occurs at test. Experiment 2 detected recency-to-primacy shifts in temporal integration when a long delay occurred between extinction of the common cue and testing.

9:20am - 9:35am

MULTIPLE SOURCES OF SPATIAL CONTROL IN A SPATIAL-INTEGRATION TASK IN PIGEONS

AARON P. BLAISDELL, CYNTHIA FAST, DENNIS GARLICK (UCLA)

Pigeons learned to peck to a grid of visual landmarks on a touchscreen. One landmark was randomly selected to be the goal. A different landmark served as the discriminative cue to the goal location. We explored the role of landmark-goal spatial relationships using an associative-chaining procedure in which we manipulated the distance between the second and third link in the chain. We found evidence that spatial search was controlled by both spatial integration and generalization.

9:40am - 9:55am

ENERGIZING DRUG SEEKING WITH AN EXTINCTION-TREATED "BEHAVIORALLY SILENT" CUE

STANLEY J. WEISS, DAVID N. KEARNS (AMERICAN UNIVERSITY)

Within an animal-self-administration model, we investigated whether an extinguished cocaine cue would energize cocaine seeking when presented with another still active cocaine cue. Rats self-administered cocaine in different cues. Then, one cue was subjected to standard extinction. Although this "treated" cue ceased to control cocaine seeking, it significantly increased cocaine seeking when presented with a still-active non-extinguished cocaine cue. Drug-abuse interventions that eliminate the residual energizing capacity that survives extinction are needed.

10:00am - 10:15am

EVENT-TIME ENCODING OF OUTCOMES IN HUMAN ASSOCIATIVE LEARNING

NATASHA B. NADLER (CITY UNIVERSITY OF NEW YORK - GRADUATE CENTER), ANDREW DELAMATER (DALHOUSIE UNIVERSITY)

In a go/no-go task, human participants learned the relationships between distinct cues and associated targets to which they were to respond or not. In test, participants responded more slowly to invalidly cued than validly cued targets, and they more frequently missed responding to invalid targets when these occurred at the training interstimulus interval. These data indicate that people learn to associate cues with both the identity and temporal qualities of the target stimulus.

**Friday, March 2, 2012
9:00am-10:20am**

Symposium

Crawford West

INTERNATIONAL PSYCHOLOGY SYMPOSIUM: PSYCHOLOGY AT UNITED NATIONS

**Friday, March 2, 2012
9:00 AM - 10:20 AM**

CHAIR: FLORENCE L. DENMARK (PACE UNIVERSITY)

INTERNATIONAL PSYCHOLOGY AT THE UNITED NATIONS: PAST AND FUTURE ROLES

How have psychologists become increasingly involved in United Nations activities in recent years? This symposium describes past activities, current roles, and future opportunities in international psychology

Presentations

History of Psychology organizations at the United Nations

by Harold Takooshian (Fordham University)

Psychology Day at the United Nations

by Janet A. Sigal (Fairleigh Dickinson)

Psychology student opportunities at the UN

by Judy B. Kuriansky (International Association of Applied Psychologists)

Discussant(s): Ani Kalayjian (Meaningful World)

**Friday, March 2, 2012
9:00am-10:20am**

Paper

Butler West

COMMUNITY PSYCHOLOGY PAPERS: VOICE, POWER, AND MULTIPLE LEVELS OF SOCIAL CHANGE

**Friday, March 2, 2012
9:00 AM - 10:20 AM**

CHAIR: LAUREN CATTANEO, (GEORGE MASON UNIVERSITY)

9:00am - 9:15am

IS PARENT INVOLVEMENT ENOUGH TO IMPROVE SCHOOL READINESS AMONG SOCIOECONOMICALLY DEPRIVED URBAN PRESCHOOLERS?

SHARON KINGSTON (DICKINSON COLLEGE), KENG-YEN HUANG, ESTHER CALZADA, SPRING

DAWSON-MCCLURE, LAURIE BROTMAN (NEW YORK UNIVERSITY CHILD STUDY CENTER)

The current study used multilevel modeling to test the ability of parent involvement to moderate the effects of family and neighborhood level socioeconomic resources on school readiness among a sample of ethnically diverse urban preschoolers. The results suggest that parent involvement does moderate socioeconomic deprivation's relationship with problem behavior but not its relationship with increased adaptive and cognitive skills. Interventions focused on fostering school readiness among children experiencing socioeconomic deprivation should focus on multiple strategies.

9:20am - 9:35am

LAYING THE FOUNDATION FOR STRUCTURAL ANALYSES: (EM-) POWERING COMMUNITY PSYCHOLOGY, EXAMINING SOCIAL POWER

ROSALIE RODRIGUEZ, HOLLY ANGELIQUE, (PENN STATE HARRISBURG), MARCY CULLY (GEORGIA STATE UNIVERSITY), RACHAEL BROWN (PENN STATE HARRISBURG), AJA BINETTE (TEMPLE UNIVERSITY)

Articles in American Journal of Community Psychology and Journal of Community Psychology were examined for reference to the concept "power." Two historical points in the U.S., thirty years apart, were uncovered as community psychology moved away from individualized notions of mental health, and more recently as attention has shifted from community change to more meso-level concepts of social justice. Analyses of power covered a breadth of community psychology domains, which provide a foundation to develop theories, research and action that can expand the field and affect social change.

9:40am - 9:55am

EMPOWERMENT AND RESILIENCE: EXAMINING INTERSECTIONS FOR FUTURE RESEARCH AND ACTION

JENNA CALTON, JESSICA DUNN, LAUREN CATTANEO, (GEORGE MASON UNIVERSITY), ANNE BRODSKY (UNIVERSITY OF MARYLAND)

Empowerment and resilience are key constructs in work with marginalized populations, but they are inconsistently defined. This paper examines the overlap

and distinctions between empowerment and resilience, and presents an integrated model of the processes, using examples from interviews with 10 victims of intimate partner violence. Investigation of the constructs' dissimilarities and overlap provides the field with a framework for deeper understanding and action aimed at strength-based solutions for at-risk individuals and communities.

10:00am - 10:15am

FINDING VOICE: AN EXPLORATION OF THE OCCUPY MOVEMENT

MICHELLE RONAYNE (NASHUA COMMUNITY COLLEGE)

The Occupy movement presents an opportunity for applied and community psychologists to explore what leads to people to move towards change. This is a unique moment where activism at the grassroots level can be explored and better understood. This symposium will explore flat power and how the media depicts power structures, examine photos taken (looking at violent/neutral/informational signs) as well as media descriptions of the same locations and explore voices of those present at Occupy camps.

Friday, March 2, 2012

9:00am-10:20am

Paper

Cambria East

DEVELOPMENTAL SYMPOSIUM: THE INFLUENCE OF PARENT-INFANT INTERACTIONS ON MULTIPLE FACETS OF EARLY CHILD DEVELOPMENT

Friday, March 2, 2012

9:00 AM - 10:20 AM

CHAIR: RACHEL BARR (GEORGETOWN UNIVERSITY)

Friday, March 2, 2012
9:00am-10:20am

Invited Speaker **Westmoreland West & Central**

**COGNITIVE NEUROSCIENCE KEYNOTE:
DISTRIBUTED NEURAL CIRCUITS, NOT
CIRCUMSCRIBED CENTERS, MEDIATE
BOTH FACE AND WORD RECOGNITION**

Friday, March 2, 2012
9:00 AM - 10:20 AM

CHAIR: NANCY S. KIM (NORTHEASTERN UNIVERSITY)

**DISTRIBUTED NEURAL CIRCUITS, NOT
CIRCUMSCRIBED CENTERS, MEDIATE
BOTH FACE AND WORD RECOGNITION**

MARLENE BEHRMANN (CARNEGIE MELLON UNIVERSITY)

In contrast with the claim that there exist domain-specific neural correlates of face and word recognition, I propose that complex visual recognition is subserved by a distributed underlying circuit that becomes relatively optimized, over development, for words and faces in the left and right hemisphere, respectively. I will present behavioral and neural developmental evidence and data from individuals with lesions revealing the structural and functional connectivity of this circuit as well as its developmental trajectory.

Friday, March 2, 2012
9:00am-10:20am

Symposium **Westmoreland East**

**TEACHING SYMPOSIUM: INNOVATIONS
FOR ENHANCING ONLINE EDUCATION**

Friday, March 2, 2012
9:00 AM - 10:20 AM

CHAIR: JEFF LOVE (PENNSYLVANIA STATE UNIVERSITY)

**INNOVATIONS FOR ENHANCING ONLINE
EDUCATION**

We discuss recent innovations designed to enhance the educational experiences of students in our online courses. We will discuss the creation of a handbook for eLearning instructors, a psychology club for online students, a Psi Chi Chapter for online students, and most recently, a research club for online students.

Presentations

An Overview

by Cathy Hunt (The Pennsylvania State University),
Amie Skattebo (The Pennsylvania State University)

Creating a Handbook for eLearning Instructors

by Jeff Love (The Pennsylvania State University),
Andrew Peck (The Pennsylvania State University),
Josh Wede (The Pennsylvania State University)

Psychology Clubs for Online Students

by Brian F. Redmond (The Pennsylvania State University)

Discussant(s): Brian F. Redmond (Pennsylvania State University)

Friday, March 2, 2012
9:00am-10:20am

Invited Speaker **Somerset West**

**SPORT-RELATED CONCUSSION: NEW
DEVELOPMENTS IN RESEARCH AND
PRACTICE**

Friday, March 2, 2012
9:00 AM - 10:20 AM

CHAIR: DIANE L. FINLEY (PRINCE GEORGE'S COMMUNITY COLLEGE)

ANTHONY KONTOS

The purpose of this presentation is to provide a critical review of sport-related concussion trends, assessment, and treatment from a research to practice perspective. The focus of the presentation will be on translating empirical findings to practical application. Dr. Kontos will present information about sport-related concussion from a multidisciplinary perspective including emerging risk factors, developmental issues, prognostic indicators of outcome, and psychological issues. Dr. Kontos will then examine new developments in empirically-based assessment of sport-related concussion including on-field and computerized neurocognitive assessments; symptom reports; and neuroimaging techniques. Dr. Kontos will also discuss cutting-edge, empirically-based treatments for sport-related concussion including pharmacological, physical exertion, and vestibular therapies. At the conclusion of the presentation, Dr. Kontos will respond to questions from the audience.

**Friday, March 2, 2012
9:00am-10:20am**

Invited Speaker **Crawford East**

**HISTORY OF PSYCHOLOGY INVITED
SPEAKER: ANTI-PSYCHIATRY, THEN AND
NOW**

**Friday, March 2, 2012
9:00 AM - 10:20 AM**

CHAIR: ALEXANDRA RUTHERFORD (YORK
UNIVERSITY)

DANIEL BURSTON (DUQUESNE UNIVERSITY)

The term "anti-psychiatry" was coined in the late 1960's to describe a group of British and American psychiatrists who questioned the "medical model" of madness, and developed alternatives to the coercive and/or neurotoxic treatments offered by mainstream psychiatry at the time. This group was strongly influenced by existentialism, phenomenology, psychoanalysis and American communications theory, and was inclined to situate the source of the patient's disturbance in the patient's family of origin, rather than in their brain or their unconscious.

**Friday, March 2, 2012
9:00am-10:20am**

Poster **Alleghany Ballroom I-IV**

SOCIAL POSTERS I

**Friday, March 2, 2012
9:00 AM - 10:20 AM**

CHAIR: JANET SIGAL (FAIRLEIGH DICKINSON
UNIVERSITY)

POSTER 1

**PREDICTING ORGANIZATIONAL
CITIZENSHIP BEHAVIOR: THE EFFECT OF
MOTIVATIONAL ORIENTATION**

MARCIA A. FINKELSTEIN (UNIVERSITY OF SOUTH
FLORIDA)

This study was the first to link functional views of organizational citizenship behavior (OCB) to individual differences in intrinsic and extrinsic motivation. Intrinsically motivated individuals manifested other-oriented motives for OCB, while those with extrinsic orientations were driven largely by self-focused objectives. Mediation analyses implicated motivational orientation as a causal factor in determining specific motives. The data highlight the similarity of OCB to volunteerism and the efficacy of a functional approach to understanding ongoing prosocial activity.

POSTER 2

**SHIFTING STANDARDS IN THE PROVISION
OF EMOTIONAL SUPPORT WITHIN
ROMANTIC RELATIONSHIPS**

MELINDA CICCOCIOPPO, IRENE H. FRIEZE
(UNIVERSITY OF PITTSBURGH)

The purpose of this study was to evaluate the standards that men and women are held to in the realm of emotional support provision within a relationship. Heterosexual, dating college students were asked to rate their partners' provision of emotional support using either an objective scale or a subjective scale. It was predicted that the objective scale would reveal stereotypical gender differences in the provision of

emotional support with women being rated as providing more of this support than men; however, the subjective scale, which is subject to shifting standards, would not reveal gender differences in the provision of emotional support.

POSTER 3

ARE ALCOHOL USE MOTIVES MORE STATE OR TRAIT?

ETHAN EHRENBERG, STEPHEN ARMELI, (FAIRLEIGH DICKINSON UNIVERSITY), HOWARD TENNEN (UNIVERSITY OF CONNECTICUT HEALTH CENTER, DEPT. OF COMMUNITY MEDICINE)

We used a daily diary design to assess the degree of within- and between-person variation in alcohol use motives, which are commonly measured as stable, trait-like constructs. Results indicated that more than half of the variation in drinking motives is within-person, episode level variation. We also found moderate to strong associations between retrospective motive reports and mean levels of daily (episode level) reports.

POSTER 4

TECHNOLOGY'S ROLE IN COMMUNICATION BY COLLEGE STUDENTS

ELIZABETH M. RIVERA, KIMBERLY FAIRCHILD (MANHATTAN COLLEGE)

This study examined technology's current role in college students' communication. The findings suggest that texting is the current preferred mode of technology for daily communication within most types of relationships. Data on the frequency of use and open-ended responses suggest that there are different trends of a preferred mode of technology within each relationship category. In addition, a relationship was found between distance from home and self-reported social support.

POSTER 5

ROOM TO SKATEBOARD: THE INFLUENCE OF A GENDERED ACTIVITY ON SPATIAL JUDGMENTS

BENJAMIN R. MEAGHER, KERRY L. MARSH (UNIVERSITY OF CONNECTICUT)

The role affordances play in judgments of spaciousness was explored by priming a particular activity – skateboarding – in a setting furnished to either facilitate or inhibit this activity. A gender by priming interaction was found: when primed by a skateboard, female participants judged the room to be less spacious whereas male participants judged the room to be more spacious. These results suggest that activities with gendered connotations may lead to differing experiences of the physical environment.

POSTER 6

EFFECTS OF FACEBOOK ACTIVITY AND SOCIAL COMPARISON ORIENTATION ON SELF-ESTEEM

MARY RIMI, ALLISON WIDMAN, MATT MCCARRIER, HALEY HUNTER, KRISTIN HOMAN (GROVE CITY COLLEGE)

Facebook provides an opportunity for people to compare themselves to others. However, little research has explored the effects of Facebook on self-esteem. This study tested the hypothesis that exposure to one's own Facebook page would increase state self-esteem. It also tested the moderating effect of social comparison orientation. Two aspects of self-esteem were considered: social and appearance. Data was analyzed via two-way analysis of variance for each self-esteem variable. Results did not support the hypotheses.

POSTER 7

EMERGING ADULTS RETROSPECTIONS OF ADOLESCENT ROMANTIC RELATIONSHIPS AND SUBSEQUENT PARTNER CHOICE

ROSS WILLIAM MAY (OLD DOMINION UNIVERSITY)

This study examined ratings of how initial serious romantic relationships (SRR) influence current romantic perspectives. In comparison to other relationships typologies, first SRR were endorsed as the most influential relationship in determining current relationship perspectives. Compared to men, women rated their first SRR as more influential on their current relationship perspectives and their first SRR as more similar in personality to their current partner. Personality factors were not associated with SRR endorsements.

POSTER 8

ACADEMIC MAJOR AS PERCEIVED STRESS INDICATOR: EXTENDING STRESS MANAGEMENT INTERVENTION

STEPHEN P. CASAZZA, ROSS W. MAY (OLD DOMINION UNIVERSITY)

Hierarchical multiple regression analysis indicated the distinction between hard and soft science academic majors accounted for a significant increase in the prediction of variance in perceived stress scores after controlling for demographics, extracurricular activities, employment, coping skills, and parental, friend and romantic relationship qualities. Hard science majors experienced significantly more perceived stress than soft science majors and these findings were discussed as informing stress management interventions in targeting academic subpopulations prone to elevated stress levels.

POSTER 9

PLAYING YOUR WAY TO COLLEGE ADJUSTMENT

MARYANN BUSH, MONICA FANGIO (NAZARETH COLLEGE)

Adult playfulness and perceived stress were investigated regarding their contribution to college adjustment in first year residential college students. Results suggest that both factors contribute to adjustment. The model produced an adjusted R2 of .60 [$F(2,52) = 40.64, p < .001$]. Implications for helping students to adopt positive emotions as reflected in playful attitudes in order to increase college adjustment are discussed.

POSTER 10

PREDICTIONS OF MORAL ATTENTIVENESS AND COURAGE

EDWARD MARTIN BUTLER, ARNO R KOLZ, ERIKA MURPHY (MANHATTAN COLLEGE)

The present study explores the relationship between moral attentiveness, moral courage, need for cognition, and personality. Results indicated that people high in need for cognition and extroversion are more likely to think about the moral aspects of a problem. High need for cognition individuals are also more willing to persevere when faced with threats. Conscientious and high need for cognition people are more likely to

consider multiple values when approaching an ethical issue.

POSTER 11

Abstract withdrawn.

POSTER 12

SPONTANEOUS LABELS AND STIGMA OF THE MENTALLY ILL

MICHELLE I GREENSPOON (THE CITY COLLEGE OF NEW YORK), DEIDRE ANGLIN (THE CITY COLLEGE AND THE GRADUATE CENTER OF NEW YORK), LAWRENCE YANG (THE JOSEPH L. MAILMAN SCHOOL OF PUBLIC HEALTH OF COLUMBIA UNIVERSITY), QUENESHA LIGHTY (THE CITY COLLEGE OF NEW YORK)

Current research on stigma of the mentally ill is based on provided clinical diagnoses. We explore spontaneous labeling (diagnostic or non-diagnostic) and subsequent stigmatizing attitudes. Participants responded to a vignette describing a person with an unspecified mental illness. Most labels entered were non-diagnostic. A significant relationship was found between label type, dangerousness and fear attribution. This study adds to the current research, using a paradigm more likely experienced by the public.

POSTER 13

WHAT MOOD ARE YOU IN? CURRENT MOOD AND AFFECTIVE FORECASTING

ELIZABETH MANCINI, KIMBERLY FAIRCHILD (MANHATTAN COLLEGE)

Individuals tend to be inaccurate when predicting responses to emotional life events and future emotions. These mistakes when making predictions are affective forecasting errors, which result from the influence of multiple factors. The aim of this study was to examine whether an individual's current mood state is another factor that influences systemic errors made in affective forecasting. This study manipulated current mood and found that current mood does influence affective forecasting.

POSTER 14

DISCRIMINABILITY AND VALIDITY OF THE

INCLUSION OF OTHER IN SELF RELATIONSHIP CLOSENESS MEASURE

DURELL JOHNSON (PENNSYLVANIA STATE UNIVERSITY)

A concern with single-item measures regards their limited precision, reliability, and validity. This concern is especially relevant when using pictorial single-item measures. The current study examined participant perceptions of response options for a pictorial single-item measure and the association between perceptions and the measure's validity and discriminability. Findings are discussed in regards to the influence of perceptions on item responses and the steps that may be taken to reduce error and increase validity and discriminability.

POSTER 15

INTEGRATED EXPLANATIONS OF MENTAL ILLNESS AND STIGMATIZING ATTITUDES

JUSTINE D GABRESKI, GUY A BOYSEN (STATE UNIVERSITY OF NEW YORK AT FREDONIA)

This research consisted of two studies investigating how integrated biological and environmental explanations for violent and non-violent disorders affect stigma. Participants researched biological, environmental, or integrated explanations for violent and nonviolent cases of mental illness. Results indicated that integrated explanations significantly increased beliefs in both biological and environmental causes of mental illness. Also, the level of violence associated with mental illness affected stigma, but the cause of the violence did not impact stigma.

POSTER 16

FEMI-NAZIS AND BRA BURNING CRAZIES: WHY TODAY'S WOMEN DON'T IDENTIFY AS FEMINISTS

JILL SWIRSKY, D.J. ANGELONE, STEPHANIE MANNON, ALLISON SMITH, DANIELLE SMITH (ROWAN UNIVERSITY)

Despite data demonstrating a substantial gender gap, many women do not consider themselves feminists because of the negative connotation associated with the term. The goal of this project was to identify potential personal roadblocks for women associating with the movement. Qualitative data suggests women are not identifying as feminists because of the negative connotations associated with the term, suggesting

women's equality may be better served by utilizing a new term for the feminist movement.

POSTER 17

GENDER AND ATTACHMENT STYLE DIFFERENCES IN COMMUNICATION UNDER RELATIONSHIP THREAT

BRIAN HAMMOND, MICHAEL G. HAMEL, ADDALENA VIRTUS, EMMA WETZEL, ANGELINA CASTELLANI (SHIPPENSBURG UNIVERSITY)

This study is on gender and attachment style differences in feedback seeking and giving in relationships. Participants were asked what they should do and actually would do in hypothetical scenarios that presented threats to relationships. Participants with greater attachment anxiety were less direct in their communication. In addition, men reported a strong relation between what they should do and would do, while women reported that they should be more direct than they actually would be.

POSTER 18

COMPARING VOLUNTEERISM IN STUDENTS TO LEARNING STYLES AND PERSONALITY

EMILY A. GOLAS, KYLE G. STAVINSKI, KATHLEEN PECK, BARBARA A. LEWIS (SUSQUEHANNA UNIVERSITY)

The purpose of this study was to determine whether there were differences between volunteers and non-volunteers on learning styles and personality traits. Participants were recruited from psychology classes at a small liberal arts university. Individuals answered demographic questions, which included items about high school and college volunteering. Next, participants completed Kolb's Learning Style Inventory and International Personality Item Pool questions measuring empathy and kindness. College volunteers were significantly higher in empathy and kindness than non-volunteers.

POSTER 19

CONVEYING PERSONALITY CHARACTERISTICS THROUGH COLOR

DEBRA B. HULL, JESSICA FLORIAN, ALLISON BURKE (WHEELING JESUIT UNIVERSITY)

Undergraduates rated the degree to which each of 12 colors conveyed each of five personality traits, using five-point scales. Results showed that yellow is associated with extroversion, agreeableness, and openness to new experience, and that white conveys conscientiousness and emotional stability. There were sex differences in the colors most associated with agreeableness and emotional stability. We discuss the results in terms of their implications for marketing and for communicating one's desired personality characteristics.

POSTER 20

THE DIFFERENTIAL EFFECTS OF RWA AND SDO ON POLITICAL BEHAVIOR

JARRET T CRAWFORD, JENNIFER BRADY, HEATHER ERNY, BRITTANY GILBERT (THE COLLEGE OF NEW JERSEY)

According to the dual process model (DPM; Duckitt, 2001), right-wing authoritarianism (RWA) and social dominance orientation (SDO) are related but distinct ideological attitude dimensions that have distinct effects on intergroup attitudes. We examined the differential effects of RWA and SDO on political behavior. Consistent with the DPM, we found that RWA more strongly predicted political behavior when social cohesion concerns were salient, whereas SDO more strongly predicted political behavior when intergroup dominance concerns were salient.

POSTER 21

SURVEY RESPONSE RATES FOR TWO INTERNET METHODS OF CONTACTING RESPONDENTS

THOMAS P. HOGAN, VICTORIA ALOGNA (UNIVERSITY OF SCRANTON)

This study contrasted response rates for two methods of Internet-based contact. 400 participants were randomly selected, divided into two groups, and contacted by their university e-mail addresses. One group responded by accessing a link to Survey Monkey. The second group responded directly to the e-mail. Both methods yielded relatively low response rates. The direct response method generated a slightly but nonsignificantly higher response rate apparently overcoming any concern about confidentiality.

POSTER 22

HEIGHTENED INTENTIONS MEANS HEIGHTENED INJURY: TRANSGRESSOR'S INTENTIONS ON THE VICTIM'S INJURY.

WILLIAM ASHTON (CITY UNIVERSITY OF NEW YORK AT YORK COLLEGE)

While some past studies have found a relationship between the transgressor's intention to harm and perceptions of the victim's level of injury, other studies have not. Evidence is presented that the cause of this confusion is due to a demand characteristic: the participants' perception of purpose of the study, either moral decision making or social perception. The theoretical implications, regarding priming and the Just World Hypothesis, of this demand variable will be discussed.

POSTER 23

PERCEPTIONS OF BULLYING BASED ON GENDER AND ATTRACTIVENESS OF THE ASSAILANT

SHANNON HABERZETTL, JAMES SCEPANSKY (CEDAR CREST COLLEGE)

Participants (N = 112) read vignettes describing a bullying situation where gender and attractiveness of the assailant were manipulated using an accompanying photograph. Contrary to predictions, results showed no significant effects for gender or for level of attractiveness of the assailant on ratings of whether or not the behavior described in the vignette constituted bullying. However, the attractive assailant received lower acceptance ratings than the unattractive assailant. Implications of these results will be discussed.

POSTER 24

ROMANTIC RELATIONSHIP CONFLICT: WHY DO MEN AVOID?

EMILY KEENER, SARA GOULD, CARLY LUCAS, ALYSSA REUSCHER (SLIPPERY ROCK UNIVERSITY)

When managing romantic relationship conflict, a gender-linked pattern emerges--women demand and men avoid. We examined expressive/feminine traits as a mediator of the association between gender and

avoidant conflict-management strategies. To assess avoidant conflict-management strategies, participants (N= 339) completed the Peer Conflict Questionnaire. To assess expressivity, the Personal Attributes Questionnaire was used. Results showed that the association between gender and avoidant strategies was mediated by expressive traits.

POSTER 25

DETERMINING THE VERDICT OF A POSSIBLE CHILD ABUSE CASE: BIAS IN PARENT GENDER

RAQUEL L JOHNSON (ROWAN UNIVERSITY)

The purpose of this study is to see if gender bias affects how we convict child abusers. The hypothesis was that mothers will be seen as less likely to commit child abuse than fathers. The study involved a vignette of a possible child abuse case. One vignette contained a mother, the other a father. The results showed that there were no significant differences between genders. However, judgments independent of the vignette did find significant differences.

POSTER 26

MENTAL ILLNESS STIGMA: EFFECT OF ILLNESS TYPE AND RELIGION

O.J. SIZEMORE, MATTHEW TREMBLE (IONA COLLEGE)

Participants read vignettes in a 2 X 3 design with mental illness type (schizophrenia, depression) and target religion (Christian, Jew, Muslim) as the independent variables. Principal component analyses yielded three significant composite measures (Volatility, Responsibility, Social Distance). Analysis of variance showed that the schizophrenia condition produced higher Volatility, less Responsibility, and greater Social Distance. Target religion interacted with illness type for Volatility and Social Distance; in each, the Jewish schizophrenic targets were judged more harshly.

POSTER 27

THE EFFECTS OF GENDER AND DRINKING ON RAPE MYTH ACCEPTANCE

KATHRYN L. CONN, PATRICIA C. RUTLEDGE (ALLEGHENY COLLEGE)

Rape myths are widely and persistently held false beliefs about rape. Previous research suggests that rape myth acceptance (RMA) varies with gender and, among heavier drinkers, may function to distance issues related to sexual assault. In the current study, gender significantly predicted RMA, with male participants reporting higher adherence to rape myths. The number of drinks usually consumed per occasion significantly predicted RMA, with participants who consumed more drinks per occasion reporting higher RMA.

POSTER 28

MY PARTNER IS BETTER THAN YOURS: THE MERE OWNERSHIP EFFECT IN RELATIONSHIPS

JACQUELINE F ABATE, JEFFREY M VIAUD, KELSEY T CORRIGAN, GARY W LEWANDOWSKI JR (MONMOUTH UNIVERSITY)

The present study examines the mere ownership effect (i.e. the preference for objects primarily because one owns them) within the context of romantic relationships. Participants viewed personality profiles and were told that it was their romantic partner or that it was someone else's partner. Consistent with mere ownership, those evaluating their own romantic partner provided superior ratings on attractiveness, commitment, and investment compared to those evaluating another's partner.

POSTER 29

PERSONAL INCOME, CHARITABLE GIVING, AND VOLUNTEERISM: A CORRELATIONAL ANALYSIS

GEORGE WHITEHEAD, ANDREW KITZROW (SALISBURY UNIVERSITY)

This study examined the relationship among personal income, charitable giving, and volunteerism. We predicted that personal income would be positively correlated with charitable giving and not volunteerism. We also predicted that charitable giving and volunteerism would be negatively correlated. Using archival data, we confirmed our predictions. The implications of these findings for a psychology of pro-social behavior are discussed.

POSTER 30

SEXUAL EDUCATION, GENDER AND RISKY SEXUAL BEHAVIOR IN COLLEGE STUDENTS

KATHRYN LARSON, CAITLYN GORHAM, JILL NORVILITIS (SUNY BUFFALO STATE COLLEGE)

Sexual education plays a role in adolescents' lives but the impact on sexual behavior in college remains unclear. This study explored the effects of different types of sexual education on later sexual behaviors. Results indicated that perceived quality, amount, and type of sex education were unrelated to the promiscuity and sexual behavior students engage in. Gender was related to sexual anxiety, and perceptions of risk and benefits of sexual behaviors, but not risky sexual behavior.

POSTER 31

ETHNIC DIFFERENCES IN PRE-COMPETITION ANXIETY AND SELF-CONFIDENCE IN TRACK AND FIELD ATHLETES

VASILIKI ANAGNOSTOPOULOS, MICHELE M. CARTER, CAROL WEISSBROD (AMERICAN UNIVERSITY)

This study examined ethnic differences in the direction and intensity of pre-competition anxiety (cognitive and somatic anxiety) and self-confidence among collegiate track and field athletes. Overall, African American athletes reported higher self-confidence intensity scores and higher ethnic identity scores compared to their Caucasian counterparts. Track athletes also reported higher pre-competition anxiety and self-confidence than field athletes. Ethnic differences in these areas could affect athletic performance and how sports psychologists treat athletes of diverse backgrounds.

POSTER 32

FACETS OF NARCISSISM AND THE BIG FIVE PERSONALITY TRAITS.

AIMEE LIGHTBURN (ALBRIGHT COLLEGE)

The association between different facets of narcissism and the Big Five personality traits was examined in a correlational study using the BFI and the NPI. Self-

sufficiency was found to be different from other facets of narcissism in that it was positively correlated with conscientiousness and negatively correlated with neuroticism suggesting that it may be a valuable, adaptive trait. Vanity and exhibitionism were negatively associated with conscientiousness, while entitlement and exploitativeness were positively correlated with openness.

POSTER 33

COMMUNICATION AND ENTERTAINMENT TECHNOLOGY USE IN RELATION TO SELF-ESTEEM AND POPULARITY

CHAMPIKA K. SOYSA, JENNIFER M. GARDNER, VICTORIA REISZNER (WORCESTER STATE UNIVERSITY)

Communication and entertainment technology use such as texting, social media use, phoning, emailing, instant-messaging, audio-video device use, and internet surfing, were examined in relation to self-esteem and popularity among 176 undergraduates. In men and women respectively, instant-messaging (inversely) and audio-video device use (inversely) predicted self-esteem. On the other hand, use of audio-video devices among men (inversely), and texting among women (positively), predicted popularity. These results inform us about gendered relationships in the use of technology.

POSTER 34

ON TERROR MANAGEMENT, RELIGIOUS BELIEFS, AND SELF-MONITORING

KENNETH G. DEBONO, CAITLIN M. SILVIA, CHELSEA E. BAPTISTE, JILLIAN K. DEBONO (UNION COLLEGE)

We asked high and low self-monitors to think about either their own mortalities or dental pain, and then assessed the strength of their religious beliefs. Results indicated that among low self-monitors, religious beliefs became stronger in the mortality salience condition than in the dental pain condition. In contrast, the strength of religious beliefs among high self-monitors did not differ as a function of condition.

POSTER 35

NARCISSISM IN RELATION TO PERSONALITY, ATHLETICISM, LEADERSHIP, AND ROMANTIC RELATIONSHIPS

RACHEL E. GRIX (SUSQUEHANNA UNIVERSITY)

This study explored the relationship of subclinical narcissism to the five-factor model of personality and the constructs of leadership, athleticism, and romantic relationships. Narcissism correlated positively with leadership, numbers of romantic relationships and sexual partners, Extraversion, Openness, and Conscientiousness, and negatively with athleticism, romantic relationship length, Neuroticism, and Agreeableness.

POSTER 36

THE INFLUENCE OF ETHICS CLIMATE ON BEHAVIOR IN ORGANIZATIONS

ARNO R. KOLZ, YAN YIN WANG, ELIZABETH MANCINI (MANHATTAN COLLEGE)

The present study examined whether organizations which have engaged in unethical behavior differ in climate from those that have not. It also examined if climates differ in organizations that have specifically been involved in financial or interpersonal wrongdoing. Organizations where no unethical behavior was reported scored significantly higher on climates for friendship, team interest and social responsibility. Financially unethical organizations scored significantly lower on personal morality, while interpersonal unethical behavior was related to friendship climate

POSTER 37

THE ROLE OF IMPLICIT-EXPLICIT SELF-ESTEEM DISCREPANCY IN ATTITUDES TOWARD CONDOMS

VALERIE L. LAWS, LUIS M. RIVERA (RUTGERS UNIVERSITY, NEWARK)

Implicit-explicit self-esteem discrepant individuals have relatively strong self-image concerns and thus they behave irrationally. Supporting this hypothesis, we demonstrate that discrepant individuals possess strong unconscious self-image ambivalence. Furthermore, when such individuals are self-threatened, they express

strong implicit (but not explicit) anti-condom attitudes. However, a self-affirmation completely reverses this detrimental effect.

POSTER 38

CAN EXPERIENCES OF STREET HARASSMENT INDUCE STEREOTYPE THREAT?

KIMBERLY FAIRCHILD, MARGARET HOBAN, ANGELICA ANATRA, SCHYANNE HALFKENNY, PAUL SGRO, BRIDGET GERSTEL (MANHATTAN COLLEGE)

The current research sought to extend research on the disruptive effects of stereotype threat on women's cognitive abilities by establishing whether street harassment may prime women to focus on stereotypical aspects of themselves. We hypothesized that women who recall an experience of street harassment will perform more poorly on a math test than women who recall a neutral experience with a stranger. The results demonstrate a trend that lends support for this hypothesis.

POSTER 39

SELF-MONITORING AND AD EVALUATION: THE ROLE OF LANGUAGE VIVIDNESS

ADELER L. KERNER, KENNETH G. DEBONO (UNION COLLEGE)

High and low self-monitors evaluated an advertisement for a restaurant. For some participants, the ad described the restaurant in vivid terms. For others, the ad expressed the same sentiments, but did so using more pallid language. Results indicated that high self-monitors preferred the ad that used vivid language, but low self-monitors preferred the ad that described the restaurant in less vivid terms.

POSTER 40

THE IMPACT OF GENDER AND SPORTS TEAM AFFILIATION ON IMPRESSION DEVELOPMENT

JAMONN CAMPBELL (SHIPPENSBURG UNIVERSITY), CHRISTIAN END (XAVIER UNIVERSITY), JESSICA GRIER (SHIPPENSBURG UNIVERSITY), EMILY CROWE, ELYSE KRAUSE, ALANA MONTENEGRO (XAVIER UNIVERSITY)

Participants formed impressions of individuals after viewing mock-up profiles from the Facebook social networking site. The Facebook profiles manipulated the page owner's number of friends, their gender, and whether the owner identified with a gender consistent or gender inconsistent sports team. Participants who did not strongly identify with a sports team were more influenced by the gender consistency of the page owner's profile than individuals who were more strongly identified with a sports team.

POSTER 41

WHO IS HAPPIER AND WHY: GENERATION XERS OR THE MILLENNIALS?

DAVID PAGE, ALEXANDRA VIZGAITIS (NAZARETH COLLEGE)

This study attempted to document and explain generational differences in general happiness and types of happiness. General happiness, types of happiness experienced, locus of control, optimism-pessimism levels, and social connectedness and support were assessed in a sample of 109 adults. No generational differences in overall happiness were found, but Generation Xers reported a more Pleasant Life, and Millennials reported a more Meaningful Life. Differences in the experience of a Meaningful Life are due to optimism-pessimism.

POSTER 42

DEVELOPMENT OF THE SUPPORT FOR GAY AND LESBIAN CIVIL RIGHTS SCALE (SGLCRS)

MICHAEL J. BROWN (SUNY-ONEONTA), ERNESTO HENRIQUEZ (HOSPITAL FOR SPECIAL SURGERY)

This research outlines the development of a scale to assess support for gay and lesbian civil rights. Initial scale development involved examining item-pool responses from 224 undergraduate students. The resulting Support for Gay and Lesbian Civil Rights Scale (SGLCR) consisted of 20 items. In a series of four studies, the SGLCR demonstrated a stable factor structure, strong internal consistency, test-retest reliability, and construct validity.

POSTER 43

THE RELATIONSHIP BETWEEN PARENTING, IMPULSIVITY, AND BINGE-DRINKING IN A COLLEGE SAMPLE

DARRIN GOODING, CATHERINE PETRICK, TABATHA GUESFEIRD, LAUREN LITTLEFIELD (WASHINGTON COLLEGE)

Using three measures, 79 college students aged (17 – 31), reported perceptions of their parents' disciplinary styles, their own impulsivity, and their alcohol usage history across the past 3 months. Parenting style had no clear effect on binge drinking or impulsive behavior. However, maternal permissiveness was associated with maladaptive family attitudes towards drinking, and authoritativeness was related to lower impulsivity. Higher impulsivity levels correlated to frequency of binge drinking episodes.

POSTER 44

HOW THE EMBODIMENT OF SELF-EXPANSION AND SELF-CONTRACTION INFLUENCES SELF-EFFICACY

JULIANNE NESTOR (MONMOUTH UNIVERSITY), RACHEL CARSON (ASHLAND UNIVERSITY), CORI PALERMO (SACRED HEART UNIVERSITY), STEPHANIE KOCSIK, CHELCIE PIASIO, JESSICA DOOLEY (MONMOUTH UNIVERSITY), BRENT MATTINGLY (ASHLAND UNIVERSITY), GARY W. LEWANDOWSKI JR. (MONMOUTH UNIVERSITY)

The purpose of this study is to learn how a person's embodied experience of self-expansion or self-contraction influences self-efficacy. On an iPad, 144 participants manipulated a face that represented their self by making it bigger (expansion), smaller (contraction) or no change (control). Participants then answered a self-efficacy questionnaire also on the iPad. Results show that those who experienced embodied self-expansion had higher self-efficacy than those in the other two conditions.

POSTER 45

SELECTIVE USE OF ABSTRACT POLITICAL ARGUMENTS TO SUPPORT CONCRETE POLITICAL OPINIONS

MICHAEL DEWALD, BA, GEOFFREY D MUNRO, PHD (TOWSON UNIVERSITY)

One process of motivated reasoning is selectively using abstract arguments to support desired outcomes. Participants who identified themselves as strong republicans or democrats read prompts on debates surrounding abortion and same-sex marriage highlighting the roles of state and federal authority in

each. Chi-square analyses indicated that significant percentages of republicans (27%) and democrats (38%) changed their arguments for or against the authority of state vs. federal government depending on which supported their desired outcome.

POSTER 46

THE EFFECTS OF SELF-EXPANSION ON SELF-EFFICACY

RACHEL EA CARSON, SARAH N. GUARINO, BRENT A. MATTINGLY (ASHLAND UNIVERSITY), GARY W. LEWANDOWSKI, JR. (MONMOUTH UNIVERSITY)

The self-expansion model suggests that engaging in novel tasks should lead to increased self-efficacy for subsequent tasks. To test this, participants engaged in a high or low self-expansion task, and then completed a self-report self-efficacy scale. Results indicated that individuals who engaged in high self-expansion tasks had a greater self-reported self-efficacy, compared to those engaged in a low self-expansion task.

POSTER 47

SEXUAL BEHAVIOR AND RELIGIOSITY AMONG UNDERGRADUATE COLLEGE STUDENTS

EDWARD W. MCCARTHY IV, JILL M. NORVILITIS, PHD (STATE UNIVERSITY OF NEW YORK COLLEGE AT BUFFALO)

This present study examined the relation between religious beliefs, behaviors and attitudes and sexual behaviors and attitudes in undergraduate college students through a self-report questionnaire. Participation in religious activities was shown to be related to conservative sexual attitudes and somewhat less sexual activity. However, whether one was conservative, liberal, or moderate in religious belief had no relationship to the age of first sexual intercourse or to other sexual behaviors.

POSTER 48

WHEN LESS ISN'T MORE: ATTRACTION AND PRIVACY SETTINGS ON THE SOCIAL NETWORK

MARY E. PHIFER, MARY E. PHIFER, MEAGAN E. BLACKFORD, ELIZABETH J. HUFF, MARIA B.

MILLER, JOSEPH J. HORTON (GROVE CITY COLLEGE)

Uncertainty can be viewed as either increasing or decreasing attraction in social interactions. We explored the effects of uncertainty on attraction using Facebook. Fictitious profiles were created and viewed by participants of the opposite sex. Our participants were most attracted to moderately open and open profiles as opposed to a closed profile. Participants who were in romantic relationships reported less attraction than those who were single.

POSTER 49

THE ASSOCIATIONS BETWEEN BODY DISSATISFACTION AND INTERPERSONAL RELATIONSHIPS AMONG MEN AND WOMEN

KELLY ANNETTE LITTLE, MAURICE J. LEVESQUE, PHD (ELON UNIVERSITY)

This study examined whether body image is associated with general relationship beliefs and qualities of men's and women's daily social interactions. Male and female participants (N = 135) completed surveys administered before and after keeping a social interaction journal. Results revealed that body dissatisfaction is related to relationship beliefs, though gender differences emerged with respect to the importance of muscle dissatisfaction. Moreover, body dissatisfaction was found to be related to specific reported daily interaction qualities.

POSTER 50

SENSE OF HUMOR: ARE WE ALL ABOVE AVERAGE?

KENDRA DOYCHAK, CARLY HERSCHMAN, PAM FERRANTE, AND BERNARD C. BEINS (ITHACA COLLEGE)

People attribute certain personality characteristics to others, depending on the perceived sense of humor of those others. In this study, we investigated whether participants would attribute the same characteristics to themselves that previous research has shown that they attribute to others. The results revealed that personality stereotypes associated with others show some similarity to self-reported traits. In addition, contrary to numerous claims, people can accurately indicate their relative level of sense of humor.

POSTER 51

OPTIMISM, GOAL OBSTRUCTION, AND TASK PERFORMANCE IN AN ONLINE GAME

FAWN CAPLANDIES, ALEXANDRIA BILLINGTON, JUSTIN A. WELLMAN (HARTWICK COLLEGE)

Task difficulty may differentially influence optimists' and pessimists' task performance. The presence of a goal obstruction may actually help optimists perform better. Our study examined the performance of undergraduate students using an online gaming interface where they completed a virtual fishing task. Participants' avatars in the experimental condition received virtual alcohol that impaired the avatar's coordination and vision. As predicted, there was a positive relationship between optimism and performance, but only in the obstruction condition.

POSTER 52

TAKING OFFENSE: PERSONALITY AND GENDER-BASED JOKES

SAMANTHA SHERRY, JAMIE LEFEVBRE, BRAD JOHNSON, CHÉ ALBOWICZ, BERNARD C. BEINS (ITHACA COLLEGE)

Humor is a multidimensional construct. We investigated two dimensions associated with humor: funniness and offensiveness. For individual jokes, ratings of offensiveness and humor were independent. Just because jokes were seen as offensive does not mean people did not enjoy them. A preference for jokes victimizing the opposite sex also emerged, consistent with previous research. In combination with previous research, we concluded that when people are strongly primed to see offensive jokes, they seem to expect the worst and do not see mildly victimizing jokes as offensive; with a weak prime, they see more offensiveness.

POSTER 53

GOAL PROJECTION: THE REAL WORLD!

JANET AHN, GABRIELE OETTINGEN, PETER M. GOLLWITZER, PATRICK E. SHROUT (NEW YORK UNIVERSITY)

Goal projection is the nonconscious assumption that another person shares one's personal goal (Kawada, Oettingen, Gollwitzer, & Bargh, 2004). It is the assumption that others share one's own goals using

oneself as the referent. Two studies examine goal projection in the context of everyday life, at the movie theater and at Penn Station, NYC. Results indicate goal projection is a ubiquitous and prevalent phenomenon. Implications for interpersonal behavior and nonconscious goal pursuit are discussed.

POSTER 54

THE ROLE OF FRIENDSHIP AND GENDER ON PROSOCIAL BEHAVIOR

JACQUILINE L. COTTLE, KELLEY COCHRANE, EMILY RECUPERO, NINA SAVASTANO, ERIN SUTHERLAND, CHRISTINE THOMAS, LAURA VARGAS, STEVIE LEE WHITLEY (ROGER WILLIAMS UNIVERSITY)

How likely people are to help one another was examined through investigating the effects that friendship and gender have on prosocial tendencies. Results indicated that college student participants were more likely to act prosocially when they were friends with the recipient, but gender of the recipient had no effect on prosocial behaviors. Findings did not indicate that females would receive more help than males regardless of relationship.

POSTER 55

SELF-INTEREST VERSUS BENEVOLENCE AS NORMS CONCERNING SOCIAL ACTIONS

MOLLI JACKSON, RACHEL CHERRICK, ROYA NAZARIAN (BARNARD COLLEGE), DIANE SIVASUBRAMIAN (UNIVERSITY OF ONTARIO'S INSTITUTE OF TECHNOLOGY), LARRY HEUER (BARNARD COLLEGE), CAROLYN HAFER (BROCK UNIVERSITY)

Three studies test competing hypotheses concerning norms guiding social action: a norm of self-interest versus a norm of benevolence. We argue that a norm of benevolence is a more influential guide to social behavior. Participants provided two explanations for a social act: one favorable and one unfavorable. Study 1 participants ("actors") and a sample of observers in Study 2 rated the actors' explanations. Both groups saw benevolent behaviors as more appropriate and self-interested behaviors as less appropriate. Study 3 employs a repeated measures design in which participants read two different accounts for an actor's social action, one that is self-interested and one that is selfless. Results are consistent with our prediction that selfless accounts are perceived more favorably than

self-interested ones. These findings are consistent with a norm of benevolence, but contrary to claims for a norm of self-interest. Theoretical and legal implications are discussed.

POSTER 56

INTERPERSONAL DEFENSE OF THE ENVIRONMENT SCALE (IDOTES)

SAMANTHA E. TOBIA, KAREN M. HUDZINSKI, GILLIAN NARO, VANESSA RELVAS, KAVITA SHAH, ANDREW MILEWSKI, CASEY ALTHOUSE, JESSICA M. NOLAN (THE UNIVERSITY OF SCRANTON)

The purpose of this research is to develop a scale, termed the Interpersonal Defense of the Environment Scale (IDOTES), for measuring a person's willingness to sanction on behalf of the environment. Sixty-seven participants took an online survey to indicate how they would respond to 24 anti-environmental behaviors. These results showed the most common response was to do nothing, followed by a direct behavior towards the person.

POSTER 57

GENDER ROLES IN FILM: A CROSS-CULTURAL COMPARISON

MARGARET L. SIGNORELLA, LARRY R. NELSON, JR., JUDITH BRUNEY, TYLER WARRICK, GLORIA SCHROTT (PENNSYLVANIA STATE UNIVERSITY, GREATER ALLEGHENY)

Differences in the prevalence of women portrayed as being able to self-actualize in leading roles of popular movies of the United States, South Korea and the Philippines were examined using content analyses. Differences in rates of women in the labor force and laws against gender discrimination led to the prediction that US films would have more gender equality. Contrary to the hypothesis, the frequency of leading female characters was significantly higher in the Asian countries.

POSTER 58

EFFECTS OF THE MEDIA'S PORTRAYAL OF WOMEN IN MODERN AMERICAN SOCIETY

KELLY ANN FALLON (THE COLLEGE OF SAINT ROSE)

This study examined the impact of sexualized media images which objectify women on ambivalent sexism and rape myth acceptance. Seventy nine participants were exposed to either a slideshow of pictures of sexualized women in media images, or to a slideshow of pictures of average, non-sexualized women which served as a control group. All participants were given measures of ambivalent sexism and rape myth acceptance. Results indicate a significant effect on benevolent sexism.

POSTER 59

STEREOTYPE THREAT AND CONTINGENCIES OF SELF-WORTH: THE ROLE OF GOD'S LOVE.

CLARIBEL CANDELARIO MARTINEZ, CLARIBEL CANDELARIO MARTINEZ (LONG ISLAND UNIVERSITY), BENJAMIN SAUNDERS (LONG ISLAND UNIVERSITY), ADRIANA RODRIGUEZ (LONG ISLAND UNIVERSITY)

Stereotype threat is a contributing element to lasting racial and gender gap in academic achievement. Stereotype threat research has shown that people tend to underperform on challenging tasks when they are positioned in situations placing them at risk for confirming negative in-group stereotypes. Eighty- three undergraduate females participated in the study. Our results indicate, the CSW pretest on Gods' love did reach statistical evidence ($B = .744$, and $P = .000$) Also, the interaction between the condition x Gods love was significant ($B = .137$, and $P = .053$).

POSTER 60

SOCIAL INFLUENCE AND FLEETING ATTRACTION: GENERATING COMPLIANCE THROUGH CONVERSATIONAL PAUSING

KAREN M. HUDZINSKI, JESSICA M. NOLAN (UNIVERSITY OF SCRANTON)

This study examined the effect of pausing during a conversation on compliance levels with a request to check participants' body mass index. Participants were 215 individuals frequenting a campus student center. Participants who heard a pause following an initial question were no more likely to comply than those who heard a rhetorical question. Participants were most likely to interrupt the script following the designated pause or where the pause would be following the rhetorical question.

POSTER 61

EFFECTS OF ETHNICITY AND GENDER ON MORALITY PERCEPTIONS

CHRISTINE SHOMGARD (ALBRIGHT COLLEGE)

Participants rated their perceptions of how targets varying in gender and ethnicity (Caucasian, African American, Asian, and Arab) would behave in hypothetical moral scenarios. Females were rated morally superior to males. Arabs were perceived as least moral for both genders. Ethnicity was more likely to affect morality judgments for male than for female targets. African American males were perceived as more moral than the other three ethnicities.

POSTER 62

SELF-COMPASSION AND OBSERVED EXPRESSIONS OF AFFILIATIVE AND AGGRESSIVE HUMOR

CARA L. BLEVINS, TODD B. KASHDAN, SARAH KLEIN, ANTONINA SAVOSTYANOVA, KIMBERLY MARTIN, ERIN LISTMAN (GEORGE MASON UNIVERSITY), CAROLYN DAVIDSON (THE OHIO STATE UNIVERSITY), DANIEL SORANZO (GEORGE MASON UNIVERSITY)

This study examined the relationship between self-compassion and expressions of humor. University students (N = 86) completed the Self-Compassion Scale and participated in a series of shared interactions with a romantic partner. Humor expressions were observationally coded and correlation analyses were conducted. No significant relationships were identified between self-compassion and affiliative or aggressive expressions of humor. Results suggest that involvement in close romantic relationships may help moderate perceptions of judgment and criticism in interpersonal interactions.

POSTER 63

HOW MARITAL STATUS AFFECTS SOCIAL PERCEPTIONS OF MEN VERSUS WOMEN

VICTORIA BLUME (RAMAPO COLLEGE OF NEW JERSEY)

This study explores assumptions made about unmarried persons. After reading fictional vignettes, participants reported their impressions of an actor. I hypothesized that married individuals would be

perceived more positively and happier than single individuals and that males would be perceived more positively than females. My hypothesis was partially confirmed; single individuals were rated more negatively and as less happy, but the only gender difference was in the assumption of personality characteristics for males and females.

POSTER 64

THE EFFECTS OF POSTURE ON SELF-CONFIDENCE AND PERFORMANCE

MELISSA HEERBOTH, ROBERT MARTINEZ, VERONICA MCCOY, MOLLY GAVIN, ANDREW MILLER, LINH NGUYEN (MERCYHURST COLLEGE)

Brinol et al. (2009) demonstrated that sitting up straight increased self-confidence, but their study was flawed because their interview task could have been responsible for the effect. We attempted to isolate the effect of posture on self-confidence. We were not able to replicate their finding: participants who sat up straight did not report higher self-efficacy $F(1,93) = .32, p = .58$ or perform better on a difficult task $F(1,93) = .713, p = .40$.

POSTER 65

WOMEN AS MANAGERS: WHAT'S THE PERSISTENT PROBLEM?

JOHN H. HULL (BETHANY COLLEGE)

Women and men completed the Women as Managers Scale (WAMS), either: expressing their personal opinions ("personal"), or completing the WAMS as a strong supporter of women managers would ("strong"). Women in both conditions rated women managers more positively than did men; there was no significant difference between "personal" and "strong" conditions, and no significant interaction of participant sex and condition. Results are discussed in the context of men's persisting bias against women managers.

POSTER 66

DEVELOPMENT AND VALIDATION OF THE COMPASSION SCALE: PHASE TWO

JYH-HANN CHANG, BONNIE GREEN, CHRIS BOLTON, JONATHAN COOKE, JENNA VANCE (EAST STROUDSBURG UNIVERSITY)

Data of 235 participants attempted to validate the compassion scale. The study determined the empathy subscale to be reliable however the behavior subscale was more difficult to measure. A follow-up study of 105 participants identified items that were more reliable and valid for the behavior subscale of the compassion scale. Convergent and divergent validity were also determined. Social desirability were also measured against the compassion scale. This poster will present results from this recent study.

POSTER 67

TRICK OR TREAT: DISTINCTIVENESS THREAT, A HALLOWEEN PARTY AND CONTINGENCIES OF SELF-WORTH

HARVEY PINES, KATHRYN KIONKE, MELISSA OWCZARZAK, JUDITH LARKIN (CANISIUS COLLEGE)

While distinctiveness is a significant concept in social psychology, particularly in the literature on identity, the concept is generally acknowledged to have multiple meanings. In the present study we explored how situational context may alter these meanings by observing how persons with different contingencies of self worth responded emotionally to distinctiveness threat at a Halloween party and comparing that pattern of reactions to those observed at an ordinary party.

POSTER 68

IMPACT OF EDUCATION ON PERCEPTION OF BORDERLINE PERSONALITY DISORDER AMONG COLLEGE STUDENTS

JENNIFER NOONAN, SUSAN A. NOLAN (SETON HALL UNIVERSITY)

This study sought to examine the amount of empathy surrounding borderline personality disorder (BPD) among the general public. In this experiment, college students were randomly assigned to read one of two awareness tools about BPD or to a control group and to then rate their empathy toward a college student with BPD described in a vignette. There was not a statistically significant effect of type of awareness tool on empathy toward an individual with BPD.

POSTER 69

APOLOGY VS. NON-APOLOGY: FOR SERIOUS TRANSGRESSIONS, WHICH ELICITS GREATER FORGIVENESS?

KEVIN MCKILLOP, DENISE PETRIK, SALVATORE SCHITTINO, ROBERT STORCK, BEILIN ZIA (WASHINGTON COLLEGE)

Participants were asked to imagine that they were the victims of several transgressions of varying severity, and were told that the transgressor gave them either a real apology (e.g., I'm sorry for what I did) or a non-apology (e.g., I'm sorry the event happened). Real apologies for the most serious transgression were more likely to elicit forgiveness, but non-apologies for the least serious transgression were more likely to elicit forgiveness.

POSTER 70

HOOKING UP AND ATTACHMENT STYLE: EXPLORING THE OUTCOMES OF ATTITUDES, SEXUAL SATISFACTION AND RELATIONSHIP SATISFACTION

BRITTANY THOMPSON, DOMINIQUE TREBOUX (ST. JOSEPH'S COLLEGE)

We explored relations among casual sexual experiences and attachment style on sexual satisfaction in a current relationship. We examined 183 undergraduate students (60 % females and 66% white ethnicity). Self-report measures of attachment style, sexual satisfaction, attitudes about hooking up, and emotional reactions to a hook up were examined. Participants also completed information regarding their most current romantic relationship, including overall happiness. Results suggested that "hooking up" may be related to sexual satisfaction in a current relationship.

Friday, March 2, 2012
9:00am-10:20am

Invited Speaker **Washington**

A QUIET WORLD: THE PSYCHOLOGY OF HEARING AND HEARING LOSS

Friday, March 2, 2012
9:00 AM - 10:20 AM

CHAIR: ANDREW PECK (PENNSYLVANIA STATE UNIVERSITY)

A QUIET WORLD: THE PSYCHOLOGY OF HEARING AND HEARING LOSS

DAVID MYERS (HOPE COLLEGE)

David Myers will describe the wonders of hearing, offer his first-person account of progressive hearing loss, and explains his advocacy of an assistive listening technology that appreciates the human factor (see www.hearingloop.org).

Friday, March 2, 2012
10:30am-11:50am

Paper **Somerset West**

CLINICAL PAPERS II: FORENSICS

Friday, March 2, 2012
10:30 AM - 11:50 AM

CHAIR: THOMAS G. BOWERS (PENN STATE HARRISBURG)

10:30am - 10:45am

SEX-ROLE ORIENTATION AND ATTACHMENT STYLES OF SEX OFFENDERS

THOMAS G. BOWERS, MARIA A. TURKSON, MARY M. SCHNECK (PENN STATE HARRISBURG)

The present study evaluated the relationship between sex-role orientation and attachment styles of males who were sex offenders. There were statistically significant differences between comparison (n = 20) and clinical groups (n = 23) in gender roles, with little sign of the androgynous gender type for sex offenders. The results supporting the theoretical view of sex offenders as being "cross-sex-typed." The offender group also showed more anxious-ambivalent attachment style as well.

10:50am - 11:05am

CRIMINAL SEVERITY AND THE IMPACT OF ACADEMIC SUCCESS AND CHARACTERLOGICAL DEVELOPMENT

CHRISTOPHER L. BISHOP (TRINITY WASHINGTON UNIVERSITY), CHARLA A. BISHOP (BOWIE STATE UNIVERSITY), MEAGAN WHITFIELD (THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY)

The current study explores familial, sociological, psychological, and academic associations with juvenile delinquent behavior. It was expected that those with less stable homes, fewer resources, and poor academic skills would have more problematic psychological profiles and more severe behavioral issues. Adolescents who committed more severe crimes were more likely to have higher clinically significant forcefulness, malingering, and substance abuse scores on a personality measure.

11:10am - 11:25am

GENDER DIFFERENCES IN COGNITIVE, ACADEMIC, AND PERSONALITY DEVELOPMENT AMONG JUVENILE OFFENDERS

CHARLA AISHA, MCKINZIE BISHOP (BOWIE STATE UNIVERSITY), CAITLIN O'BRIEN-MASONIS (MARYLAND DEPARTMENT OF JUVENILE SERVICES), CHRISTOPHER L. BISHOP (TRINITY WASHINGTON UNIVERSITY)

Female juvenile delinquents are more likely to have more diagnosable psychological concerns than males. The current study explores psychological and education differences between male and female delinquents. Using a sample size of 167 teens, results suggest that the pattern for adolescent girls differs from

what is understood about adolescent male juvenile delinquents.

Friday, March 2, 2012
10:30am-11:50am

Invited Speaker **Washington**

**APS SPONSORED INVITED SPEAKER:
BAYESIAN STATISTICS**

Friday, March 2, 2012
10:30 AM - 11:50 AM

CHAIR: JAMES MCCLELLAND (STANFORD UNIVERSITY)

BAYESIAN STATISTICS

JOHN KRUSCHKE (INDIANA UNIVERSITY BLOOMINGTON)

Many fields of science are transitioning from null hypothesis significance testing (NHST) to Bayesian data analysis. There are many foundational problems with NHST. A few of these problems will be illustrated in the context of familiar t tests and multiple comparisons. Essentially, p values and the limits of confidence intervals depend strongly on the intentions of analyst, despite the fact that those intentions have no impact on the data. Moreover, confidence intervals carry no distributional information and are only minimally useful for predicting new data. On the other hand, Bayesian data analysis does not suffer these problems. Bayesian analysis provides complete information about the relative credibilities of all candidate parameter values. Bayesian analysis applies seamlessly to small samples, large samples, unbalanced designs, missing data, outliers, etc. Bayesian analysis software is flexible and can be used for a wide variety of data-analytic models. And it's free. Prof. Kruschke will give a follow-up workshop that introduces the mechanics of actually doing Bayesian data analysis for many of the examples presented in the talk. For complete details about the follow-up workshop, including software, see <http://www.indiana.edu/~jkkteach/WorkshopEPA2012.html>

Paper

Cambria East

DEVELOPMENTAL PAPERS I

Friday, March 2, 2012
10:30 PM - 11:50 PM

CHAIR: DURELL JOHNSON (PENNSYLVANIA STATE UNIVERSITY)

10:30pm - 10:45pm

THE TRANSITION TO ADULTHOOD AND RELIGIOUS ORIENTATION: SOLITARY JOURNEY TOWARDS THE COLLECTIVE

MICHELLE WALDMAN SARNA (TIKVAH CENTER AT NEW YORK UNIVERSITY SCHOOL OF LAW), FRAN BLUMBERG (FORDHAM UNIVERSITY)

This study explored how religious commitment (adherence to religious beliefs and practices) and religious acculturation (identification with social relationships and culture) correlate with the emerging adulthood experiences and conceptions of 18 to 30 year old Muslim and Jewish men and women. The 447 participants completed surveys which were analyzed by Spearman's rank correlation coefficients. Results indicated that religious acculturation and commitment were significantly positively correlated with other-focused, self-focused, and identity exploration experiences and with family capacities, norm compliance, and interdependence adulthood criteria. Furthermore, religious commitment was significantly negatively correlated with negativity and instability.

10:50pm - 11:05pm

GIRLS' AND WOMEN'S PERSPECTIVES ON RELATIONAL AGGRESSION

MARGARET L. STUBBS, KATE FISHMAN, BRITNY NEMETH, ASHLEY WALCH, JESSICA PAIS, JULIA ECK, JENNA DUNLAY (CHATHAM UNIVERSITY)

Within research on relational aggression (RA), girls' voices have not often been referenced, nor has a developmental perspective on the topic been explored.

Three focus groups with girls aged 9 – 14, and one with college aged-females provide information about females' developing perspectives about why RA occurs and how to cope with it. Data from two interviews with mothers about their daughters' experience of RA are also reported. Taken as a whole, these data begin to inform us about how RA is understood and experienced developmentally, can be further studied and resisted.

11:10pm - 11:25pm

AMBIVALENCE, IT-IFYING, AND SUFFERING: WOMEN'S APPROPRIATION AND REJECTION OF DISCOURSES OF MENSTRUATION

Abstract withdrawn.

11:30pm - 11:45pm

RELATIONSHIP DURATION MODERATION OF IDENTITY ASSOCIATIONS WITH EMERGING ADULTS' CROSS-SEX FRIENDSHIP INTIMACY

DURELL JOHNSON (PENNSYLVANIA STATE UNIVERSITY)

Identity theory suggests active identity exploration and commitment processes are associated intimate friendships during emerging adulthood. Identity research has not yielded consistent identity process associations with intimacy, and relationship duration may explain variations in this association. Results indicated differing identity exploration and commitment associations with intimacy for emerging adult females and males. Findings are discussed with regards to the empirical importance of considering relationship characteristics when examining identity process and intimacy associations.

**Friday, March 2, 2012
10:30am-11:50am**

Invited Speaker **Crawford West**

**INTERNATIONAL KEYNOTE SPEAKER:
HAROLD TAKOOSHIAN**

**Friday, March 2, 2012
10:30 AM - 11:50 AM**

CHAIR: MERCEDES A. MCCORMICK (PACE UNIVERSITY)

BEYOND FULBRIGHT: NEW OPPORTUNITIES IN INTERNATIONAL PSYCHOLOGY

HAROLD TAKOOSHIAN (FORDHAM UNIVERSITY)

Though APA was slow to recognize "international psychology" as a new specialty, when it chartered its Division 52 in 1997, this vibrant new specialty is now a source of many new opportunities for psychologists at all levels: students, faculty, practitioners, researchers, and activists. EPA was the first of 7 regionals to recognize international psychology in 2002. This data-based presentation offers a four-part overview of: (1) the fascinating international origins of psychology; (2) the gradual recognition of international psychology as a specialty; (3) the current diversity within international psychology, from the United Nations to academe; (4) the breadth of emerging opportunities for psychology teachers, researchers, practitioners, and students.

**Friday, March 2, 2012
10:30am-11:50am**

Paper **Butler East**

LEARNING PAPERS: INSTRUMENTAL

**Friday, March 2, 2012
10:30 AM - 11:50 AM**

CHAIR: RUTH COLWILL (BROWN UNIVERSITY)

10:30am - 10:45am

COMPARING HABIT LEARNING AND GOAL-DIRECTED BEHAVIOR IN ADULT AND ADOLESCENT RATS

DANIEL A. GOTTLIEB (SWEET BRIAR COLLEGE), ALEX DIFELICEANTONIO (UNIVERSITY OF MICHIGAN)

Two experiments examined the relative contributions of habit learning and goal-directed behavior on bar-pressing in adult and adolescent rats. Experiment 1 used a LiCl-based outcome devaluation procedure and found more residual behavior in adolescent than adult rats. Experiment 2 used a selective satiation procedure with two responses and two outcomes and again found greater residual responding in adolescents to the response with the devalued outcome; however, the selectivity of responding was equivalent in adults and adolescents. We suggest that adolescent rats may be more prone to habit-based responding than are adult rats but no less sensitive to the nature of the outcome for which they respond.

10:50am - 11:05am

ENHANCED PERCEPTIONS OF CONTROL AND PREDICTABILITY REDUCE NAUSEA AND GASTRIC TACHYARRHYTHMIA

MAX E. LEVINE (SIENA COLLEGE), ERIC R. MUTH (CLEMSON UNIVERSITY), PETER J. GIANAROS (UNIVERSITY OF PITTSBURGH), ROBERT M. STERN (THE PENNSYLVANIA STATE UNIVERSITY)

Nausea is often accompanied by an abnormal pattern of stomach activity called gastric tachyarrhythmia. In the present study, enhanced perceptions of control and predictability significantly reduced the development of nausea and gastric tachyarrhythmia evoked by exposure to a stimulus with the capacity to induce nausea and other symptoms of motion sickness. Psychosocial interventions in a variety of contexts in which nausea has a tendency to develop may represent an alternative means of symptom control.

11:10am - 11:25am

ODDITY IN DOGS

K MARINKA GADZICHOWSKI, KELLY KAPALKA, ROBERT PASNAK (GEORGE MASON UNIVERSITY)

The oddity principle is an abstraction: whether an object that is odd, or different, depends on its relationship to the others within a set. Primates can learn the oddity principle, but evidence was mixed for cats and rats. Recent studies showed that a sea lion

and dwarf goats could learn the oddity principle. Dogs had not been tested, but in the present research one mastered the oddity principle after suitable training.

11:30am - 11:45am

REDUCING ERRORS FOR PIGEONS LEARNING AN IDENTITY MATCHING-TO-SAMPLE TASK

JAMES MACDONALL, JAIME TANNER, PETER SANNEMAN (FORDHAM UNIVERSITY)

A series of three experiments assessed whether stimulus control topographies could be shaped by progressively increasing the duration the incorrect comparison was present. Initially, pecking the sample only produced the correct comparison. Then these pecks produced both comparisons and then the incorrect comparison disappeared. Across sessions we increased the duration before the incorrect comparison. Both single-subject and between-subject comparisons showed this procedure reduced errors during learning; stimulus control topographies were shaped.

Friday, March 2, 2012

10:30am-11:50am

Paper

Fayette

PSI BETA: PREPARING FOR YOUR CAREER WITH A PSYCHOLOGY DEGREE

Friday, March 2, 2012

10:30 AM - 11:50 AM

CHAIR: MELANIE ARPAIO (PSI BETA)

PREPARING FOR YOUR CAREER WITH A PSYCHOLOGY DEGREE

RONALD SHAPIRO

Career options for baccalaureate level psychology graduates are not necessarily obvious. Deciding whether to pursue an academic career or one in

industry is often difficult for graduate students because they have limited industrial experience. This workshop provides initial career guidance for undergraduate students; an introduction to working in industry for graduate and undergraduate students; and practical recommendations for securing a job in industry. The session is highly interactive and informative for student and faculty alike.

Friday, March 2, 2012
10:30am-11:50am

Paper **Butler West**

**COMMUNITY PSYCHOLOGY KEYNOTE:
INTERDISCIPLINARY WORK WITH AT-RISK
YOUTH**

Friday, March 2, 2012
10:30 AM - 11:50 AM

CHAIR: MICHELE M. SCHLEHOFER (SALISBURY UNIVERSITY)

**INTERDISCIPLINARY WORK WITH AT-RISK
YOUTH: PATHWAYS TO COMMUNITY
CAREERS**

KEYNOTE INVITED SPEAKER:
EDWARD P MULVEY (WESTERN PSYCHIATRIC
INSTITUTE AND CLINIC)

RICHARD GARLAND (ONE VISION ONE LIFE),
WENDY ETHERIDGE SMITH (HIGHER
ACHIEVEMENT PROGRAM), FREDERICK W.
THIEMAN (BUHL FOUNDATION)

This panel consists of professionals working across disciplines to address social issues related to at-risk youth in the Pittsburgh community. Panel participants will discuss the ways that psychologists can collaborate with community-based interdisciplinary professionals to address community concerns and improve community outcomes, with a focus on careers outside of academia. As part of the symposium, the panel will address the best ways in which current graduate and undergraduate students can prepare themselves for community-based careers.

Friday, March 2, 2012
10:30am-11:50am

Paper **Westmoreland East**

SOCIAL PAPERS III: IDENTITY ISSUES

Friday, March 2, 2012
10:30 AM - 11:50 AM

CHAIR: DEBBIE VAN CAMP (TRINITY WASHINGTON UNIVERSITY)

10:30am - 10:45am

**THE METHOD OF SOCIAL EXCLUSION
MODERATES THE EXPERIENCE OF SOCIAL
PAIN**

MICHAEL J. BERNSTEIN (PENN STATE
UNIVERSITY ABINGTON), HEATHER M. CLAYPOOL
(MIAMI UNIVERSITY)

That social exclusion causes social pain (e.g., decreased self-esteem, mood) seems intuitive, but research to date has not always supported this claim. While some researchers find exclusion elicits social pain, others find no affective responses. In three studies, we show that the method used to induce social exclusion moderates social pain experiences. We discuss the impact on future work in social rejection and on our current use of different methods to manipulate social exclusion.

10:50am - 11:05am

**PERCEIVING HOLINESS: INTERPERSONAL
JUDGMENTS OF RELIGIOSITY WITHIN
FAITH COMMUNITIES**

BENJAMIN R. MEAGHER, DAVID A. KENNY
(UNIVERSITY OF CONNECTICUT)

How do members of a faith community evaluate others in terms of religiosity? Using a round-robin design, 85 laypersons rated fellow congregants. A Social

Relations analysis (Kenny, 1994) revealed statistically significant levels of consensus about members' respective religious characteristics. However, identifying another person as a spiritual model was largely idiosyncratic and highly reciprocal. This suggests that spiritual modeling is characterized not by people emulating local "saints," but rather as a mutually reinforcing process among peers.

11:10am - 11:25am

**SEXUAL SELF-SCHEMAS AND
MOTIVATIONS FOR SEX IN YOUNG MEN
AND WOMEN**

WARREN A. REICH, ANDREA C. VIAL (HUNTER COLLEGE - CUNY)

We categorized 86 young men and women into sexual self-schema groups by analyzing their identity self-structure using HICLAS data modeling. Positive-schematic women were significantly more likely than co-schematic/negative-schematic women to have sex to achieve intimacy. Sexually aschematic males were more motivated than schematic males to engage in sex to gain partner approval, and were marginally more motivated by peer pressure. These findings confirm prior research suggesting links between sexual self-views and motivational aspects of sexuality.

11:30am - 11:45am

RELIGION AND INTERGROUP BIAS

DEBBIE VAN CAMP (TRINITY WASHINGTON UNIVERSITY), LLOYD SLOAN (HOWARD UNIVERSITY)

Religion is an important social identity for many Americans; however the resulting intergroup biases have not been as well researched as other group identities. Christian undergraduates viewed a fictional job application and rated the targets personality and suitability for a job. Forty-one percent of participants explicitly stated that they used the religion of the target in their evaluations and those who did showed bias for the ingroup Christian target in both evaluative domains.

**Friday, March 2, 2012
10:30am-11:51am**

Symposium

Cambria West

**CLINICAL & DEVELOPMENTAL INVITED
SYMPOSIUM: SCHOOL-BASED
TREATMENT OF CHILDREN AND
ADOLESCENTS WITH ADHD**

**Friday, March 2, 2012
10:30 AM - 11:51 AM**

CHAIR: GREGG HENRIQUES (JAMES MADISON UNIVERSITY)

STEVE EVANS (OHIO UNIVERSITY)

JULIE S. OWENS (OHIO UNIVERSITY)

BRANDON K. SCHULTZ (OHIO UNIVERSITY)

**INVITED SYMPOSIUM: SCHOOL-BASED
TREATMENT OF CHILDREN AND
ADOLESCENTS WITH ADHD**

The presenters will report the latest research findings on school-based treatments for elementary, middle and high school students with ADHD and related problems. In addition to describing the techniques and their evidence base, the investigators will share practical implementation aspects of the interventions. Information will be shared about the balance between intervention integrity and practical limitations on the time and resources of staff as well as specific techniques to target parent engagement in the school. Attendees will leave the presentation knowing how to provide some of the interventions described, specific information about the level of evidence supporting the use of the techniques, and an understanding of some of the latest research in the area.

**Friday, March 2, 2012
10:30am-11:50am**

Symposium

Somerset East

**COGNITIVE SYMPOSIUM (INVITED): THE
INTERACTION OF CAUSALITY AND
THINKING**

**Friday, March 2, 2012
10:30 AM - 11:50 AM**

CHAIR: JESSECAE K. MARSH (LEHIGH UNIVERSITY)

THE INTERACTION OF CAUSALITY AND THINKING

Causal information has been characterized as the “glue” that holds our knowledge together and helps us learn information in the world. This symposium highlights the interaction between causal learning and other cognitive abilities. Specifically, we will discuss how causal mechanisms influence when people consider alternative causes, how knowledge about causal events is learned developmentally, how causal knowledge serves as a buffer against memory errors, and how causal reasoning influences decision-making.

Presentations

Causal Mechanisms and the Consideration of Causal Alternatives

by Kelly M. Goedert (Seton Hall University), Michelle R. Ellefson (Cambridge University)

How Infants Learn About Causality

by David H. Rakison & Yevdokiya Yermolayeva (Carnegie Mellon University)

The Influence of Causal Knowledge on Memory Errors

by Jessecae K. Marsh (Lehigh University), Sarah Kulkofsky (Texas Tech University)

Causal Reasoning, Reliability, and Decision-Making

by David Danks (Carnegie Mellon University)

Friday, March 2, 2012

10:30am-11:50am

Symposium

Crawford East

ACROSS THE 49TH PARALLEL: GENDER AND MIGRATION IN THE HISTORY OF NORTH AMERICAN PSYCHOLOGY

**Friday, March 2, 2012
10:30 AM - 11:50 AM**

CHAIR: ALEXANDRA RUTHERFORD (YORK UNIVERSITY)

Canada and the United States share a border and an interconnected history of psychology. We examine this history by presenting the lives and contributions of a selection of women psychologists who spent significant portions of their careers in both Canada and the US. Using original material from the Psychology's Feminist Voices website, we explore the personal, professional, and sociopolitical factors that influenced their movement across the 49th parallel, and that by extension, highlight the similarities, differences, and cross-fertilization in US and Canadian psychology.

Presentations

Women's Movement Across Cultures:

Contributions of Hilary Lips and Esther Halpern to Community and International Psychology Author1:

Pelin Gul (York University) Author 2: Anastasia Korostoliev (York University) Leola Neal and Paula Caplan: Changing the Face of Mental Health from Canada to the U. S. and Beyond Author 1: Isuri Weerakkody (York University) Author 2: Jacy Young (York University) Psychologists without Borders: Mary Ainsworth, Lisa Serbin, and the Migration of Developmental Psychology Author 1: Meghan George (York University) Author 2: Florence Truong (York University)

by

by

by

by

Discussant(s): Elissa Rodkey (York University)

Friday, March 2, 2012

10:30am-11:50am

Invited

Speaker

Westmoreland West &

Central

TEACHING KEYNOTE: DAVID MYERS ON THE POWERS AND PERILS OF INTUITION

Friday, March 2, 2012

10:30 AM - 11:50 AM

CHAIR: ANDREW PECK (THE PENNSYLVANIA STATE UNIVERSITY)

THE POWERS AND PERILS OF INTUITION

DAVID MYERS (HOPE COLLEGE)

How reliable is our intuition? Myers, author of *Intuition: Its Powers and Perils* (Yale University Press) will show how intuition's automatic processing provides useful—and often amazing—insights. Yet, it can also dangerously mislead us. He will explore questions like: Why do people intuitively misperceive events and fear the wrong things? Are some people, such as women, more intuitive? Why do athletes, interviewers, investors, gamblers, and psychics so predictably fall prey to their illusory intuitions?

Friday, March 2, 2012
10:30am-11:50am

Poster **Allegheny Ballroom I-IV**

DEVELOPMENTAL POSTERS

Friday, March 2, 2012
10:30 AM - 11:50 AM

POSTER 1

Abstract withdrawn.

POSTER 2

**GENDER ROLE BEHAVIORS AS
PREDICTORS OF PEER ACCEPTANCE AND
VICTIMIZATION**

TYSON C. KREIGER (UTICA COLLEGE)

This investigation examined whether children's gender behaviors affect their social relations. 192 children reported their engagement in gender-typed activities, their affiliation with boys and girls, and provided accounts of peer acceptance and peer victimization for themselves and classmates. Generally, for both sexes engaging in masculine behaviors enhanced peer acceptance and indirectly protected from victimization whereas engaging in feminine-typed activities predicted less peer-reported acceptance greater victimization. The implications of these and other findings will be addressed.

POSTER 3

**SELF-HELP RESOURCES FOR CHILDHOOD
PSYCHOPATHOLOGY**

VICTORIA K. ALOGNA, BRIAN A. ZABOSKI, JOHN C. NORCROSS (UNIVERSITY OF SCRANTON), ROBERT SOMMER (UNIVERSITY OF CALIFORNIA, DAVIS)

We conducted several national surveys to identify meritorious self-help resources for ADHD, autism/Asperger's, eating disorders, and conduct disorders. Nearly 4,500 licensed psychologists rated those self-help books, autobiographies, and films with which they were familiar. This poster presents expert consensus on the quality of self-help materials for these childhood psychopathologies. Leading the booklist were *Taking Charge of ADHD*, *Complete Guide to Asperger's Syndrome*, and *The Explosive Child*.

POSTER 4

**ADHD SYMPTOMATOLOGY IN THE
ELDERLY**

MARY S. WAGNER, JILL M. NORVILITIS (BUFFALO STATE COLLEGE)

ADHD is commonly diagnosed in childhood, but many adults continue to live with undiagnosed and untreated ADHD. The present study sought to examine ADHD symptomatology in the elderly population. The results indicated that, when controlling for both gender and cognitive functioning, those who reported more childhood symptoms of ADHD also reported more difficulties with relationships and managing money throughout their adult lives

POSTER 5

**MATERNAL EMOTION SOCIALIZATION AND
COPING IN ADOLESCENT OFFSPRING OF
DEPRESSED MOTHERS**

JENNIFER KURTZMAN (UNIVERSITY OF PITTSBURGH MEDICAL CENTER), DIANA J. WHALEN, JENNIFER S. SILK (UNIVERSITY OF PITTSBURGH)

This study investigated the relation between maternal emotion socialization and adolescent coping responses. Forty-seven mothers, diagnosed with Major Depressive Disorder, and their 9-14 year old

adolescents completed questionnaires measuring emotion socialization strategies, depressive symptoms, and coping responses. Mothers' emotion socialization strategies were significantly related to their offspring's coping responses to social stressors. These findings suggest that maternal responses to adolescent emotions may influence how adolescents approach their own emotions and emotional situations.

POSTER 6

DISORDERED EATING AS A CONSEQUENCE OF THIN-IDEAL TELEVISION: EXPLORING POTENTIAL VULNERABILITY FACTORS

ARIELLE GARTENBERG, LINDA STANHOPE (UNION COLLEGE)

High, medium, and low self-monitoring female undergraduates completed measures of thin-ideal internalization, disordered eating symptomology, media exposure, and diet and exercise habits. A regression showed that self-monitoring, internalization, and high school media exposure predicted disordered eating. Self-monitoring predicted thin-ideal internalization and disordered eating, as well as most diet and exercise behaviors. These findings highlight the qualities that place girls at risk of developing maladaptive responses to thin-ideal media, namely high self-monitoring and thin-ideal internalization.

POSTER 7

PREDICTORS OF ACADEMIC AND SOCIAL SUCCESS AND PSYCHOLOGICAL WELL-BEING IN COLLEGE STUDENTS

JILL M. NORVILITIS, HOWARD M. REID (BUFFALO STATE COLLEGE)

The present study utilized 217 student participants to identify predictors of five types of college success. Although study skills were most important in predicting grade point average, other factors, including parental encouragement of learning during childhood, ADHD symptomatology, and varying motives to attend to college, were also predictive of success, as indicated by measures of academic adjustment, social adjustment, satisfaction with life and appreciation of the liberal arts.

POSTER 8

TALKING ABOUT TERRORISM: PARENTAL COMMUNICATION ABOUT SEPTEMBER 11, 2001

TARA M. STOPPA (EASTERN UNIVERSITY), LAURA WRAY-LAKE (CLAREMONT GRADUATE UNIVERSITY), AMY SYVERTSEN (SEARCH INSTITUTE), CONSTANCE FLANAGAN (UNIVERSITY OF WISCONSIN-MADISON)

In this study, we examined self-reported communication of parents with their adolescents in six communities in the United States about the September 11, 2001 (9/11) terrorist attacks. Parents' (N = 972) open-ended responses were analyzed to assess whether communication with their adolescents occurred and for thematic content. Results revealed marked variability in parents' communication and suggested that many parents used 9/11 as an opportunity to impart a range of important sociocultural, emotional, and civic messages.

POSTER 9

AFRICAN-AMERICAN ADOLESCENT RACIAL IDENTITY MODERATION OF THE DISCRIMINATION AND WELL-BEING ASSOCIATION

MICHAEL CIPILEWSKI, DURELL JOHNSON (PENNSYLVANIA STATE UNIVERSITY)

African-American adolescents are at increased risk for discrimination, and perceptions of discrimination are associated with negative well-being. Research suggests African-American adolescents' racial identity may serve as a protective factor against discrimination. Results indicated racial identity moderated the discrimination and well-being association for females while discrimination and racial identity were separate predictors of males' well-being. Findings suggest a positive racial view may minimize the negative emotional and psychological outcomes associated with perceived racial discrimination.

POSTER 10

INTERRELATIONSHIPS BETWEEN PERSONALITY, MORALITY, AND PARENTING

GEOFFREY W. LAMB, MEGAN M. BURNS,
SAMANTHA M. WOLFF, THOMAS A. MARTIN
(SUSQUEHANNA UNIVERSITY)

Parenting techniques have several implications for child development. Authoritative parenting is believed to foster positive characteristics in children, including beneficial personality traits and strong moral identity. We surveyed 202 undergraduate students to determine potential relationships between personality, morality, and Baumrind's parenting styles. Results indicated that authoritative parenting correlated positively with internalized morality and expressed morality. However, we observed no connection between authoritative parenting and NEO-PI-3 Conscientiousness or Agreeableness.

POSTER 11

FACTORS ASSOCIATED WITH RESTRICTIVE CHILD FEEDING PRACTICES

EMILY V. WOOD (RUTGERS UNIVERSITY - CAMDEN), JESSICA SCHULZ (UNIVERSITY OF DELAWARE), CHARLOTTE MARKEY (RUTGERS UNIVERSITY - CAMDEN)

The prevalence of overweight children has increased over the past generation. This study examines the relationship between family factors, such as child's age and mother's age, and restrictive feeding practices. A total of 313 mothers (M age = 33.66 years, SD = 7.73) were asked to complete the Child Feeding Questionnaire in a web-based survey. Results indicate that family demographics, including child's age, predict mother's feeding practices.

POSTER 12

FRIENDSHIP BELIEFS, GOALS, AND QUALITY AMONG ADOLESCENTS IN ROMANTIC RELATIONSHIPS

JENNIFER J THOMAS, AMY ASHER (WILKES UNIVERSITY)

Why are some adolescents more successful at simultaneously maintaining a friendship and a romantic relationship? Adolescents in a current romantic relationship (N=161) answered questions about their friendship beliefs, friendship goals, and quality of their best friendship. Consistent with social information processing theory, those who believed friendships would be characterized by more positive features when adolescents are dating and who more strongly

endorsed intimacy goals for friendship, reported actual friendships that were higher in positive features.

POSTER 13

IMPLICIT LEARNING IN KINDERGARTEN CHILDREN

KRISTEN ELISE PLACER (YOUNGSTOWN STATE UNIVERSITY), JEFFREY T. COLDREN (YOUNGSTOWN STATE UNIVERSITY)

Understanding implicit learning, or learning without awareness, has the potential to have a wide variety of applications in psychology and education. However, available research on this topic with young children is generally contradictory or task-specific. This study aims to explore the implicit learning capabilities in kindergarten children with a cued-reaction time task. Results clearly indicated that reaction time decreased as children learned the cue-target relationship, and increased when the cue-target was disrupted, demonstrating implicit learning.

POSTER 14

EMOTION REGULATION AND SELF-EFFICACY AMONG AT-RISK COLLEGE STUDENTS

JANICE C. STAPLEY (MONMOUTH UNIVERSITY), KEITH GISSUBEL (SETON HALL UNIVERSITY), GABRIELLE M. KELLY, ALEXA R CINQUE, KELLY A DILLAWAY, MARY F. MCGOWAN (MONMOUTH UNIVERSITY)

It is important to understand the influences on self-efficacy, since it predicts academic achievement. A diverse sample of 34 sophomores (35% males, 65% females; age M= 19 years) completed a Self-Efficacy Questionnaire and a music and emotion measure. Self-efficacy was lower among the First Generation participants ($p=.04$), females ($p=.01$) and those who ruminated with music when sad ($p=.04$) and marginally lower ($p=.079$) for those who use emotion focused coping when angry.

POSTER 15

UMATERNAL INFLUENCE ON DISORDERED EATING AND PERCEIVED PHYSICAL APPEARANCE OF FEMALE ADOLESCENTS

RACHAEL BEVILACQUA, NICOLE ZERR, JENNA SHURTLEFF, ASHLEY SEIBERT (SHIPPENSBURG UNIVERSITY)

The current study examined the relations between maternal warmth/support, hostility, and involvement in schooling and disordered eating and body dissatisfaction in female adolescents. Girls who perceived their mothers as warm, supportive, and involved in their schooling were less likely to report disordered eating and were more satisfied with their physical appearance. In contrast, girls who perceived greater maternal hostility were more likely to report disordered eating and were less satisfied with their physical appearance.

POSTER 16

DATING AND COMMUNICATION PATTERNS OF ADOLESCENTS

ERIN HABAY, ADELYN CHAMBERS (SHIPPENSBURG UNIVERSITY)

The focus of this study is to investigate the differences between male and female patterns when it comes to dating and communication. Results revealed similarities and differences in dating patterns of adolescents. Both genders began to date at the approximate age of 16.8, and females were more likely to communicate about their dating with their parents. Future research should explore the role of family structure and peer influence on adolescents and their dating patterns.

POSTER 17

THE TERROR OF PREGNANCY: EXAMINING EXPLANATORY THEORIES OF ATTITUDES TOWARDS PREGNANCY

LEAH FREDMAN, VINCENT PROHASKA (LEHMAN COLLEGE, CUNY)

As predicted by Terror Management Theory (TMT) semen and menstrual blood were rated with equal negativity. However, we failed to replicate Goldenberg, Goplen, Cox, and Arndt's (2007) findings of increased offensiveness toward a pregnant photograph as a product of priming the similarities of humans and animals, although ethnicity impacted the ratings. Participants receiving no priming displayed increased anger towards the photo, suggesting Ambivalent Sexism Theory may afford a stronger explanation for ambivalent attitudes towards pregnancy.

POSTER 18

HIV/AIDS KNOWLEDGE AND SEXUAL ACTIVITY IN YOUNG ADULTS: A 20-YEAR EXPLORATION

JOANN M. MONTEPARE, KATELYN GORMLEY, STEPHEN N. SARIKAS (LASELL COLLEGE)

Utilizing surveys collected between 1990-2010, this research sought a broader understanding of young adults' HIV/AIDS knowledge and its relationship to sexual behavior. Respondents answered questions about how HIV/AIDS is transmitted and their sexual activity. Changes in knowledge over time were found, and a pattern of correlations suggested that individuals with greater HIV/AIDS knowledge perceived themselves to be less vulnerable and in turn did not always employ safe sex practices. Gender differences were also observed.

POSTER 19

INDIVIDUAL DIFFERENCES IN PROSPECTIVE PARENTS' RATINGS OF THE SEX APPROPRIATENESS OF TOYS

RACHEL R. STOIKO, DARCEY N. POWELL, JESSICA STOLTZFUS GRADY, KATHERINE KARRAKER, RACHAEL LACY, KELLY DICKSON, EMILY WALLACE (WEST VIRGINIA UNIVERSITY)

The purpose of our study was to examine correlates of prospective parents' ratings of the sex-appropriateness of toys. Male participants showed greater variability in their ratings than female participants, indicating more sex-typing. Both male and female participants showed less sex stereotyping if they had greater knowledge about child rearing practices and had personalities that were more open. Other significant correlates were found to differ between male and female participants.

POSTER 20

REFLECTING ON THE PAST: EXPLORING CONVERSATIONS ABOUT STARTING KINDERGARTEN AND EMOTIONAL EVENTS

MELISSA M. BURCH, NICOLE DHRUV, MAKAYLA ROBINSON (HAMPSHIRE COLLEGE)

We explored how mothers and their children discussed children's early experiences about kindergarten and compared these conversations to those about recent

events that were neutral, positive, and negative events. In preliminary analyses, we found that discussions about kindergarten were most similar to those about negative past events in the amount of emotion discussed. Ongoing analyses will examine the valence of these discussions to explore how mothers and children make meaning about the transition to kindergarten.

POSTER 21

PROSPECTIVE PARENTS' ANTICIPATED ENGAGEMENT IN PARENTING BEHAVIORS

DARCEY N. POWELL, RACHEL R. STOIKO, JESSICA STOLTZFUS GRADY, KATHERINE KARRAKER (WEST VIRGINIA UNIVERSITY)

College students planning to become parents reported their intentions of breastfeeding, circumcising their male infants, co-sleeping with their infant, and enrolling their infant or toddler in day care. These intentions were found to be associated with these prospective parents' liking of young children, anticipated parenting self-efficacy, and personality variables. Research like this on anticipatory decisions about child rearing may be useful in determining how and when to provide information to young adults about parenting behaviors.

POSTER 22

A DEVELOPMENTAL SHIFT IN EYE-GAZE PATTERNS TO A SPEAKER'S FACE: FROM INFANTS TO TODDLERS

ELIZABETH VAN FLEET, LAURA TRAFIDLO, SAMUEL BOYLES, KELSEY PUDNEY, NANCY RADER (ITHACA COLLEGE)

To study looking patterns to a speaker's mouth and eyes in early language development, toddlers aged 16-28 months were tested and compared with infants 9-11 and 12-15 months old. Using eye-tracking technology, we found that both groups of infants looked more at the mouth, while the toddlers spent more time looking at the eyes. This shift may reflect the importance of phoneme perception and production in infancy and gaze following at a later developmental stage.

POSTER 23

A REEVALUATION OF GENDER ROLES THROUGH A RECONSTRUCTION OF THE BEM SEX ROLE INVENTORY

NINA SMITH, HAILEE HUNT, SAMANTHA PATTERSON, LYDIA WRIGHT (BELMONT UNIVERSITY)

The dominant measurement of gender roles, The Bem Sex Role Inventory, has been criticized for being more of a personality assessment than a gender role assessment. We created the Gender Role Behavioral Inventory (GRBI) to measure gender role based upon actions and behaviors, rather than personality characteristics. As hypothesized, the GRBI demonstrated discriminant and convergent validity and inter-item consistency. Future research can utilize the GRBI to measure gender roles and change in gender norms over time.

POSTER 24

FORGIVENESS IN JAPANESE CHILDREN AND ADOLESCENTS: DISPOSITIONAL, EMOTIONAL, PARENTAL, AND ENVIRONMENTAL INFLUENCE

NAOMI WATANABE, SUSANNE A. DENHAM, ROBERT PASNAK (GEORGE MASON UNIVERSITY), KORALY PÉREZ-EDGAR (PENNSYLVANIA STATE UNIVERSITY)

Dispositional, emotional, parental, and environmental influences on the forgiveness of Japanese children and adolescents living in Japan and the U.S were investigated. Results showed that likelihood to forgive was not associated with gender or perceived positive parenting style. However, it was related negatively to anger and positively to empathy. Contrary to the hypothesis, Japanese children and adolescents living in the U.S. had a higher likelihood to forgive than their counterparts in Japan.

POSTER 25

GEOMETRY AND SPATIAL COMPETENCY IN 3-YEAR-OLD CHILDREN IS RELATED TO LATER MATH SKILLS: A LONGITUDINAL STUDY

BRIAN VERDINE, ANDREW FILIPOWICZ, ANDREW FILIPOWICZ, ANGELIKI ATHANASOPOULOU, ALICIA CHANG, ROBERTA GOLINKOFF (UNIVERSITY OF DELAWARE), KATHRYN HIRSH-PASEK (TEMPLE UNIVERSITY)

This longitudinal study focused on creating assessments of early geometry competence, understanding how geometry knowledge influences the

acquisition of later math and spatial skills, and understanding how other variables (e.g., socio-economic status) relate to geometry competence. Results indicate that early education in geometry holds promise for putting students on a successful trajectory for K-12 STEM education due to the correlations of geometry with many other STEM-related skills (e.g., basic math competence and spatial ability).

POSTER 26

MOTHER-ADOLESCENT EMOTIONAL EXPRESSIVENESS AND YOUTH ATTRIBUTIONS OF SELF AND MOTHER

ERIC W. LINDSEY, GINA FERRETTI (PENN STATE BERKS), JAMES MCCARTY (PENN STATE BERKS), CAROL MACKINNON-LEWIS (UNIVERSITY OF SOUTH FLORIDA)

Adolescents' hostile attributions of mother's intent (HAI) and emotional self-expectancies (ESE) were examined as contributors to mother-child emotional expressiveness using data from 268 10- to 12-year-olds (133 girls, 114 African Americans) and their mothers. Results revealed that ESE and HAI made unique contributions to children's emotional expressiveness with mother. In addition, mother's emotional expressiveness was related to adolescent's ESE and HAI. Findings contribute to theoretical understanding of cognitive-emotional links in the process of mother-adolescent relations.

POSTER 27

THE NOTION OF SOURCE IN ADULTS' EVENT REPRESENTATIONS

DONNA M. BATRAKI, JENNIFER FANDINO (MONTCLAIR STATE UNIVERSITY), KATHRYN GARCIA (RUTGERS UNIVERSITY), LAURA LAKUSTA (MONTCLAIR STATE UNIVERSITY)

Do non-linguistic concepts reflect the semantic structures of language? Specifically, do adults have a non-linguistic concept of starting point (The bird flew FROM THE NEST), reflecting the semantic structure of FROM-path in language? Using a priming task, we found that sources that are non-agents (from the nest) can prime sources that are agents (by the girl), suggesting a non-linguistic concept of source in adults.

POSTER 28

ASSOCIATIONS BETWEEN ADOLESCENT

ORGANIZED ACTIVITY INVOLVEMENT AND ALCOHOL CONSUMPTION IN ADOLESCENCE

TANDRA SIAS, KAITLYN A. FERRIS (WEST VIRGINIA UNIVERSITY), AARON METZGER (WEST VIRGINIA UNIVERSITY)

Alcohol consumption during adolescence is associated with adverse outcomes including poor school performance, early sexual activity, and illicit drug use (Miller et al., 2006). The current study examined associations between organized activities and an array of problem-alcohol behaviors. Regression models indicated religious activity participation was associated with lower levels of alcohol use and binge drinking behavior among older but not younger adolescents. Additionally, girls and older teens were more likely to socialize with adolescent drinkers.

POSTER 29

LEARNING CONFLICTING SPATIAL CUES IN ADULTS AND YOUNG CHILDREN

AMY E. LEARMONTH, MICHELLE PALMIERI, ASHLEY SMITH (WILLIAM PATERSON UNIVERSITY)

There has been significant research using search tasks to examine what available spatial information is used by adults and children as well as numerous other species. The current study is a computer-based training study where participants learn to respond relative to a landmark on one trial type and the geometry of the figure on another trial type. Performance on geometric trials was the same across ages while the landmark trials showed improvement over development.

POSTER 30

PREDICTORS OF TEACHER CONSISTENCY IN EMOTIONAL SUPPORT DIFFER BASED ON YEARS OF EXPERIENCE

CRAIG S. BAILEY, ABBY CARLSON (GEORGE MASON UNIVERSITY), LAURA B. BROCK (UNIVERSITY OF CHARLESTON), TIMOTHY W. CURBY (GEORGE MASON UNIVERSITY), JENNIFER LOCASALE-CROUCH (UNIVERSITY OF VIRGINIA)

The current study examines teachers' perceptions of students, self, and school as predictors of emotional consistency for three separate groups: novice, middle-career, and late-career teachers. Results indicated different patterns of prediction based on experience.

Perceptions of self mattered for novices and middle-career teachers, whereas none of the predictors impacted emotional variability for late-career teachers. Novice teachers' largely inaccurate perceptions of their abilities explained 53% of outcome variance. Implications for targeted interventions are discussed.

POSTER 31

ACOA STATUS, HOPE, LIFE SATISFACTION, AND PARENTAL ATTACHMENT IN COLLEGE STUDENTS

CAROLYN G. VIGORITO, PHILIP M. DRUCKER, DANIELLE BRUZZESE, STEPHANIE COLBERT, LISA HUBEN, SHANE READER, JULIE TELKAMP (ST. JOHN'S UNIVERSITY)

College students completed the Children of Alcoholics Screening Test (CAST-6), the Hope Scale, the Satisfaction with Life Scale, the Parental Attachment Questionnaire, the Academic Stress and Self-Efficacy scale, and a survey on self and parental substance use. ACOA males reported more drinking and lower levels of life satisfaction than non-ACOA males. Levels of hope for the future, life satisfaction, academic self-efficacy and parental attachment were all positively related for non-ACOA, but not for ACOAs.

POSTER 32

INTERNET PREDATOR PANIC: ADOLESCENT PERCEPTION OF SAFETY ONLINE

HANNAH CAMPBELL, CHERYL PARADIS (MARYMOUNT MANHATTAN COLLEGE)

Eighty high school students completed a survey regarding their perceptions of threat when using social networking websites. The majority (86%) were aware of and used social networking safety features. 31% reported having been contacted by a stranger. 81% stated they never felt harassed or threatened. There was a significant negative correlation between the participants' exposure to media about internet threats (e.g. Dateline NBC news specials) and their feelings of safety on the internet ($t[40]=.438, p<.05$).

POSTER 33

DAILY RELIGIOUS INVOLVEMENT, SPIRITUALITY, AND MORAL AFFECT

CHAUNCY T. BRINTON (JAMES MADISON UNIVERSITY), SAM A. HARDY (BRIGHAM YOUNG UNIVERSITY), ZHIYONG ZHANG (UNIVERSITY OF NOTRE DAME), JONATHAN E. SKALSKI (UNIVERSITY OF WEST GEORGIA), BRENT MELLING (BRIGHAM YOUNG UNIVERSITY)

This study examined relations among intra-individual variability in daily religious activities, daily spiritual experiences, and daily moral affect. We hypothesized that spiritual experiences would mediate relations between religious activities and moral affect. Bayesian multilevel regression analyses found that daily religious activities were linked to daily moral affect by way of daily spiritual experiences. We found evidence of mediating and moderating processes in associations between religious activities, spiritual experiences, and moral affect on a daily basis.

POSTER 34

TWO SIDES OF ADHD: AGGRESSION AND CONDUCT DISORDER IN MINORITY HOSPITALIZED CHILDREN.

FRANCINE CONWAY, STEPHANIE SEPULVEDA, JEFFERY KALMAN (ADELPHI UNIVERSITY)

This study examines the relationship between aggressive behavior and ADHD in minority children from an inpatient facility. This retrospective study of 79 Hispanic and African-American children receiving treatment at an urban psychiatric hospital found sixty-seven percent of the aggressive ADHD children were comorbid with Conduct Disorder (CD), $\chi^2(2, 79) = 3.95, p<.05$ and all ADHD comorbid CD children exhibited aggression, $\chi^2(2, 79) = 6.25, p<.05$. Implications for the study's findings are discussed.

POSTER 35

Abstract withdrawn.

POSTER 36

ATTACHMENT OR SOCIALIZATION: INFLUENCES ON EMPATHY AND PROSOCIAL BEHAVIORS

MARY BUCKINGHAM, DOMINIQUE TREBOUX (ST. JOSEPH'S COLLEGE)

This study examined the relative contributions of parental attachment and socialization to empathy and volunteering. Females reported greater empathy, more general parental socialization efforts, and other focused volunteer motives than males. For males, parental socialization practices emerged as the strongest predictor of empathic concern, and attachment to mother predicted perspective taking. For females, attachment to mother was the strongest predictor of empathic concern. Parental socialization practices and attachment were not related to volunteering behaviors or motives.

POSTER 37

GENDER DIFFERENCE AND AGE COHORT DIFFERENCES IN SELF-PERCEPTIONS OF AGING

MILLIANN AMBER ABRAMS, NICOLE ALTILIO,
NICOLE ATRASHEWSKI, CARYN DAMBRA
(MONMOUTH UNIVERSITY)

Participants ages 18-82 (N = 180; M = 33.51) completed surveys on perceptions of aging. Results indicated that younger participants wanted to be older, and older participants wanted to be younger. With age, the gap widened between their actual age and reported ideal age. Media was reported to influence aging perceptions, including what is considered the ideal age for both males and females. Gender and age cohort differences were explored.

POSTER 38

EARLY SPATIAL INTERACTIONS DURING VIDEO GAME PLAY.

VLADISLAV AYZENBERG (TEMPLE UNIVERSITY)

Several studies have established video games as an effective way to train spatial skills (Terlecki et al. 2008; Feng et al., 2007). In this study, children were recorded while playing a spatial video game to determine if they approach these games in a manner that would be

conducive to training. Our results show that children treat these games as spatial, though not with uniform skill, indicating the potential utility of video games for developing spatial thinking.

POSTER 39

PART-TIME WORK OF RURAL ADOLESCENTS: ASSOCIATIONS WITH DELINQUENT BEHAVIOR AND SUBSTANCE USE

AMANDA HANRAHAN, REGINA MAJESTRO,
ALEXANDRIA PERROTTA, KAITLYN A. FERRIS,
AARON METZGER (WEST VIRGINIA UNIVERSITY)

Adolescents who work after school are more likely to engage in delinquent behavior, including illicit substance use (Steinberg et al., 1991). Rural environments provide different work opportunities and experiences, which may affect associations between work and delinquent behavior. The current study found that working more hours was associated with greater substance use for teens living in a small rural town (rather than outside of town) and teens engaged in less organized activities.

POSTER 40

SECURE ATTACHMENT WITH FATHERS: POSSIBLE PREDICTOR FOR LOWER DEPRESSION LEVELS

SUSHMA KUMBLE, MEREDITH MCGINLEY,
HARPREET SARAQ (CHATHAM UNIVERSITY)

The purpose of the current study was to extend the literature regarding the buffering effects of attachment on emerging adults' depression, anxiety, and stress by acknowledging the gender of the closest attachment figure (e.g., mother or father). Results indicated that while overall attachment did have a protective role, college students who reported being closest to fathers experienced lower stress and depression, suggesting the need for researchers to consider the differential roles attachment figures may play.

POSTER 41

STUDY ABROAD AND ACADEMIC ACHIEVEMENT IN COLLEGE: A QUALITATIVE FOLLOW-UP STUDY

CATHERINE A. CROSBY-CURRIE (ST. LAWRENCE UNIVERSITY), ALISSA BEIDECK (DANISH INSTITUTE FOR STUDY ABROAD)

A qualitative investigation explored findings from a previous study that students in the lowest quartile following sophomore year who studied abroad, but not their counterparts who did not, experienced a significant linear growth in GPA across the four years. Interviews with fifteen seniors revealed three themes: the relationship between college adjustment and study abroad, the importance of academic advising, and the impact of study abroad on academic focus and confidence.

POSTER 42

SEXUAL ORIENTATION AND SEXUAL RISK BEHAVIORS: HEALTH CONCERNS FOR SEXUAL MINORITY WOMEN

ANGELA GRACE DAROSH, C. TEAL PEDLOW (UNIVERSITY OF MASSACHUSETTS DARTMOUTH)

This study examined the association between female sexual orientation and sexual riskiness in college students. Analyses revealed that sexual minority women (SMW) initiated sexual intercourse at a younger age, and had more sexual partners and pregnancies. SMW had higher rates of tobacco and substance use. Last, SMW had higher BMIs without experiencing greater body dissatisfaction. SMW appear to be at risk for a broad range of health-risk behaviors. Implications for prevention and intervention are discussed.

POSTER 43

LEARNING DISABILITIES, DEPRESSION, AND DECISION-MAKING OUTCOMES

CARA A. PALMER, TARA E. KARNS (WEST VIRGINIA UNIVERSITY)

Making quality decisions may be especially pertinent for individuals with learning disabilities, who report more exposure to risk factors and less exposure to protective factors than their peers. Results from this study suggest that college students with a learning disability are more likely to experience negative decision-making outcomes than a comparison group. However, this significant association is indirect and mediated by the increased rate of depressive symptoms typically experienced by those with learning disabilities.

POSTER 44

EXPLORING RELATIONSHIPS AND PSYCHOLOGICAL HEALTH AMONG YOUNG ADULTS

HE LEN CHUNG, ELIZABETH AYAD, KELLY KISCH, SAMANTHA CHU, LISA LOCASCIO, ALYSHA OBST, STEPHANY SAKHARNY (THE COLLEGE OF NEW JERSEY)

This study examined links between parent and peer attachment, coping strategies, and behavioral and psychological health among 226 young adults. Results indicated that maternal, paternal and peer support were related to the use of different coping strategies, and these coping strategies were differentially linked to patterns of alcohol use, depression and anxiety. Findings highlight the importance of studying different support systems in the lives of young adults to promote behavioral and psychological health.

POSTER 45

THE USE OF REPRESENTATIVENESS IN CHILDREN

KATHERINE HERDMANN, REBECCA MCCULLOCH, CHRIS LAWSON (SAINT JOSEPH'S UNIVERSITY)

The present study examined the use of representativeness heuristic (RH) in preschool-age children and adults in the domain of living and social kinds. Results indicated that preschool-age children relied on the representativeness of information to make predictions when items included living kinds but not social kinds. This is the first study to show that children exhibit reasoning biases such as RH that draw their attention away from the available statistical information.

POSTER 46

EXPLORATIONS OF BEHAVIORS AND CHILD OUTCOMES IN FAMILIES WITH MALE PRIMARY CAREGIVERS

KATHARINE F. WILSON (TEMPLE UNIVERSITY)

Using the Panel Study of Income Dynamics' 2002 Child Development Supplement, the parental reports of children of primary caregiving fathers and children of primary caregiving mothers were examined concerning children's negative behavior, how parents spent time with children and parental warmth. Primary caregiving

fathers rated their children as being more socially withdrawn, parents were more likely to engage in gender stereotypical activities with their children, and primary caregiving mothers reported displaying higher levels of warmth.

POSTER 47

REDUCING ALCOHOL CONSUMPTION USING A SOCIAL NORMS CAMPAIGN

DAN MOSSLER, KYLE HARSHEY, CAM ADAMS
(HAMPDEN-SYDNEY COLLEGE)

Two hundred and fifty two students were surveyed about how much and how often they drank alcohol and about how much and how often they thought others drank. A series of social norms posters with accurate information about the effects of alcohol and corrected misperceptions about the consumption by others were then displayed in dormitories and athletic facilities. Four months later, higher risk members of fraternities reported drinking significantly less and drinking significantly less often.

POSTER 48

PARENT AND TEACHER RATINGS OF CHILDREN'S SOCIAL SKILLS FROM PRESCHOOL THROUGH KINDERGARTEN

JASMINE M. DAVIS, JAMIE ZIBULSKY, ANA LIBERMAN, RACHEL MASI (FAIRLEIGH DICKINSON UNIVERSITY)

Social skills are a component of adaptive school behaviors that are related to various academic and mental health factors. This study examines the association between parent and teacher ratings of social skills as children move from preschool through kindergarten, and how this relationship differs in conjunction with the children's race. Results indicate parent and teacher ratings are significantly correlated at each time point. The strength of this association varied across time points and ethnic groups.

POSTER 49

GAZE PATTERNS TO A SPEAKER'S FACE IN TYPICALLY DEVELOPING AND ASD CHILDREN

ELICIA CELINE WARTMAN, TYLER SEYMOUR-HAWKINS, NANCY RICCARDI, NANCY RADER
(ITHACA COLLEGE)

To study attention to a speaker in typically developing (TD) children and children with autism (ASD), we tested 32 TD children in two age groups and six ASD children using eye-tracking technology. The younger TD children and the ASD children spent less time looking at the speaker than the older TD children. However, no differences were found for attention to the speaker's eyes or mouth, arguing against using eye gaze as an indicator of ASD.

POSTER 50

SOCIOEMOTIONAL FUNCTIONING IN CHILDREN OF IMMIGRANTS: THE CONTRIBUTIONS OF HOME AND CHILDCARE

AMANDA KOURY (UNIVERSITY OF PITTSBURGH)

Using the ECLS-B, this study examined differences in socioemotional functioning at kindergarten related to nativity status and region of origin. It also considered whether home and childcare experiences contribute to these differences. Socioemotional skills varied across parental region of origin. Differences in child and family characteristics largely explain variability in socioemotional skills related to parental region of origin. Home and non-parental care experiences both attenuate and exacerbate social skills differences based on region of origin.

POSTER 51

EXPLORING ATTACHMENT INSECURITIES AND RISKY DRIVING AND THE MEDIATIONAL ROLE OF SELF-ESTEEM

ELAINE M. MURPHY, BRYAN E. PORTER (OLD DOMINION UNIVERSITY)

The goal of the present study was to establish the relationship between adult attachment insecurities (anxiety and avoidance) and risky driving. Further, extending from previous research, two measures of self-esteem (state and trait) were examined as potential mediators of these relationships. Results showed significant, positive relationships between attachment insecurities and risky driving, and these were partially mediated by driving self-esteem but not global self-esteem. Theoretical and practical implications of these results are discussed.

POSTER 52

PREDICTING EMPATHIC CONCERN ACROSS ETHNIC GROUPS: RELATIONS WITH RELIGIOSITY AND PARENTAL ATTACHMENT

HARPREET SARAO (CHATHAM UNIVERSITY),
MEREDITH MCGINLEY

The current study investigated how culture or ethnic group moderated the relations among parental attachment, religiosity and empathy in a sample of college aged adults, given the relative dearth of research in this area. Results indicated that group membership was related to differential prediction of these variables; parental attachment was only related to empathy for Latinos, and religiosity was only predictive of empathy for European American and Asian Americans. Implications of these findings are discussed.

POSTER 53

CHILDREN'S SPATIAL REPRESENTATION OF TIME

KATHERINE S. CHOE, ABIGAIL D. SWISHER,
JACOB DAVIS, HOLLY WILLIAMS, EMILY WYCKOFF,
KARLI POSTEL (GOUCHER COLLEGE)

Though time is an abstract concept, it is also understood in spatial terms (e.g., we are before a deadline). In two studies, children's and adults' concept of an scheduled event either moving forward or back is examined across difference valences (e.g., positive or negative). The data showed that participants conceptualize time in space in a consistent manner.

POSTER 54

BEYOND THE COLOR LINE: CLASS, RACE AND THE BLACK-WHITE TEST SCORE GAP

DAPHNE A. HENRY, ELIZABETH VOTRUBA-DRZAL
(UNIVERSITY OF PITTSBURGH)

The amelioration of the racial test-score gap remains a focus of public policy because most scholars, policy makers, and lay citizens view education as the "Great Equalizer," and understand that academic performance has significant real world consequences. Specifically, the development of basic literacy and numeracy skills underlie well-being into adulthood. Thus, improved

understanding of the etiology and course of the racial test-score gap has both theoretical and policy significance. The present study used nationally representative data from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) to examine the magnitude of the black-white test score gap at school entry and investigate whether there were differences in the magnitude of the black-white test score gap as a function of socioeconomic status. Preliminary analysis of the data revealed that, in contrast to earlier studies, the black-white test score gap decreases as socioeconomic status increases.

POSTER 55

RESILIENCE AS A FUNCTION OF PERSONALITY AND COGNITIVE STYLE FLEXIBILITY

RACHAEL ANN DONALDS, TAYLOR BROWN, JACK DEMICK (BROWN UNIVERSITY)

The construct of resilience has been the topic of recent theoretical and methodological debate. Based on these considerations, the present study has attempted to provide preliminary support for a specific conceptualization of resilience, which integrates trait and contextual factors, via the quasi-experimental method. Results support our holistic conceptualization of resilience. The implications for future research on resilience are discussed.

POSTER 56

ADULTS' CONCEPTIONS OF RESILIENCE: RELATIONSHIPS TO COGNITIVE, AFFECTIVE, AND DEMOGRAPHIC (AGE, SEX, RACE) VARIABLES

TAYLOR RICHARD BROWN, RACHAEL A.
DONALDS, JACK DEMICK (BROWN UNIVERSITY)

In this study we set out to (a) assess the changes in adults' conceptions of their own resilience as related to sex, age and race, (b) assess changes in adults' conceptions of factors fostering resilience as a function of age, sex and race and (c) assess the interrelationships between adults' scores on a standardized resilience scale and their self-report ratings of their own resilience. This study has implications in real world intervention situations.

POSTER 57

EXPLORING PROGRAM EFFECTS OF REQUIRED COMMUNITY SERVICE IN COLLEGE

MEAGAN DOCHERTY, HE LEN CHUNG (THE COLLEGE OF NEW JERSEY)

This study analyzed survey data from 1,232 college students who participated in a required community service experience. Results indicate that service increased participants' levels of civic awareness and efficacy. Additionally, the demographic characteristics of gender, race/ethnicity, community background, and levels of previous involvement moderated this relationship. . Study findings and implications are discussed in terms of encouraging civic identity development among college students.

POSTER 58

WHAT IS "GERONTOLOGY", ANYWAY? STUDENT'S RELUCTANCE TO GO GRAY.

DANIELLE D. GAGNE, MARK DIGIACINTO, CALISTA MERRITT (ALFRED UNIVERSITY)

One-hundred fifty-eight undergraduates completed questionnaires to explore ageism. Results suggest that student's knowledge of gerontology is largely inaccurate, "old" is vague, ranging from 21 to 85, and most often associated with the loss and decline, students fear "looking old", and mostly neutral or negative stereotypes were expressed. Lesser knowledge related to higher ageism, expressed as antipathy towards and avoidance of older adults. These data suggest the need for emphasis of aging in college curriculum.

POSTER 59

GENDER DIFFERENCES IN SOCIAL BEHAVIORS OF INSECURELY ATTACHED CHILDREN IN EARLY CHILDHOOD

LEAH BOTHE (GRADUATE CENTER OF THE CITY UNIVERSITY OF NEW YORK)

This study examines the relationship between gender, insecure attachment, and children's social behavior with peers at 54-months, kindergarten, and first grade. Participants were 391 children from the NICHD longitudinal Study of Early Child Care. Teachers rated

insecure girls higher in self-control and peer-competence than insecure boys. No gender differences were found in mother-reported data. Social outcomes as predicted by early attachment classifications may be significantly different depending on who is reporting on the children's behavior.

POSTER 60

EFFECTS OF TELEVISION ON CHILDREN'S FOOD PREFERENCES

AURA-MARIA GARCIA, AMY E. LEARMONTH (WILLIAM PATERSON UNIVERSITY)

Obesity in the United States has risen dramatically over the past 30 years. Previous research hints at a relationship between eating habits and media. In this study 5th and 8th grade students watched healthy or unhealthy commercials or did not watch anything. Immediately, participants were surveyed about food preferences. The main finding of this study was that the type of commercial interacted with the gender to significantly affect food choices.

POSTER 61

AN INVESTIGATION OF COMPETENCE IN POSITIVE YOUTH DEVELOPMENT

KATIE MARIE SMANIOTTO, ELAINE BARRY (PENN STATE FAYETTE)

Positive youth development (PYD) research highlights adolescents developing in healthy, productive ways. Competency is one component of PYD, and has been shown to be higher in adolescents with higher level of education (Price-Mitchell, 2009), leading to the hypothesis that non-first generation students would score higher in competency than first-generation college students. Results showed that first generation students scored significantly lower than non-first generation students on measures of competency, $t(142) = -4.63, p < .001$.

POSTER 62

EFFECTS OF AGE AND STRESS ON ROMANTIC VIEWS OF LOVE AND RELATIONSHIPS

JENNA KRISTEN ALDOM (WESTMINSTER COLLEGE)

This research examined stress levels and age to see how each affect an individual's attitude toward relationships. I predicted that middle-age participants would have a less romantic view of love than older or younger participants and that stress will be negatively correlated with romantic love. Results indicated that stress increased with age, and women reported more general stress than men. Stress and age had no findings that they were related to love attitudes.

POSTER 63

FIRST LANGUAGE AWARENESS:WORD ASSOCIATIONS IN SECOND LANGUAGE ACQUISITION IN POSTPUBESCENT LEARNERS.

KRISTAL CANDACE LANGFORD, JUSTINA EKEOCHA, AMY LEARMONTH (WILLIAM PATERSON UNIVERSITY)

The word association model suggests that bilinguals' access words through translation into their first language. This study measures individual response time and accuracy over three word presentations, a color word in English, a pseudoword that do not sound like a color word and a pseudoword that is phonetically similar to color words in English. The hypothesis is pubescent and post pubescent participants will employ prior knowledge while the prepubescent group will not.

POSTER 64

A LONGITUDINAL STUDY OF EYE GAZE PATTERNS IN INFANCY: A CASE STUDY

TYLER SEYMOUR-HAWKINS, KELSEY PUDNEY, NANCY RICCARDI, LAURA TRAFIDLO, ELIZABETH VAN FLEET, ELICIA WARTMAN, NANCY RADER (ITHACA COLLEGE)

To study looking patterns towards a speaker's mouth and eyes in early development, we tested an infant aged four, six, and nine months. Using eye tracking technology, we found at four months gaze was directed at the mouth; at six months gaze duration to the mouth increased and at nine months the infant began to look away from the mouth and towards the eyes. This focus may reflect the importance of phoneme perception in early infancy.

**Friday, March 2, 2012
12:00pm-1:30pm**

Symposium

Fayette

PSI CHI GOES INTERNATIONAL

**Friday, March 2, 2012
12:00 PM - 1:30 PM**

CHAIR: MARTHA ZLOKOVICH (PSI CHI)

PSI CHI GOES INTERNATIONAL: WHAT, WHY, AND WHEN?

In 2009 Psi Chi, the Honor Society in Psychology in the US became the International Honor Society of Psychology. All are invited to this symposium to learn more about the Internationalization of PSI CHI and movement towards increasing international Psi Chi chapters.

Presentations

What is International psychology?

by Harold Takooshian (Fordham University, NYC)

Discussant(s): Florence Denmark, Past President of Psi Chi and Robert S. Pace Distinguished Research Professor (Pace University)

**Friday, March 2, 2012
12:00pm-1:20pm**

Poster

Alleghany Ballroom I-IV

LEARNING/BEHAVIORAL NEUROSCIENCE/ABA POSTERS

**Friday, March 2, 2012
12:00 PM - 1:20 PM**

POSTER 1

EFFECTS OF ARTIFICIAL SWEETENERS ON PAIN THRESHOLD AND TOLERANCE

KRISTIN MCCOMBS, BRYAN RAUDENBUSH, MARK SAPPINGTON (WHEELING JESUIT UNIVERSITY)

Previous research has shown that sweet substance consumption can increase pain tolerance and decrease pain ratings. The present study assessed the ability of artificial sweeteners to produce the same results. Participants completed a cold pressor task under six conditions (xylitol, sucralose, aspartame, saccharin, stevia, and a non-sweetener control condition). Tolerance was greatest in the stevia condition, $F(5,135)=2.55$, $p=.031$. Results indicate that some artificial sweeteners can influence pain tolerance in a similar way to natural sweeteners.

POSTER 2

LOOKING AT SOURCE MEMORY FROM VARIOUS PERSPECTIVES WITH A REPEATED-MEASURES DESIGN

SHAUN P. COOK (MILLERSVILLE UNIVERSITY), ELIZABETH L. GLISKY (UNIVERSITY OF ARIZONA)

Two experiments examined multiple kinds of source memory in aging. Participants heard sentences associated with various contexts. Older adults were classified as having well or poorly functioning frontal lobes. When sources provided independent cues to items, voice rather than spatial or temporal sources benefitted. Also, low frontal older adults' source memory was impaired. When sources provide redundant cues to items, only young and high frontal older adults improved their spatial memory.

POSTER 3

DOG TRAINING FOR THE SAFETY OF THE ELDERLY

TIM C. BOCKES, ALLISON GODDARD (NAZARETH COLLEGE)

Given an increase in the use of dogs as companion animals for the elderly, successful obedience training is especially important to avoid injury. This study involved a single-subject, reinforcement-based program to teach a companion dog three behaviors selected to decrease the risk of injury to an elderly owner: loose-leash walking, sit (don't jump) and a come-sit-stay behavior

chain. Results suggest that this method is effective in training dogs to be safer around their elderly owners.

POSTER 4

EFFECTS OF DIETARY PHYTOESTROGEN ON MATERNAL BEHAVIORS IN MICE

LORAINA L. GHIRALDI, LARISSA HOFFMAN-TERRY (SAINT LAWRENCE UNIVERSITY)

Female CD-1 mice were exposed to high (810 ppm), medium (459 ppm), or low (<1.0 ppm), dietary phytoestrogen (PE) during prenatal development and through weaning. In adulthood, females were again exposed to PE during pregnancy; nest-building, aggression, and ano-genital distances of young were assessed. Analyses revealed no effects of PE on aggression; however, high PE females built poorer nests and had male pups with shorter ano-genital distances. Results suggest caution against high PE diets.

POSTER 5

EVIDENCE FOR A DOMINANCE HIERARCHY IN CAPTIVE CARIBBEAN FLAMINGOS, PHOENICOPTERUS RUBER

ERICA A. ROYER, BA, ALICIA I. PELUSO, BS, MATTHEW J. WALL, MATTHEW ANDERSON, PHD (SAINT JOSEPH'S UNIVERSITY)

Aggression in flamingos has been studied and described by many different researchers. However, little evidence exists for dominance hierarchies in flamingos. Flamingos tend to display various types of aggressive behavior involving one or more birds. The goal of the current study was to see if evidence of a hierarchy could be obtained within a flock of Caribbean flamingos at the Philadelphia Zoo. Interactions recorded suggest a hierarchy within this particular flock.

POSTER 6

AN ASSESSMENT OF STIMULUS CONTROL IN THE INTRUDED STIMULUS PARADIGM IN PIGEONS

SHO ARAIBA (THE GRADUATE CENTER, CITY UNIVERSITY OF NEW YORK), ROBERT LANSON (QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK), AMANDA MENTZER (THE GRADUATE CENTER, CITY UNIVERSITY OF NEW YORK), TARA

LAVEAUX, ZACHARY BARNWELL (QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK)

Assessing the function of an intruded stimulus is based on the reliability of a baseline fixed interval (FI) response pattern (Farmer & Schoenfeld, 1966). This study presented baseline FI (NON) trials and intruded stimulus (INT) trials within the same session. Response rates on NON and INT trials changed when the proportion of the INT trials within the session was varied. Data suggest that the function of the intruded stimulus is best assessed within each phase.

POSTER 7

REVERSAL OF THE MIDDLE-AGE RELATED IMPAIRMENT IN LATENT LEARNING USING GRAPE JUICE

JESSICA M. SMITH, ERIC M. STOUFFER (BLOOMSBURG UNIVERSITY)

The decline of latent learning, the acquisition of neutral information that does not influence behavior until it becomes relevant, occurs during middle age in male rats and may be due to degeneration of the entorhinal cortex. This study utilized the Latent Cue Preference task to determine the exact age of the onset of this impairment (10 to 11 months old) and examined the ability of antioxidant rich Concord grape juice to reverse this learning impairment.

POSTER 8

CONDITIONED REINFORCEMENT EFFECTS IN CHAIN SCHEDULES

MARGARET A. MCDEVITT, STEPHEN A. WATSON (MCDANIEL COLLEGE)

Pigeons were trained in a choice procedure with two alternatives. Choice of the "short" alternative led to a fixed-interval (FI) 10-s FI 10-s schedule. Choice of the "long" alternative led to a FI 10-s FI 30-s schedule. Four conditions, which differed in terms of the stimuli presented, were conducted. Preference varied as a function of the stimulus conditions. The results are discussed in terms of their implications for theories of conditioned reinforcement.

POSTER 9

BEHAVIORAL LATERALIZATION AND SOCIAL BEHAVIORS IN THE NORTHERN BALD IBIS (GERONOMICUS EREMITA)

PATRESE ROBINSON (SAINT JOSEPH'S UNIVERSITY, PHILADELPHIA, PA.), MATTHEW ANDERSON (SAINT JOSEPH'S UNIVERSITY)

Brain lateralization has been well documented in many vertebrate species. Here we observed captive Northern Bald Ibises for possible lateral preferences in perching leg and scratching foot, and examined whether these behaviors are related to social behavior. A population-level preference for scratching with the left foot and individual-level perching preferences for perching on the right foot were obtained. Birds who preferred scratching with the left foot were involved in more greeting displays.

POSTER 10

A SEX DIFFERENCE IN THE MIDDLE AGE LATENT LEARNING IMPAIRMENT IN RATS

JESSICA L. BARRY (BLOOMSBURG UNIVERSITY), ERIC M. STOUFFER (BLOOMSBURG UNIVERSITY)

This study examined latent learning (the acquisition of neutral information that does not immediately influence behavior) in young female, middle-aged female, and middle-aged male Sprague-Dawley rats using the Latent Cue Preference (LCP) task. The results showed that the young and middle-aged females demonstrated intact latent learning, while the middle-aged male rats showed a latent learning impairment on the LCP task. This age-related sex difference supports previous research on the neuroprotective effects of estrogen.

POSTER 11

EFFECTS OF PROPRANOLOL AND AVERSIVE ENVIRONMENT ON LEARNING IN THE DAY-OLD CHICK.

TERESA A. BARBER, LEODOR ALTIDOR, MELYNDA DALZON (DICKINSON COLLEGE)

Propranolol normally impairs memory formation in day-old chicks trained on a passive avoidance task. Recent studies show that propranolol can improve memories made in highly stressful conditions. We examined the ability of propranolol to improve poor memory formation

in chicks trained under stressful conditions. Propranolol significantly improved memory formation in the control condition, but not for the stressful condition. The results establish an important relationship between stress and the noradrenergic system in passive avoidance learning.

POSTER 12

THE EFFECTS OF SELECTIVE ATTENTION ON RECOGNITION MEMORY

ASHLEY HARTMAN, MARIANNE E. LLOYD (SETON HALL UNIVERSITY)

One Experiment explored the effects of selective attention during retrieval on subsequent retrieval events (e.g., Dudukovic, DuBrow & Wagner, 2006). Previous research provides conflicting results regarding attention's role during retrieval. Results of this study show an effect of attention during initial retrieval on subsequent memory performance. Words retrieved under full attention or selective attention conditions are better remembered than selectively ignored words, while selectively ignored words were better remembered than words untested during initial retrieval.

POSTER 13

OCCASION-SETTING AND CONTEXT-SPECIFIC MORPHINE TOLERANCE IN RATS

JULIAN L. AZORLOSA, JILLIAN E. AZORLOSA, ALICIA M. BARNES, JEREMY M. DANNER, STEPHANIE L. ENGLANDER, KELLY G. GARNETT (WEST CHESTER UNIVERSITY)

Numerous studies have shown that environmental cues mediate drug tolerance. These cues are often referred to the Distinctive Environment (DE) and serve as the CS. No studies have examined whether the DE can serve as an occasion-setter and the injection cues as the CS. The present study examined this by inserting a 10 minute delay between placement of the rats in the DE and the injection. Results will be discussed at the meeting.

POSTER 14

ACUTE AND CHRONIC STRESS AND NOVEL POLE-MAZE LEARNING IN WISTAR RATS

D. CODY BROOKS, BROOKE M. KLEBOLT, CHONTHICHA E. VONGCHUCHERD (DENISON UNIVERSITY)

Rats shaped to locate chocolate pellets in a new pole maze task subsequently either were stressed for 3-6 hrs on each of 7 days, stressed for 30 min, or given no stress. A final pole-maze test with pellets in a novel location showed that acute stress resulted in longer maze completion times, and chronic stress produced improved performance, compared to no stress. Results are discussed regarding encoding and retrieval location memory under stress.

POSTER 15

MOLAR ADJUSTMENT MODELING IN AN EXTENDED ENVIRONMENT.

ISAAC CAMACHO, EMILIO RIBES IÑESTA, RICARDO PEREZ ALMONACID (UNIVERSIDAD VERACRUZANA)

The workings of a molar approach in conjunction with a mathematical model is presented. In an extended experimental environment, four rats were exposed to complementary probability values of water delivery in two separate water dispensers (Disp1 or Disp2). The values were switched for all rats given inverse quarter value changes: Disp1 $p=1.0-0.0$ and Disp2 $p=0.0-1.0$. Results are presented in terms of the model and future lines of research are discussed.

POSTER 16

EXPOSURE TO NOVEL OBJECTS WEAKENS CONDITIONED FEAR IN LONG-EVANS RATS

TARA BURPEE, TARA E. BURPEE, JUSTIN J. MCGRAW, MATTHEW J. WALL, MATTHEW J. ANDERSON (SAINT JOSEPH'S UNIVERSITY)

Two experiments studied if being exposed to a novel object could counter-condition fear. In Experiment 1, rats were trained in a passive avoidance (PA) task, encountered a novel or familiar object in an open-field or the PA chamber that was previously paired with foot-

shock, and were subsequently tested for fear. Experiment 2 compared normal extinction procedures to novel object procedures. Results revealed that exposure to novel objects significantly reduced fear in the rats.

POSTER 17

METABOLIC ALTERATIONS IN THE AMYGDALA DURING CONSOLIDATION AND RETRIEVAL OF AN INHIBITORY AVOIDANCE TASK

ROBERT W. FLINT, JR. (THE COLLEGE OF SAINT ROSE), LESLIE A. SANDUSKY, ANDREW BYRNE, EWAN C. MCNAY (STATE UNIVERSITY OF NEW YORK AT ALBANY)

The amygdala is well-known for its role in arousal-related memory, but little is known regarding its metabolic activity during consolidation and retrieval. Extracellular fluid analysis obtained through microdialysis during consolidation and retrieval of an inhibitory avoidance task indicated strong similarities in local glycolysis and glutamate, but a difference in extracellular pyruvate levels suggests a possible change in oxidative phosphorylation. These results may provide important insight into differences in neural activity associated with specific phases of mnemonic processing.

POSTER 18

INVESTIGATING INCREASED SENSITIVITY FOR DISRUPTION OF EXTINCTION MEMORIES UTILIZING MILD HYPOTHERMIA

DEVIN A. FAVA (SAINT VINCENT COLLEGE), DAVID C. RICCIO (KENT STATE UNIVERSITY)

Two experiments utilize a mild hypothermic treatment in a between-subjects design to create retrograde amnesia for the memory of a passive-avoidance task and subsequent extinction training. While ineffective on a fear memory, mild hypothermia appears to disrupt the extinction memory, suggesting a differential sensitivity to disruption in a temperature-dependent fashion. Possible explanations, alternative models, applications, and future studies are discussed.

POSTER 19

NEUROBEHAVIORAL SEQUELAE OF TBI: MEDIATION MODELS OF IMPULSIVITY, SOCIAL ROLES, AND DEPRESSION.

REBECCA D. ABBOTT, ROBIN WELLINGTON, (SAINT JOHN'S UNIVERSITY), KRISTEN DAMS-O'CONNOR (MOUNT SINAI SCHOOL OF MEDICINE)

Traumatic brain injury (TBI) is a serious health concern associated with a host of secondary symptoms, including impulsivity, psychosocial behavior, and mood disorders. Results of this study indicate that changes in social roles may be accounted for by impulsive acting out that occur after blows to the head and that these changes may also account for subsequent depression levels. Results indicate neurobehavioral sequelae that may occur following TBI ultimately leading to lower quality of life.

POSTER 20

THE EFFECTS OF CAFFEINE ON SPATIAL LEARNING AND MEMORY

ROMINA G CUPO, AMY SILVESTRI HUNTER (SETON HALL UNIVERSITY)

A radial arm water maze task was used to observe the effects of caffeine on caffeine-acclimated and caffeine-naive rats. In a within subjects design, rats received pretreatment with either caffeine or saline and then received either caffeine or saline between the learning and retention phase. Caffeine post-learning improved latency to escape and decreased reference and working memory errors of rats who received saline prior to the learning task.

POSTER 21

BEHAVIORAL LATERALITY AS A PREDICTOR OF HEALTH IN CAPTIVE CARIBBEAN FLAMINGOS, PHOENICOPTERUS RUBER

MATTHEW J. ANDERSON (SAINT JOSEPH'S UNIVERSITY), DONNA M. IALEGGIO (THE PHILADELPHIA ZOO)

The ability of lateral behavior to predict physiological measures of health obtained via blood counts was examined in Caribbean flamingos. Evidence of rightward neck-resting preferences was obtained, while

no evidence was found for leg-stance preferences. Both lateral neck-resting preference and support leg preference were shown to be related to multiple physiological health measures, with rightward neck-resting preferences and leftward support leg preferences generally associated with healthier flamingos.

POSTER 22

ENZYME-ALTERING ANTI-EPILEPTIC DRUGS INFLUENCE AFFECTIVE AND LEARNING AND MEMORY PROCESSES OF MALE RATS

LAURA BARBOUR, MADELINE E. RHODES
(MCDANIEL COLLEGE)

The present study investigated effects of enzyme-altering anti-epileptic drugs on affective behavior and short-term memory. Adult, intact male rats were administered phenytoin, felbamate, or vehicle for 5 weeks. Rats were tested in the open field and elevated plus maze and the object recognition task. Phenytoin- and felbamate-administered rats showed increased anxiety behavior and deficits in short-term memory compared to controls. These data suggest that altering enzyme activity with anti-epileptic drugs can influence hormonally-mediated behaviors.

POSTER 23

CONTEXTUAL CONTROL OF APPETITE: RENEWAL OF INHIBITED FOOD-SEEKING BEHAVIOR IN SATIATED RATS AFTER EXTINCTION

TRAVIS P. TODD, NEIL E. WINTERBAUER, MARK E. BOUTON (UNIVERSITY OF VERMONT)

Rats that had free food in the home cage learned to lever-press for sucrose or high-fat pellets in a distinctive context. After extinction, responding "renewed" when the rats were switched to a different context. These effects were observed when conditioning, extinction and testing occurred in contexts A, B, and A (respectively) or in A, A, and B. Thus, mere removal from the context in which food-seeking was inhibited initiated a return to food-seeking.

POSTER 24

HEART RATE VARIABILITY, EMOTION REGULATION, AND BEHAVIORAL FLEXIBILITY IN COLLEGE BINGE DRINKERS

ROBERT L. HALE, SARA WAGNER, DAVID VOLIN
(SHIPPENSBURG UNIVERSITY)

Heart rate variability is a valid indicator of emotion regulation, but may also reflect an individual's degree of behavioral flexibility. In the current study college student binge drinkers' baseline heart rate variability and self-reported emotion regulation and behavioral flexibility were measured. Binge drinkers were not significantly different from non-binge drinkers on measures of heart rate variability or emotion regulation, but did differ significantly on self-reported behavioral flexibility. Implications for understanding this high-risk behavior are discussed.

POSTER 25

ARTIFICIAL SWEETENER AND CAFFEINE ALTERS BODY WEIGHT AND BODY TEMPERATURE IN MICE

ALICIA DOERFLINGER, ANDREW GUIMOND
(MARIETTA COLLEGE)

The present study examined whether caffeine interacts with nutritive and non-nutritive sweetened solutions to alter body weight via activity levels and/or body temperature. Mice were given sucrose or saccharin solutions with or without 0.125 mg/g caffeine. Body weight, activity, and body temperature were measured on two test days. A 2X2 ANOVA showed that mice consumed more saccharin-caffeine solution and both saccharin conditions gained more weight and had higher body temperatures compared to either sucrose group.

POSTER 26

FIRING PATTERNS IN THE NUCLEUS ACCUMBENS DURING VARIED REWARD PRESENTATIONS

TRISHALA PARTHASARATHI, SHAILI C JHA, SISI MA, DAVID H ROOT, DAVID J BARKER, KEVIN R COFFEY (RUTGERS UNIVERSITY), VERONICA DOBROVITSKY (THE CITY COLLEGE OF NEW YORK), ANTHONY T FABBRICATORE (RUTGERS

UNIVERSITY), JON C HORVITZ (THE CITY COLLEGE OF NEW YORK), MARK O WEST (RUTGERS UNIVERSITY)

The nucleus accumbens (NAcc) is part of the mesolimbic reward circuit. In this experiment, we sought to examine whether (and if so, how) NAcc neurons develop reward prediction signals or changes in firing patterns around reward-related cues and reward-seeking behaviors by recording single neuron activity in freely moving rats. This study may lead to a better understanding of natural reward related processes, as well as human behaviors in relation to real world cues.

POSTER 27

PROCESSING SPEED DEFICITS PREDICT VERBAL LEARNING ABILITY IN ADULTS WITH TRAUMATIC BRAIN INJURY

JUNGHO J. HAN, GERALD T. VOELBEL (NEW YORK UNIVERSITY), NANCY CHIARAVALLI (RUSK INSTITUTE)

Individuals with traumatic brain injury (TBI) frequently suffer deficits in working memory (WM) and processing speed (PS). Prior researches on other neurological populations support that WM and PS deficit have crucial roles in verbal learning. However, as a result of regression analysis, the present study finds that deficit in PS plays larger role in acquiring new verbal information than WM in TBI population. Therefore, remediation of PS, not WM, could improve verbal learning ability.

POSTER 28

INCREASED PARENT REINFORCEMENT OF SPONTANEOUS REQUESTS IN CHILDREN WITH AUTISM SPECTRUM DISORDER: EFFECTS ON PROBLEM BEHAVIOR

RACHEL E ROBERTSON (DUQUESNE UNIVERSITY)

Parent functional analyses identified conditions with increased problem behavior and spontaneous requests in two children with autism spectrum disorder (ASD). Parents then provided the reinforcer for problem behavior alone or both problem behavior and spontaneous requests in a withdrawal design. Reinforcement of requests produced decreases in problem behavior, even though problem behavior could still be used to produce reinforcement. Implications regarding communication-based treatment of problem

behavior and response preference in children with ASD are discussed.

POSTER 29

COGNITIVE SEQUELAE OF TBI FOR YOUNG ADULTS.

GEORGE SPILICH, LAUREN LITTLEFIELD, ROBIN GLASER, KENDALL BLIMLINE (WASHINGTON COLLEGE)

A total of 42 Concussed and 40 non-concussed college students were tested on two different measures of working memory (Sternberg STM scanning and Mental Rotation) and also tested on the visual TOVA, a clinical test of visual attention. Participants reporting concussions were significantly slower at both Working Memory tasks and performed poorly on the TOVA. Participants with 3 or more TBI were significantly worse.

POSTER 30

EFFECTS OF PCP AND KETAMINE ON ACQUISITION, CONSOLIDATION, AND RETRIEVAL OF HABITUATION OF THE ACOUSTIC STARTLE RESPONSE IN RATS

LINDSEY J NOBLE, ROBERT W. FLINT, JR. (THE COLLEGE OF SAINT ROSE)

The effects of the NMDA receptor antagonists, PCP and ketamine, on learning, memory consolidation, and memory retrieval of habituation of the acoustic startle response were examined. Animals were injected before training, after training, or before testing. Results indicated that although habituation was observed during training and testing, no PCP or ketamine-induced effects were seen through acquisition, consolidation, or retrieval.

POSTER 31

IS THE SENSE OF SELF A TYPE ONE ERROR?

CHRIS NIEBAUER (SLIPPERY ROCK STATE UNIVERSITY), DAVID B. FRUEHSTORFER (PSYCHOLOGICAL CONSULTANT, NEW CASTLE, PA), RUSSELL GRAEFF (SLIPPERY ROCK STATE UNIVERSITY), TINA YAKIMICKI (SLIPPERY ROCK STATE UNIVERSITY)

There has been little progress in finding the neurological substrate of the "Self". This may be due to the sense of Self existing as something that only seems to be there as the case with a type one error. Ps were measured on magical ideation (a test of type one errors) and two measures of the self. As predicted, those most likely to make type one errors were more likely to engage in self-related activities.

POSTER 32

NEGATIVE PATTERNING IS HARDER THAN BICONDITIONAL DISCRIMINATION IN HUMAN LEARNING

J.W. WHITLOW, PHILLIP LOATMAN (RUTGERS UNIVERSITY - CAMDEN)

Prior research has found mixed results regarding whether biconditional discriminations are harder or easier than negative patterning discriminations. Two studies compare these discriminations using a novel method that equates cue numerosity in both tasks. The results indicated that configural cues were used in the patterning task, and, under those conditions, that negative patterning was harder than a biconditional discrimination. These results are consistent with theories that invoke configural cues for learning complex discriminations.

POSTER 33

BEHAVIORAL TECHNOLOGY FOR CONSERVATION AND SUSTAINABILITY: A META-ANALYSIS

RUTH-ANNE E. POLI, DONALD A. HANTULA (TEMPLE UNIVERSITY)

Approximately 25% of energy savings can be accomplished through behavioral measures, but the research and development necessary is not well known. We meta-analyzed environmental protection interventions published in JABA. Most studies were conducted primarily during the 1970's and focused on energy conservation. Interventions were largely consequence-based and appear to work well, however, there is little evidence regarding sustainability. Behavioral interventions can produce changes in environmentally-related behaviors in the short term but maintenance must be addressed.

POSTER 34

GROUP TESTING DECREASES ANXIETY-LIKE BEHAVIOR IN RATS

ANDREW LEWIS, JENNIFER M. PHILLIPS (MOUNT ST. MARY'S UNIVERSITY)

Despite the role of social and peer influences on anxiety, few studies have examined these influences in rodent models of anxiety. To assess the effects of group testing on anxiety-like behaviors in rats, subjects were assessed individually and in groups of three in the open field test of anxiety. Rats spent more time in the center when tested in a group, indicating lower levels of anxiety. Potential applications to anxiety modeling in rats are discussed.

POSTER 35

THE ROLE OF SLEEP DEPRIVATION IN DEER MOUSE PERFORMANCE IN A RADIAL ARM MAZE

SUZANNA POWELL, ZACH GOBLE, KYLAR ENGELMANN, CHELSEA RUGEL, ANDY YOUNG, SUZANNE BAKER (JAMES MADISON UNIVERSITY)

Sleep deprivation has been shown to affect learning on a variety of tasks. The present study examines the effects of sleep deprivation on the foraging performance of deer mice using an 8-arm radial arm maze. Following two weeks of acquisition, the mice are sleep deprived for 4 hours and then tested for memory of food locations in the maze. We hypothesize that during the testing phase the mice will make more errors than during acquisition.

POSTER 36

HADDON'S STRATEGIES AND MATRIX FOR INJURY CONTROL: TOOLS FOR CHANGING NON-INJURY BEHAVIORS

RICHARD T COOK JR (PENNSYLVANIA STATE UNIVERSITY)

Haddon's Strategies and Matrix, foundation concepts in injury control, are readily applied by psychologists for changing not only behaviors resulting in injuries, but also for non-injury related behaviors of many types. We present a modification readily useful for family therapy, medical treatment adherence, and prohealth behaviors that is clinically relevant to factors of the antecedent

state, the behavior, and consequences, as applied to the targeted individual, the triggering stimuli, and the surrounding social and physical environment. 1000 word

POSTER 37

THE USE OF BEHAVIORAL METHODS TO STUDY VISUAL IMAGERY

SIERRA N. MOORE, AUGUST A. CAPIOLA, JOAN V. COTTER, ALAINA ANTOINETTE, CASSANDRA L. SANDERSON, MICHAEL A. KIRKPATRICK. (WHEELING JESUIT UNIVERSITY)

The present study compared differences between imagining and observing. Condition (observation/ imagery) and task (timing/ questionnaire) created four experimental conditions. Data show a predictably high degree of variability, specifically under imagery instructions. The interaction of trials by condition approached significance. Future studies may expand upon this idea of studying visual imagery by using behavioral techniques. Results from such studies may provide evidence for the benefits of imagining for use in clinical practices.

Friday, March 2, 2012 12:00pm-1:20pm

Paper

Butler West

COMMUNITY PSYCHOLOGY INVITED PANEL

**Friday, March 2, 2012
12:00 PM - 1:20 PM**

CHAIR: SAMANTHA HARDESTY (KENNEDY KRIEGER INSTITUTE)

Friday, March 2, 2012 12:00pm-1:20pm

Paper

Butler East

APPLIED BEHAVIOR ANALYSIS PAPERS

**Friday, March 2, 2012
12:00 PM - 1:20 PM**

CHAIR: SANDRA K. WEBSTER, PDD (WESTMINSTER COLLEGE)

12:00pm - 12:15pm

USING MULTIPLE TESTS TO ASSESS INTENSITY OF OVERSELECTIVE ATTENTION IN YOUNG CHILDREN

NANCY H. HUGUENIN (BEHAVIOR ANALYSIS & TECHNOLOGY, INC., GROTON, MA)

Multiple tests administered with computer technology assessed how young children of typical development attended to letters and words. Most children demonstrated overselective attention. Employing multiple test conditions revealed differences in the intensity of their restricted attention, as the children differed in the number of test sessions and test conditions in which overselective attention occurred. Determining how children attend to words using similar tests could result in more individualized and effective programs for reading instruction.

12:20pm - 12:35pm

SAFE CRISIS MANAGEMENT: INVESTIGATING TRAINERS' VIOLENCE INTERVENTION ERROR DETECTION

SANDRA K. WEBSTER (WESTMINSTER COLLEGE), JEROME FLINT (JKM TRAINING, INC.)

This study examines how well youth violence intervention trainers can identify interventions errors. 400 re-certification training participants rated videos of 38 specific emergency safety physical interventions for five error types. There were few false positives (15%) but actual error detection was low (51% hit rate) especially for errors involving the legs/feet or the body position/coordination control. Instruction on identifying intervention errors should improve training and increase safety to the youth and the service providers.

12:40pm - 12:55pm

DO AUGMENTATIVE COMMUNICATION APPROACHES INTERFERE WITH VERBAL RESPONDING OF CHILDREN WITH AUTISM?

SARAH E. BIRCH (CUNY GRADUATE CENTER),
KARENA S. RUSH (MILLERSVILLE UNIVERSITY),
BRUCE P. MORTENSON (TOWSON UNIVERSITY),
JULIA DALY (PENN STATE UNIVERSITY)

Augmentative and alternative communication (ACC) approaches may positively impact communication skills for individuals with autism. However, once verbal abilities emerge, such approaches may interfere with its maintenance. This study evaluated the effects of picture communication and sign on verbal responding. Results suggest that the presence of ACC decreased verbal responding for each participant. Thus, once verbal responding is established, ACC may inhibit verbal responding if both remain on the same schedule of reinforcement.

1:00pm - 1:15pm

THE EVOLUTION OF INTERACTIVE KEYBOARD COMMUNICATION

W. RANDOLPH FORD, INGRD FARRERAS (HOOD COLLEGE)

Today, we find that people communicate fluidly and frequently using keyboards (e.g., text messaging, chat rooms, and instant messaging.) This study investigates some of the ways interactive keyboard communication has changed and evolved since it was first studied some forty years ago. Various linguistic measures from current interactive-keyboard communication were compared to the same measures from twenty communication-mode studies conducted between 1972 - 1984. Significant findings occurred in many of the dependent measures tested. (75 words)

Friday, March 2, 2012
12:00pm-1:20pm

Symposium

Westmoreland East

TEACHING SYMPOSIUM: KEEPING THEM ENGAGED: INNOVATIONS IN INTRODUCTORY PSYCHOLOGY

Friday, March 2, 2012
12:00 PM - 1:20 PM

CHAIR: ROBIN MUSSELMAN (LEHIGH CARBON COMMUNITY COLLEGE)

KEEPING THEM ENGAGED: INNOVATIONS IN INTRODUCTORY PSYCHOLOGY

We know the digital generation requires an active and engaged classroom. This can be difficult to accomplish in the introductory classroom. The purpose of this symposium is to explore innovative ways to engage students through the use of popular culture, interteaching and student directed research projects.

Presentations

Keeping Them Engaged: Innovations in Introductory Psychology

by Michelle E. Ronayne, Nashua Community College
James Scepansky, Cedar Crest College
Robin Musselman, Lehigh Carbon Community College

Discussant(s): Robin Musselman (Lehigh Carbon Community College)

Friday, March 2, 2012
12:00pm-1:20pm

Invited Speaker **Westmoreland West & Central**

APPLIED PSYCHOLOGY KEYNOTE: SPACE PSYCHOLOGY

Friday, March 2, 2012
12:00 PM - 1:20 PM

CHAIR: DIANE FINLEY (PRINCE GEORGE'S COMMUNITY COLLEGE)

SPACE PSYCHOLOGY: REACHING NEW HEIGHTS

FREDERICK BONATO (ST. PETER'S COLLEGE)

How do people react to the unique challenges associated with traveling through space? Soon everyday people will embark on commercial spaceflights that will subject them to zero gravity and hypergravity, possible anxiety, in addition to changes in pressure. Projected missions to the Moon and Mars will entail additional challenges such as space motion sickness, long periods of isolation, radiation, and confined quarters. This talk will address the sensory/perceptual, social, and cognitive aspects of space travel and how they are studied to help make spaceflight safer and less stressful.

Friday, March 2, 2012
12:00pm-1:20pm

Paper **Washington**

SOCIAL PAPERS II: GENDER, RACE AND ETHNICITY

Friday, March 2, 2012
12:00 PM - 1:20 PM

CHAIR: LAUREN PERDUE (CENTRAL CONNECTICUT STATE UNIVERSITY)

12:00pm - 12:15pm

EFFECTS OF ETHNICITY, ACCULTURATION AND GENDER ON ASIAN AMERICANS' SOCIAL ANXIETY

SIRIN CHARLENE SUWAN (AMERICAN UNIVERSITY), CAROL WEISSBROD (AMERICAN UNIVERSITY)

This study examined whether Asians report different levels of social anxiety (SA) than non-Asians and explored SA differences between three Asian ethnic groups. Behavioral and value acculturation were addressed as related to differences among Asian groups. Results show Asians report more SA than non-Asians and Asian groups differ from each other on measurements of SA. For better understanding and treatment, it may be beneficial to examine Asian Americans as a heterogeneous rather than homogenous group.

12:20pm - 12:35pm

SOCIAL DOMINANCE AND INTERGROUP THREAT

KRISTIN E. HENKEL (CENTRAL CONNECTICUT STATE UNIVERSITY), FELICIA PRATTO (UNIVERSITY OF CONNECTICUT)

Across two studies, high and low SDO participants' reactions to psychological intergroup threat were tested using a new methodology to manipulate threat. Dependent measures included thermometer ratings of social groups and inclusion of other in self ratings of friends and family. Results lend support to the relationship between SDO and intergroup attitudes and shed new light on SDO and attachment style. Implications for the literature are discussed.

12:40pm - 12:55pm

WOMEN'S SEXUALITY AND SOCIAL DISTANCING FROM SEXUALLY ACTIVE WOMEN

LAUREN PERDUE, AMANDA LYNN BUTLER, VALERIE MARTIN, CALANDRA BABEY, TRACI HOWLAND (CENTRAL CONNECTICUT STATE UNIVERSITY)

Abstract Abstinence education may be causing a resurgence of the Madonna/whore stereotype for

women. We expect this is related to social distancing from sexually active women. In order to examine social distancing from sexually active women 367 college women completed a sexual attitudes survey developed by a group of five undergraduate females and female faculty member. The results indicated a sexual freedom component, as well as components demonstrating ambivalence towards sexually active women.

1:00pm - 1:15pm

ATTENDING TO AMBIGUITY: MORE RACIALLY AMBIGUOUS FACES EVOKE A GREATER ATTENTIONAL BLINK

JORDAN LEITNER, ERIC HEHMAN, STEVEN B. MOST, JAMES M. JONES (UNIVERSITY OF DELAWARE)

Although past research has demonstrated that individuals cognitively process in-group and out-group faces differently, some faces do not clearly indicate group membership. We examined whether group membership ambiguity affects attentional resource allocation to a face. In a rapid serial visual presentation, participants searched for two targets: T1 (the race of a face) and T2 (a number). T2 accuracy was lower following racially-ambiguous than non-ambiguous faces, suggesting that ambiguous-group faces command increased attentional resources during encoding.

**Friday, March 2, 2012
12:00pm-1:30pm**

Invited Speaker **Crawford East**

HISTORY OF PSYCHOLOGY INVITED SPEAKER: RACE, EUGENICS, AND FLEXIBLE HEREDITY: LESSONS FROM THE 1920S

**Friday, March 2, 2012
12:00 PM - 1:20 PM**

CHAIR: DON DEWSBURY (UNIVERSITY OF FLORIDA)

CHERYL A. LOGAN (UNC-GREENSBORO)

In the 1920s, several Austrian scientists argued that the environment could alter heredity through the action of sex hormones on genes. Motivated by social reform and the hope for an ethical eugenics, they sought to weaken barriers of race, sex, and class that were often justified by genetic determinism. While their scientific arguments were incomplete, social influences helped ensure their failure. Their story offers useful lessons for how social biases might affect psychologists' framing of the new look in contemporary treatments of nature and nurture: epigenetics.

**Friday, March 2, 2012
12:00pm-1:20pm**

Paper **Somerset East**

LEARNING AND COGNITIVE PAPERS: NEW PERSPECTIVES ON CONCEPTS, THINKING, AND REASONING

**Friday, March 2, 2012
12:00 PM - 1:20 PM**

CHAIR: ANDY J. WILLS (UNIVERSITY OF EXETER)

12:00pm - 12:30pm

INVITED FOCUS PAPER: ON THE ADEQUACY OF CURRENT EMPIRICAL EVALUATIONS OF FORMAL MODELS OF CATEGORIZATION

ANDY J. WILLS (UNIVERSITY OF EXETER),
EMMANUEL POTHOS (UNIVERSITY OF SWANSEA)

Categorization is one of the fundamental building blocks of cognition, and the study of categorization is notable for the extent to which formal modeling has been a central and influential component of research. However, the field has seen a proliferation of non-complementary models with little consensus on the relative adequacy of these accounts. In this talk, I consider why progress on has, to date, been limited, and make some suggestions, based on current best practice, about how we might best make progress in the future.

12:30pm - 12:45pm

THE INFLUENCE OF CAUSAL EXPLANATIONS AND EXPERIENCE ON PROBLEM CATEGORIZATION DECISIONS

JENNELLE E. YOPCHICK, NANCY S KIM
(NORTHEASTERN UNIVERSITY)

Do explanations and experience affect judgments about whether strange behaviors indicate a problem? In four experiments, child behaviors of ambiguous problem status were presented. Naïve adults judged behaviors as more psychologically normal and healthy, more statistically likely, and as having more positive socio-cultural effects when well-explained than when unexplained. Experienced adults (i.e., parents) were uninfluenced by explanations for socio-cultural judgments only, presumably reflecting their practical knowledge that explanations cannot change negative societal responses to behavior.

12:45pm - 1:00pm

PERCEPTUAL PRIMING REDUCES CONJUNCTION ERRORS: PROBABILISTIC REASONING WITH SOCIAL AND NONSOCIAL STIMULI

DANIEL H. BARCH, JR., JENNIFER SCHULTZ,
RICHARD A. CHECHILE, SAMUEL R. SOMMERS
(TUFTS UNIVERSITY)

A novel paradigm presented two probability judgment tasks that required reasoning about conjunctions. The social probability task asked questions about the probabilities of individuals of different races and sexes committing various violent crimes. The non-social probability task asked the probabilities of retrieving marbles of different colors and patterns from cans. Individuals did not commit conjunction errors in the non-social probability task. Performing the non-social task before the social task reduced conjunction errors in the latter.

1:00pm - 1:15pm

SPATIAL MEANING IS MORE THAN LANGUAGE-DEEP

ALEXANDER KRANJEC (DUQUESNE UNIVERSITY)

Can abstract meaning be represented without language? Using cognitive methods with healthy adults,

and a neuropsychological single-case approach, I investigate how spatial meaning is represented nonverbally. Experiment 1 shows that lexicalized spatial categories modulate perception. Experiment 2 suggests that online engagement of verbal labels is not critical for this effect. Experiment 3 shows that explicit nonverbal spatial prototypes make meaningful relations visible for a patient with simultagnosia in a way that words themselves cannot.

Friday, March 2, 2012

12:00pm-1:20pm

Symposium

Crawford West

INTERNATIONAL PSYCHOLOGY SYMPOSIUM: OUTREACHES TO KENYA AND ROMANIA

Friday, March 2, 2012

12:00 PM - 1:20 PM

CHAIR: ANI KALAYJIAN (MEANINGFUL WORLD)

INTERNATIONAL HUMANITARIAN OUTREACHES TO KENYA AND ROMANIA

How can international psychologists best intervene after human-made or natural traumata? This symposium focuses on two recent projects by the Mental Health Outreach Project (MHOP), in which professionals and students delivered expert services in Kenya in 2010 and Bucharest, Romania in 2011. Implications for future outreach and research will be discussed.

Presentations

Outreach to Kenya in 2010

by Katherine Kaze (Fordham University & ATOP)

Outreach to Romania

by Georgiana M. Sofletea (Teachers College & ATOP)

Discussant(s): Ani Kalayjian (Meaningful World)

**Friday, March 2, 2012
12:00pm-1:20pm**

Paper Somerset West

APPLIED PAPERS: EDUCATIONAL ISSUES

**Friday, March 2, 2012
12:00 PM - 1:20 PM**

CHAIR: CRAIG GRUBER, (CLARK UNIVERSITY)

12:00pm - 12:15pm

**SCHOOL VIOLENCE PREVENTION:
TEACHERS ESTABLISHING
RELATIONSHIPS WITH STUDENTS USING
COUNSELING STRATEGIES**

ADAM VOLUNGIS, KATIE HOWE (ASSUMPTION COLLEGE)

Preventing school violence can often be perceived as a daunting macro-level problem to be handled by formal protocols alone. However, as research has showed in the past decade, the quality of relationships between students and school personnel, also called 'school connectedness,' may ultimately influence violent incidents within and outside the school. This paper provides the first known translation of counseling strategies for schoolteachers with the explicit goal of developing school connectedness to prevent school violence.

12:20pm - 12:35pm

**SEVENTY-FIVE NERVE-RACKING WORDS
THAT MIGHT NOT ACTUALLY BE
NECESSARY: THE SHORT CONFERENCE
ABSTRACT**

J. CRAIG CLARKE, ELIZABETH H. CURTIN (SALISBURY UNIVERSITY)

Although EPA's Annual Proceedings include short abstracts presumably to help conference attendees make informed decisions about session attendance, it is unclear whether the content of the abstracts provides the information needed to allow such informed decisions. We evaluated content (problem statement, methodology, findings, and conclusions) of 98 paper

abstracts from the 2011 Proceedings. Our analysis, which found the overall content of the abstracts insufficient, suggests that the inclusion of short abstracts may be unnecessary.

12:40pm - 12:55pm

**RELATIONSHIP BETWEEN POSITIVITY AND
BIG 5 PERSONALITY, SOCIAL MEDIA, AND
CONTROL IN COLLEGE STUDENTS**

THOMAS J. HERSHBERGER, EMILY CASSEL (CHATHAM UNIVERSITY)

In a positive psychology course, the relationship of positivity (as a trait) to Big 5 personality traits, psychological control and social networking use was examined. The participants were 25 college women. The results indicated that positivity was positively related to conscientiousness and negatively to neuroticism. Social networking (use of social media) was negatively related to the trait. Control was positively (but not significantly) related to positivity. The pedagogical implications will be presented.

1:00pm - 1:15pm

**THE CONSTRUCTION OF COURAGE:
PERSONAL RESILIENCY IN EDUCATIONAL
SETTINGS**

CRAIG W GRUBER (NORTHEASTERN UNIVERSITY/CLARK UNIVERSITY)

Courage has been defined in a variety of settings for many purposes. This paper defines, examines and theorizes the implementation of courage for students, teachers, administrators and parents in K-12 educational settings. Through examination of historical background of the term courage in pre-psychological as well as modern psychological paradigms including the writings of Bandura, Tillich and May, a theory of courage in education is postulated with evidence from field studies to demonstrate its efficacy.

**Friday, March 2, 2012
12:00pm-1:20pm**

Paper Cambria West

**CLINICAL PAPERS I: CLINICAL
MEASUREMENT**

**Friday, March 2, 2012
12:00 PM - 1:20 PM**

CHAIR: CHERYL PARADIS (MARYMOUNT
MANHATTAN COLLEGE)

12:00pm - 12:15pm

**MALINGERING MEMORY IMPAIRMENT:
ASSESSMENT AND COURT TESTIMONY**

CHERYL PARADIS (MARYMOUNT MANHATTAN
COLLEGE)

The Test of Malingered Memory (TOMM) and the Rey-15 Test are widely used forensic tests. I present examples of defendants who "fail" these tests to illustrate three types of individuals: 1) defendants with no psychiatric history who don't exhibit psychotic symptoms during the interview, 2) psychotic defendants with a history of psychiatric treatment, and 3) mentally defendants who fail either or both test but seem motivated more to gain sympathy than legal advantage.

12:20pm - 12:35pm

**DIGIT RATIOS, DISORDERED EATING AND
NEGATIVE EVALUATION ANXIETY**

JENNIFER BREMSER (ALFRED STATE COLLEGE),
GORDON GALLUP, JR. (UNIVERSITY AT ALBANY,
STATE UNIVERSITY OF NEW YORK)

Whereas low digit ratios have been associated with an increased susceptibility to autism, recent evidence suggests they may also offer some protection against the development of disordered eating. Several studies using digit ratios as a marker of early androgen exposure have shown that testosterone may protect against the development of disordered eating later in life. Eating disorders are often complicated by the experience of anxiety; however, its role in the development and maintenance of eating disorders is

not well understood. Here we show that digit ratio was a better predictor of negative evaluation anxiety than disordered eating. We also demonstrate that when the effects of negative evaluation anxiety are controlled, the relationship between disordered eating and digit ratio is no longer significant. We discuss our findings in terms of the idea that disordered eating may arise out of negative evaluation fears. Some of the implications of this conceptualization will be discussed in terms of sex differences within psychopathology.

12:40pm - 12:55pm

**A CRITICAL REVIEW OF THE ATTENTION
DYSREGULATION ASSOCIATED WITH
GESTATIONAL NEUROTOXIN EXPOSURES**

KAREN JENNINGS (KEENE STATE COLLEGE)

This paper synthesizes research on both animal and human models of gestational toxin exposure, and proposes a neuropsychological assessment methodology for measuring attention dysregulation in affected children. The rationale for this review of the research stemmed from the large number of children identified in clinical practice with attention deficits, the ubiquity of this symptom as a marker for central nervous symptom dysfunction, and the need to accurately and effectively understand, to assess, and to intervene.

**Friday, March 2, 2012
12:00pm-1:20pm**

Paper Cambria East

**DEVELOPMENTAL SYMPOSIUM:
PREDICTORS OF CHILD CARE USE AMONG
SPECIAL POPULATIONS**

**Friday, March 2, 2012
12:00 PM - 1:20 PM**

CHAIR: DEBORAH PHILLIPS (GEORGETOWN
UNIVERSITY)

**PREDICTORS OF CHILD CARE USE AMONG
SPECIAL POPULATIONS**

This symposium will present four papers that examine access to child care and factors that predict such access for: (1) children with special needs and (2) children in foster care. An emphasis is placed on access to center-based care and to Head Start given evidence that these programs support school readiness. The predictors to be examined include access to government child care subsidies, family and community-level risk, and type of foster care (kin vs. non-kin).

Presentations

Predictors of Child Care Us Among Special Populations

by Deborah Phillips, Chair and Discussant, Georgetown University Anna Johnson, presenter, Georgetown University Beth C. Meloy, presenter, Georgetown University Adam Fine, presenter, Georgetown University

Discussant(s): Deborah Phillips (Georgetown University)

THE INFLUENCE OF PARENT-INFANT INTERACTIONS ON MULTIPLE FACETS OF EARLY CHILD DEVELOPMENT

Parent-child interactions (PCI) are foundational for socio-cognitive development. PCI data across three settings will be presented; 1) the role of PCI on executive functioning in bilingual and monolingual toddlers; 2) research on changes in PCI via a new intervention for incarcerated teen fathers and their young children; and 3) differences in PCI during multiple tasks in low income minority families. Tiffany Pempek the discussant will review how PCI influences multiple facets of early child development.

Presentations

Parent-infant interactions and executive functioning in bilinguals and monolinguals

by Hannah Frank (Georgetown University), Natalie Brito (Georgetown University), Rachel Barr (Georgetown University), and John Shuler (Georgetown University)

Increasing the Quality of Father-Child Interactions within the Juvenile Justice System

by Rachel Barr (Georgetown University), Natalie Brito (Georgetown University), Marisa Morin (Georgetown University), Andrew Riemer (Georgetown University), Carole Shauffer (Youth Law Center), & Jennifer Rodriguez (Youth Law Center)

Parent-Infant Interactions in Low Income Minority Families

by Laura Zimmermann (Georgetown University), Chloe Zachary (Georgetown University), Jenna E. Finch (Georgetown University), Alexandra Van Nispen (Georgetown University), Olivia Blanchfield (Georgetown University), Suzanne Beinfeld (Georgetown University), Emily Oot (Georgetown University), Susan Fenstermacher (University of Vermont), Deborah Linebarger (University of Iowa) & Rachel Barr (Georgetown University)

Discussant(s): Tiffany Pempek (Otterbein University)

Friday, March 2, 2012

1:30pm-2:50pm

Invited

Speaker

Westmoreland West &

Central

PRESIDENTIAL INVITED ADDRESS: WHAT THE #@\$\$\$\$!!! IS THE ORBITOFRONTAL CORTEX DOING UP THERE?

Friday, March 2, 2012

1:30 PM - 2:50 PM

CHAIR: ANDREW DELAMATER (BROOKLYN COLLEGE)

WHAT THE #@\$\$\$\$!!! IS THE ORBITOFRONTAL CORTEX DOING UP THERE?

GEOFFREY SCHOENBAUM (NIDA)

The orbitofrontal cortex is strongly implicated in good (or at least normal) "decision-making". Key to good decision-making is knowing the general value or "utility" of available options. Over the past decade, highly influential work has reported that the neurons in the orbitofrontal cortex signal this quantity. Yet the orbitofrontal cortex is typically not necessary for apparent value-based behaviors unless those behaviors require value predictions to be derived from access to complex models of the task, and the neural correlates cited above only part of a much richer representation linking the characteristics of specific outcomes (sensory, timing, unique value) that are expected and the events associated with obtaining

them. In this workshop, I will review these data to argue that this aspect of encoding in the orbitofrontal cortex is actually what is critical in explaining the role of this area in both behavior and learning, and that any contribution of this area to economic decision-making stems from its unique role in allowing value to be derived (both within and without) from these environmental models.

Friday, March 2, 2012
3:00pm-4:20pm

Paper

Butler West

**COMMUNITY PSYCHOLOGY WORKSHOP:
THE OCCUPY MOVEMENT**

Friday, March 2, 2012
3:00 PM - 4:20 PM

CHAIR: HOLLY ANGELIQUE, PHD, (PENN STATE HARRISBURG)

**THE OCCUPY MOVEMENT AND
COMMUNITY PSYCHOLOGY: A
PSYCHOLOGY OF SOCIAL CHANGE?**

BORIS HINES, LINDSAY MARCINIEC, ROSALIE RODRIGUEZ, MARY OHRUM HICKOK, RAYMOND COLE, TABATHA HAHN, KHALIFAH ALFADHI (PENN STATE HARRISBURG)

Following Psychologists for Social Responsibility and the National Association of Multicultural Education we urge SCRA to release a statement supporting the Occupy Movement. It holds democracy, citizen participation and attention marginalized groups at its core: Aiming to ameliorate inequality and promote well-being. We will consider the role of community psychologists during this important historical juncture to foster involvement at all levels, from community research to action, and to return to our critical social change roots.

Friday, March 2, 2012
3:00pm-4:20pm

Poster

Alleghany Ballroom I-IV

**TEACHING POSTERS & CLINICAL I
POSTERS**

Friday, March 2, 2012
3:00 PM - 4:20 PM

CHAIR: ANDREW PECK (PENN STATE UNIVERSITY)

POSTER 1

**EFFECT OF TEACHING ENVIRONMENT ON
STUDENT LEARNING: ONLINE VERSUS
TRADITIONAL INSTRUCTION**

TAMMY MCCLAIN (WEST LIBERTY UNIVERSITY)

To compare the effectiveness of online versus a traditional introduction to psychology courses, students from a small state university self-selected to enroll in either a traditional section or an online section. Students in the online course performed better on both the pre-test and the post-test than did those in the traditional course, though students in both teaching environments showed significant increases in pre-test to post-test scores. Students in the online course performed equally well on the first exam, better on the second and fourth exams, and worse on the third exam than those in the traditional course. The results indicate that students are able to learn the material regardless of the teaching environment utilized.

POSTER 2

**EFFECTS OF USING PEER REVIEW IN THE
COLLEGE PSYCHOLOGY CLASSROOM**

AMY E. COVILL, TED ROGGENBUCK
(BLOOMSBURG UNIVERSITY)

This study examined the effect of peer review on the quality of students' writing. Students (n=53) in two sections of a course wrote two papers requiring application of course material. One section was required to use peer review for improving first drafts, while the other section was given no support for revising. Survey data were collected to determine

students' attitudes toward peer review, and to determine what strategies control students used to improve first drafts.

POSTER 3

TEACHING ACTIVITIES TO DEMONSTRATE HUMAN CAPABILITIES AND LIMITATIONS: INFORMATIVE, INTERACTIVE, LIVELY, FUN!!!

RONALD G. SHAPIRO

Six highly effective activities which have been utilized in the Games To Explain Human Factors: Come, Participate, Learn & Have Fun!!! program to demonstrate human capabilities and limitations with students from middle school to graduate school and with professionals will be shared. These activities include: Multitasking: Reciting and Balancing, Details and Eye Witness Accuracy, Details and Answering Questions, Assumptions and Object Localization, Perceptually Inverted Navigation (PIN): Drawing and Directing, and Recalling Who is on Stage.

POSTER 4

STANDARDS AND ESSENTIAL QUESTIONS FOR PSYCHOLOGY TODAY!

DEBRA PARK (RUTGERS UNIVERSITY, CAMDEN NJ)

Update your Psychology course to address the APA National Standards for High School Psychology Curricula with Essential Questions that promote active learning and authentic assessment.

POSTER 5

HOW WELL DO INSTRUCTORS COMMUNICATE EXPECTATIONS IN THEIR SYLLABI?

LANAE PATTON (MILLERSVILLE UNIVERSITY OF PENNSYLVANIA), RICHARD WESP (EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA)

We examined the quality of instructor communication about their expectations regarding appropriate classroom behavior. An assessment of the content of course syllabi considered models in the discipline found few syllabi that provided specific instructions about instructor expectations about classroom behavior. We

found the same lack of specificity in syllabi from other disciplines. We recommend that instructors should not assume there are universal rules that define appropriate classroom behavior and should better communicate their expectations.

POSTER 6

STEM STUDENTS VERSUS NON-STEM STUDENTS AND ACADEMIC RISK-TAKING

TARA LYNNE ROMES BEZIAT (KENT STATE UNIVERSITY), KRISTIN MCCOMBS (WHEELING JESUIT UNIVERSITY)

This project examined academic risk-taking between STEM and non-STEM students. Researchers believed STEM women would be more likely to take academic risks. Participants were from 2 Midwestern universities. Study 1 results indicated no difference for STEM and non-STEM female students' academic risk taking. Study 2, which included more academically diverse participants, indicated differences between STEM/non-STEM females in academic risk-taking. Future studies should explore these academic risk-taking differences between STEM and non-STEM females.

POSTER 7

PEER SUPPORT AND PRACTICE: THE KEYS TO REDUCING STATISTICS ANXIETY

SUSAN E. MASON, ALEXANDRA R. PETERS (NIAGARA UNIVERSITY)

This research examines some of the factors that contribute to statistics anxiety. After reviewing the course syllabus, the students in two sections of a statistics course completed a questionnaire dealing with anxiety. As predicted, expected grade was negatively correlated with the anxiety level. Concerns about prior math experience, but not prior psychology experience, correlated with grade expectations and anxiety. Two factors associated with decreases in anxiety level were peer support and practice.

POSTER 8

ACADEMIC CHEATING, VIEWS ON ACADEMIC CHEATING, RISK-TAKING BEHAVIOR, AND ETHICAL POSITIONS

LAUREN CATALDI, GREG HAKLAR, SARAH SPRINGER, TYLER SAGAITIES, BARBARA A. LEWIS (SUSQUEHANNA UNIVERSITY)

This study was conducted to see if views about academic cheating related to cheating behaviors, risk-taking behaviors, and idealism/relativism. Participants were students at a liberal arts university. They completed questions about cheating, risk-taking, and idealism/relativism, as well as a survey assessing attitudes toward cheating behaviors. Risk-taking was correlated with cheating behaviors and with less strict views about cheating. Idealists were less likely to have cheated before college and had stricter views on cheating than relativists.

POSTER 9

USE OF A PLASTINATED HUMAN BRAIN FOR PSYCHOLOGY EDUCATION

AMANDA CAPERTON (MARYMOUNT UNIVERSITY), STACY LOPRESTI-GOODMAN (MARYMOUNT UNIVERSITY FACULTY)

The purpose of this study was to evaluate the effectiveness of a plastinated human brain in teaching undergraduate psychology students brain anatomy. The plastinated brain group rated the lesson as more enjoyable and the supplement as more helpful than a photograph-only group, despite no differences in the content learned. The plastinated specimen is an effective, reusable teaching tool, and also a viable human-based alternative to animal dissection which is common in many undergraduate biopsychology courses.

POSTER 10

STUDENT LEARNING INCREASES WHEN TEACHING SELECTED DEVELOPMENTAL TOPIC EARLY IN THE SEMESTER

BONNIE A. GREEN (EAST STROUDSBURG UNIVERSITY)

Contemporary theories in child development are often presented at the end of the semester in child development classes. Yet, these same topics have the potential to aid students in their academic performance. Five such topics are metacognition, implicit views of intelligence, research on study skills, stereotype threat, and deliberate practice. Student learning increases by covering these topics early in the semester. Details as well as implication for other classes will be discussed.

POSTER 11

STUDENT PRODUCED DIGITAL VIDEO RECORDINGS: A NEW TEACHING TOOL FOR DEVELOPMENTAL PSYCHOLOGY

RACHEL BARR, NATALIE CHALMERS, ROBERT G. HUGHES III, K. ROBERT BRIDGES, RICHARD J. HARNISH (PENN STATE UNIVERSITY AT NEW KENSINGTON)

Today's students are the first generation to grow up with digital technology. As digital natives, they actively use Web 2.0 tools such as blogs, wikis, podcasting, and Facebook as well as digital videos. We decided to investigate novel ways to incorporate digital videos into our undergraduate developmental psychology courses. Five techniques are discussed including "The Talk Show Host," "Parent-Therapist Conference," "The Game Show," "The Commercial," and "The Pediatrician's Office."

POSTER 12

AN SOCIALLY INTERACTIVE SCAVENGER HUNT ENGAGES STUDY ABROAD STUDENTS IN CULTURE

RICHARD WESP (EAST STROUDSBURG UNIVERSITY), ALETHA BAUMANN (UNIVERSITY OF THE VIRGIN ISLANDS)

We describe a culturally-based scavenger hunt designed to encourage cultural interactions as part of a short-term study abroad course in the Caribbean. Students from a Caribbean university developed scavenger hunt questions designed to engage visiting students in dialog with local residents. Students ranked the scavenger hunt as more influential than other course activities in helping them learn about the culture. We describe how it was developed, activities it required of students, and educational benefits.

POSTER 13

PARANORMAL PHENOMENA AND JUNK SCIENCE IN THE CLASSROOM: THE IMPACT OF PERSONAL BELIEFS ON ACADEMIC PERFORMANCE

AMANDA DEVILLIERS, RACHEL LEER, LOU MANZA (LEBANON VALLEY COLLEGE)

Beliefs about paranormal/pseudoscientific phenomena were assessed at the beginning and end of an undergraduate course that critically reviewed these matters. Results showed that students became more skeptical towards both paranormal phenomena and junk science as the course progressed, with opinions towards the former showing the larger change. Furthermore, these belief systems were mediated by different demographic/personality traits, and stronger skepticism was related to higher course grades; believers did not fare as well.

POSTER 14

THE ROLE OF RECOLLECTION IN PRODUCING THE TESTING EFFECT.

JASON ARNDT (MIDDLEBURY COLLEGE), KELLY BENNION (BOSTON COLLEGE), JESSICA APPELSON, SAMANTHA WASSERMAN, JOCELYN BRETON (MIDDLEBURY COLLEGE)

An experiment investigated the testing effect (Roediger & Karpicke, 2006) using multiple-choice testing. A restudy condition was compared with two types of tests: one in which participants only needed to recognize what words were paired together during study and a second in which participants were also asked to recollect the modality (visual vs. auditory) of encoding. Results demonstrated a testing effect, but that the two tests did not differ in final memory performance.

POSTER 15

STUDENT VALUES ASSOCIATED WITH AN APPRECIATION OF THE LIBERAL ARTS

HOWARD M. REID, RACHEL CAPUTI, TYLER M. SUTTON (BUFFALO STATE COLLEGE)

This study examined student values associated with an appreciation of the liberal arts. Undergraduate students who reported positive attitudes on the 24-item revision of the Appreciation of the Liberal Arts scale (ALAS-R) were found to score higher on IPIP scales for Liberalism, Imagination, Optimism, and Judgment/Open-mindedness. Responses to the ALAS-R were not significantly correlated with increased flexibility or being low on materialism, though both relationships were in the predicted direction.

POSTER 16

BECOMING THINSPIRED: AN EXPLORATION OF PRO-ANOREXIA WEBSITES

JAIME F. KAPLAN (UNIVERSITY OF HARTFORD), JEAN F. AYERS (PRIVATE PRACTICE)

Pro-anorexia websites are often associated with being harmful. However, some argue the internet might serve as the ideal arena for individuals with anorexia to search for support and advice. Using keywords "pro-anorexia" and "pro-ana", we reviewed the first 15 pro-anorexia websites and examined the content areas of the sites. Results suggest that the majority of members viewing pro-anorexia websites do so for support, searching for people with whom they can discuss their eating disorder concerns.

POSTER 17

DAILY SHORT-ANSWER QUESTIONS IMPROVE GRADES IN GENERAL PSYCHOLOGY

REBECCA REGETH (CALIFORNIA UNIVERSITY OF PENNSYLVANIA)

Grades in general psychology classes are often poor. As a way to improve memory consolidation, students in general psychology were given short-answer questions at the end of every lecture. This technique resulted in higher grades and better attendance when compared to the same class the previous year.

POSTER 18

DEFICITS IN EFFORTFUL CONTROL AS A COGNITIVE VULNERABILITY TO DEPRESSION

LEE BERNSTEIN, CHRYSTAL VERGARA, ADRIANE DORMAN, SHANNON DZIADASZEK, JOHN E. ROBERTS (SUNY BUFFALO, THE STATE UNIVERSITY OF NEW YORK)

This study examined effortful control as a risk factor for depression among previously (n=84) and never depressed (n=178) undergraduates. Results indicated that individuals with past episodes of major depression reported deficits in their ability to voluntarily manage attention (attentional regulation), as well as to inhibit maladaptive behavior (inhibitory control) and activate

adaptive behavior (activational control), compared to never depressed individuals. Findings suggest that deficits in effortful control may function as a trait vulnerability to depression.

POSTER 19

INCREMENTAL VALIDITY OF THE POWER OF FOOD SCALE IN EXPLAINING BULIMIC SYMPTOMS

STEPHANIE COPPOLA, TIMOTHY M. OSBERG (NIAGARA UNIVERSITY)

College students (N = 241) responded to measures of irrational food beliefs, bulimic symptoms, and a new measure of appetitive drive to consume highly palatable foods – the Power of Food Scale (PFS; Lowe et al., 2009). Both IFBS scores and PFS scores were positively associated with bulimic symptoms. Hierarchical regression analyses revealed that the new measure of appetitive drive added significantly to the IFBS in explaining bulimic symptoms.

POSTER 20

COMPLICATED GRIEF, POSITIVE AND NEGATIVE AFFECT, AND SYMPTOMS OF ALCOHOL USE DISORDERS

ALLISON KILMER, TIMOTHY M. OSBERG (NIAGARA UNIVERSITY)

The present study explored the affective profile of complicated grief and its connection to the experience of symptoms of alcohol use disorders among college students (N = 205). Students' scores on a measure of complicated grief were associated with greater experience of fear, hostility/paranoia, guilt, sadness, shyness, fatigue, and surprise. Complicated grief scores also were positively related to reporting symptoms of alcohol use disorders. The implications of these findings for college counseling centers is considered.

POSTER 21

PRISONER SELF-REPORT OF PHYSICAL AND MENTAL HEALTH QUALITY

ASHLEY PERCH, KEITH MORGEN (CENTENARY COLLEGE)

This study (N=299) of male offenders in prison ages 50 and older with a substance use disorder history examined the influence of physical and mental health disorder histories on prisoner-reported physical and mental health quality as well as the number of pain days per past month. ANOVAs found an influence of co-occurring physical and mental health disorder histories on the number of days per past month in mental health distress or physical pain.

POSTER 22

CYBERBULLYING AND THE BIG FIVE PERSONALITY FACTORS: VICTIM AND PERPETRATOR CORRELATES

ERIKA OSBERG, TIMOTHY M. OSBERG (NIAGARA UNIVERSITY)

College students' (N = 319) experiences regarding cyberbullying were assessed. Approximately 10% of respondents were victimized and 4% admitted to perpetrating such acts. Facebook was the most common medium used and depression and anger were cyberbullying's most common effects. Nearly 20% of victims reported considering suicide as a result of their victimization. Big Five Personality correlates of victimization and perpetration were identified, with perpetrators scoring lower in agreeableness and higher in neuroticism compared to nonperpetrators.

POSTER 23

MEASURING THE IMPACT OF PARENTAL CANCER: THE REACTIONS TO PARENTAL CANCER SCALE

KELLY OVERTON, TIMOTHY M. OSBERG (NIAGARA UNIVERSITY)

We report the development and preliminary validation of a new measure of reactions to having a parent diagnosed with cancer. Scores on the new Reactions to Parental Cancer Scale (RCPS) were associated with established measures of internalizing symptoms, including anxiety and depression. Our findings suggest that the RCPS is a promising new measure that will be useful in assessing the impact of parental cancer and predicting the potential for subsequent internalizing symptoms that may ensue.

POSTER 24

EMBODIMENT OF THE DATA VS. PRACTICE CALCULATIONS

SANDRA K. WEBSTER, DEVON M. STRUTHERS (WESTMINSTER COLLEGE), KARINA-MIKAYLA C. BARCUS (OHIO UNIVERSITY)

Can an embodiment exercise of acting as data points on a graph produce more learning and better attitudes towards statistics than the traditional practice calculating problems? Undergraduates (17 men and 41 women) completed either the embodiment activity or calculation exercises. Students in each condition performed better on a statistics knowledge posttest than on the pretest. However women's attitudes towards statistics were better after participating in the embodiment exercise.

POSTER 25

EFFECTS OF AN INTENSIVE TREATMENT FOR PANIC DISORDER ON DEPRESSION AMONG ADOLESCENTS.

CHRISTINA HARDWAY (MERRIMACK COLLEGE), DONNA B. PINCUS, KAITLIN P. GALLO (BOSTON UNIVERSITY)

The study investigated whether an 8-day intensive treatment for panic disorder in adolescents conferred a corollary benefit of ameliorating symptoms of depression. Sixty-three participants were randomly assigned to one of two treatment protocols or to a waitlist-control group. Results indicated that the three groups significantly differed in depression at the post-waitlist/post-treatment assessment. Paired sample t-tests indicated that participants' total depression score and scores on subscales declined from pre-treatment to the three month follow-up.

POSTER 26

RESTRAINED EATING AND RELATIONSHIP MUTUALITY: A PILOT STUDY COMPARISON OF THE GAY AND HETEROSEXUAL COMMUNITY

CATHERINE JOAN MASSEY, JENNIFER SANFTNER, REBECCA BENZ (SLIPPERY ROCK UNIVERSITY)

Restrained eating and mutuality, an aspect of relationships that is associated with eating disordered

behavior in heterosexual men and women, has not been studied in gay men, lesbians, and in the bisexual communities. Sixteen males and 48 females completed several questionnaires. Data analyses found differences among groups for restrained eating and correlations for mutuality. Discussion will include impact of culture and community on the gay and lesbian eating behaviors.

POSTER 27

IRRATIONAL FOOD BELIEFS, ATTITUDES TOWARD THINNESS, AND BODY ESTEEM

CHRISTINA ANTONELLI, TIMOTHY M. OSBERG (NIAGARA UNIVERSITY)

The Irrational Food Beliefs Scale (IFBS; Osberg et al., 2008) assesses cognitively distorted and unhealthy attitudes and beliefs pertaining to food. The present study (N = 240) provided further evidence of its convergent validity. IFBS scores were positively related to indicators of identification with cultural body ideals and negatively related to body esteem. Higher IFBS scores also were associated with a greater number of experienced daily hassles. Clinical implications of these findings are considered.

POSTER 28

USING A CHANGE DETECTION FLICKER TASK TO INVESTIGATE ATTENTIONAL BIASES IN EATING DISORDERS.

SUSANNA KAITLYN JONES, BONNIE ANGELONE, VINCENT J. COPPOLA, MEGHAN E. SMITH, KATHRYN POTTER, DAVID J. ANGELONE, MARK MCLAUGHLIN (ROWAN UNIVERSITY)

Studies have shown that individuals with disorders possess attentional biases towards concern stimuli indicated by delayed reaction time to such stimuli in attentional tasks. The current study examined attentional biases among individuals with differing levels of risk for developing eating disorders using a flicker change detection task. The high risk group, compared to low risk, showed a different pattern of results; the tendency was for high risk individuals to show slower RT's for concern related stimuli.

POSTER 29

IS COMMUNICATION A PREDICTOR OF RAPID RESPONSE TO INTENSIVE

BEHAVIORAL TREATMENT FOR AUTISM SPECTRUM DISORDERS?

KATHERINE KLODA, NICOLE PEPE, CHRISTIE KARPIAK (UNIVERSITY OF SCRANTON), MARY CHRISTINE REMICK (FRIENDSHIP HOUSE)

Intensive behavioral treatments for Autism Spectrum Disorders have “well-established” efficacy, but not all children respond similarly to these treatments. Child characteristics at intake may predict treatment response. This study examines communication as a predictor of rapid response. Communication scores at intake from 34 children with Autistic Disorder/PDD were used to predict change scores for Vineland Adaptive Behavior Scales. Communication at intake predicted communication at 7 months, but it did not predict degree of change.

POSTER 30

AGGRESSION AND POST TRAUMATIC STRESS SYMPTOMS IN YOUNG ADULT COLLEGE STUDENTS.

DAVID MARC MAZER, PADMINI NAIDU, SARA CHIARA HADEN (LONG ISLAND UNIVERSITY)

This study examined young adults symptoms of post traumatic stress (PTS) and aggression. 81 participants aged 18 to 24 completed surveys to assess PTS symptoms & aggression. They were split into two groups based on their degree of PTS, either high or low. An independent samples t-test was used to determine whether aggression differed by low and high PTS groups. The results indicated that young adults in the high PTS group reported increased levels of aggression including physical & verbal aggression, hostility, and anger compared to those in the low PTS group.

POSTER 31

THE NEUROPSYCHOLOGY OF REWARD LEARNING IN SCHIZOPHRENIA

ASHLEY-ANN CHIEMI SHIRAI (UNIVERSITY OF MASSACHUSETTS BOSTON), VICTORIA ROSS CHOATE, SHANNON MICHELLE SORENSON, PAUL G. NESTOR (UNIVERSITY OF MASSACHUSETTS BOSTON)

This study examined reward learning in patients with schizophrenia. Scores on the Iowa Gambling Task revealed that individuals with schizophrenia showed a

different pattern of performance than age-matched healthy controls, reflecting abnormal reward learning in this group. These results remain significant when controlling for executive functioning but not for memory, suggesting that disruption in both reward learning and mnemonic encoding may be linked by the presence of aberrant prediction error signals in patients with schizophrenia.

POSTER 32

MRI CORRELATES OF FUSIFORM GYRUS VOLUMES AND NEGATIVE SYMPTOMATOLOGY IN SCHIZOPHRENIA

VICTORIA ROSS CHOATE, ASHLEY-ANN SHIRAI, SHANNON MICHELLE SORENSON, PAUL G. NESTOR (UNIVERSITY OF MASSACHUSETTS BOSTON)

This study examined specific negative symptom correlates of reduced Magnetic Resonance Imaging (MRI) volumes of the fusiform gyrus (FG) in patients with schizophrenia. Results revealed that reduced left FG volume was associated with increased anhedonia and asociality and decreased attention in patients with schizophrenia compared to controls. Decreased right FG volume was associated with affective flattening. These results expand on previous research identifying reduced FG volume as a target for negative symptomatology in schizophrenia.

POSTER 33

SUB-CLINICAL PSYCHOTIC PHENOMENA IN RELATION TO COPING BEHAVIORS AND AFFECT

JESSICA HAYES, BA, RYAN PRELLE, THOMAS DINZEO (ROWAN UNIVERSITY)

Our study examined the relationships between schizotypy (sub-clinical psychotic phenomena), affect, and coping behaviors (n = 435). Maladaptive coping was predictive of negative affect above and beyond levels of schizotypy. Adaptive coping was the most significant predictor of positive affect. These findings suggest that the role of coping behaviors may be significant in the etiology of psychosis related disorders and the experience of negative affect.

POSTER 34

WILLINGNESS TO ADDRESS THE NEGATIVE ASPECTS OF PERFECTIONISM

KATHERINE M. BENN, RICHARD K. WESP, (EAST STROUDSBURG UNIVERSITY)

Perfectionism is a factor in psychological problems including depression. Perfectionism can be adaptive, maladaptive, or vacillates between the two. Perfectionists resist relinquishing the behaviors, convinced that their future successes would be jeopardized without perfectionism. In this paper we assessed how best to encourage those who are distressed by perfectionism to accept help. Those offered help for global perfectionism were significantly less likely to accept help than those offered help for distressing aspects of perfectionism.

POSTER 35

DEVELOPMENT OF THE ZEGMAN RELATIONSHIP INVENTORY

ROBERT J. ZEGLIN (VANTAGE HEALTH SYSTEM), BROOKE DUMM, REECE O. RAHMAN (UNIVERSITY OF PITTSBURGH AT JOHNSTOWN)

Existing inventories regarding intimate relationships have been used in research with great success, but appear to have limited extension into a clinical setting. The current study has maintained its goal of filling that need. It represents the second phase of preliminary psychometric analysis of the Zegman Relationship Inventory (ZRI). Factor analysis retained 78 of the 150 items on the ZRI, loading on five factors: "Investment", "Intimacy", "Empathy", "Trust", and "Respect". Implications will be discussed.

POSTER 36

NEUROPSYCHOLOGICAL PERFORMANCE OF OLDER ADULTS AFTER BRAIN PLASTICITY-BASED COMPUTERIZED TRAINING

SHANNON SORENSON, VICTORIA R. CHOATE, ASHLEY C. SHIRAI, PAUL G. NESTOR (UNIVERSITY OF MASSACHUSETTS BOSTON)

The effectiveness of Posit Science Cortex(tm) with Insight DriveSharp(tm) as a tool for improving neuropsychological functioning was evaluated. Older

adult participants were randomly assigned to either an active intervention group or a wait-list control group. Neuropsychological tests revealed improvement in the intervention group's performance in one measure of directly trained areas of cognition (visual attention and processing speed), but no significant change in performance on measures of useful field of view, set-shifting or fluid intelligence.

POSTER 37

PERSONALITY AND DEPRESSION: THE ROLE OF SOCIAL SUPPORT AS A MEDIATING FACTOR

KASI ALLISON, MONICA CONCORS, ROBERT CRAIG, JACQUELINE SHINALL (ITHACA COLLEGE)

The current study examined the relationship between personality traits, depressive symptoms, and perceived social support. The role of social support as a mediator was explored in a sample of 317 students that completed an online assessment. The personality traits of extraversion, agreeableness, and neuroticism significantly predicted depressive symptoms, and were partially mediated by social support. Openness to experience had only direct effects on depression.

POSTER 38

THE CHOICE OF PSYCHOLOGY AS THE UNDERGRADUATE MAJOR: ILLUMINATING THE CONTINUED GROWTH TRENDS IN THE THROES OF A RECESSION

NEVA E. J. SANDERS-DEWEY, SHANNON DZIADASZEK (CANISIUS COLLEGE)

Of interest is the continued trend in the choice of psychology as the undergraduate major, particularly in light of limited immediate employment prospects within this field upon graduation and the necessary obtainment of a post-graduate degree for advancement within discipline. The purpose of the current paper is to report our growth trends, explore the factors related to this occurrence, and to examine the potential effects choosing this college major on students' employment and post-matriculation futures.

POSTER 39

ATTITUDES TOWARDS S&M AND S&M PORTRAYAL IN PORNOGRAPHY

ASHLEY SCARLETT BUJALSKI, NICOLE GRUENTHAL, CHERYL PARADIS (MARYMOUNT MANHATTAN COLLEGE)

Abstract Attitudes towards pornography and sado-masochism (S&M) were assessed through an 11-item survey and a vignette of a man who killed girlfriend during an alleged S&M act. The survey and vignette were created by the authors. Participants expressed more negative attitudes towards pornography and S&M than predicted. Compared with male participants, females expressed significantly more negative attitudes. Both male and female participants were more opposed to physically aggressive S&M, though not in favor of criminalizing it.

POSTER 40

EARLY SUPPORT FOR LIFELONG SUCCESS BENEFITS HIV-POSITIVE MOTHERS AND THEIR SCHOOL-AGE CHILDREN

WARREN A. REICH (THE FAMILY CENTER)

HIV-exposed children aged 0–7 years and their caregivers participated in Early Support for Lifelong Success (ESLS), a school-readiness program at The Family Center. ESLS provides psychoeducational interventions, counseling, case management, medical support, and legal assistance. Risk and protective factors were assessed at intake and termination (12 mo). Caregivers' depression and children's home environment and protective factors improved. Caregivers' education, depression, citizenship, and history of abuse predicted social support, children's psychosocial functioning, and home environment.

POSTER 41

RELIGIOUS BELIEFS AND THE RELATIONSHIP SYSTEM

TIMOTHY BREARLY, LAUREN MAYS, JESSICA ROSSI, GREGG HENRIQUES (JAMES MADISON UNIVERSITY)

It was hypothesized that differences in the learned ethics and relationship communities between Christians

and Atheists/Agnostics will create distinguishable trends in these groups' relational systems. Specifically, it was hypothesized that: 1) Christians will demonstrate higher levels of affiliation and social influence than Atheists/Agnostics, and that 2) Protestants will demonstrate higher levels of autonomy than Catholics. Measured via the Influence Matrix Social Motivation Scales, these hypotheses were partially supported.

POSTER 42

RUMINATION IS ASSOCIATED WITH INCREASED RISKY BEHAVIOR IN VETERANS

DAVID ROTHMAN, ASHLEY BORDERS (THE COLLEGE OF NEW JERSEY), LILIANA ALMEIDA, BHAVNA ABBI, LISA MCANDREW (DEPARTMENT OF VETERANS AFFAIRS)

Military veterans partake in more risky behaviors following deployments, although reasons for this are unknown. Theorists suggest that individuals with poor emotional regulation engage in risky behaviors in order to reduce depressive and anxious symptoms. One particularly maladaptive coping strategy is rumination, or repeated thinking about negative experiences. The current study found that Post-Traumatic Stress and depressive symptoms moderated the relationship between greater rumination and more risky behaviors in a sample of recent veterans.

POSTER 43

A COMPARISON OF SYMPTOMS BETWEEN TRAUMATIC LOSS AND OTHER TYPES OF TRAUMA.

RITA BARONI (ROWAN UNIVERSITY)

The goals of the present study were to: 1) describe the presence of trauma exposure, PTSD, and depression symptomatology and 2) examine whether levels of PTSD and depression differ across different types of traumatic events. Results revealed that traumatic loss was associated with similar levels of psychopathology compared to other trauma types suggesting that PTSD should be assessed in individuals reporting traumatic loss and highlighting the need for appropriate treatment among these individuals.

POSTER 44

THE HIGHEST RISK JUVENILE SEXUAL OFFENDERS: A CRIMINAL AND CLINICAL PROFILE

SHANNETTE WASHINGTON (CENTRAL CONNECTICUT STATE UNIVERSITY), JASON F. SIKORSKI (CENTRAL CONNECTICUT STATE UNIVERSITY)

572 incarcerated male juvenile sexual offenders were grouped based on whether they scored above the 90th percentile for the delinquent sample on four separate standardized assessment risk assessment measures. Multiple independent samples t-tests, using scales from standardized self-report measures as outcome measures, revealed that the high risk juvenile sexual offenders displayed more deviant sexual interest, experienced more violence across life contexts, and tended to behave in an impulsive, violent and unpredictable fashion.

POSTER 45

SOCIAL INFLUENCE AND WELL-BEING THROUGH THE LENS OF THE INFLUENCE MATRIX (PART II)

LAUREN E. MAYS, JESSICA ROSSI, MARK MENZIES, TIM BREARLY, GREGG HENRIQUES (JAMES MADISON UNIVERSITY)

The Influence Matrix predicts that the key relational dimension underlying psychological well-being is perceived social influence, and this prediction was tested and supported in an earlier study (Part I). This study replicated the previous study with a larger sample (N = 500), and extended the findings by showing social influence was a greater predictor of well-being than important relational process variables like dominance and affiliation, even after controlling for positive and negative affect.

POSTER 46

SOCIAL INFLUENCE AND WELL-BEING THROUGH THE LENS OF THE INFLUENCE MATRIX (PART I)

JESSICA LEIGH ROSSI, LAUREN MAYS, CRAIG ASSELIN, TIM BREARLY, GREGG HENRIQUES (JAMES MADISON UNIVERSITY)

The Influence Matrix is an integrative theory of how humans process social information, develop social goals, and are guided by emotions in navigating the social environment. It predicts that the key relational dimension underlying psychological well-being is perceived social influence, and this prediction was tested. Analyses of data from two hundred and fifty eight undergraduate students found that social influence was more strongly associated with well-being, self-esteem, and satisfaction with life than other traits like dominance and affiliation.

POSTER 47

THE RELATIONSHIP BETWEEN TRAUMA EXPOSURE AND REACTIONS TO PARTICIPATION IN TRAUMA RESEARCH

TRACIE L. DOHERTY, CAMILLE E. BUCKNER (MARYMOUNT UNIVERSITY)

Does personal experience with sexual assault relate to reactions to participation in sexual assault research? Participants (N=395) who had direct, indirect, or no experience with sexual assault completed a sexual assault survey and reported reactions to their research participation. Sexual assault survivors reported positive appraisals of the research overall, even though they experienced negative emotions during participation. The findings indicate that the benefits of studying the experiences of sexual assault survivors outweigh the costs.

POSTER 48

COLLEGE STUDENT PERSPECTIVES ON KEEPING CLASS INTERESTING TO PREVENT DISRUPTIVE CLASSROOM BEHAVIOR

JASON H. EDWARDS, AUDREY CROCKETT, NEBOJSA ZIMONJIC, DANIELLE HICKMAN (FROSTBURG STATE UNIVERSITY)

College students have consistently indicated that keeping class interesting is the most helpful strategy to prevent disruptive classroom behavior (Edwards, Zimonjic, & Hickman, 2011). However, there has been a paucity of research concerning how instructors can make class interesting for students. Undergraduate student perspectives were explored regarding how professors can keep class interesting. Hands-on activities, class discussion, DVD/video, and Power Point were viewed as most helpful. Student

presentations and using music/songs/lyrics were rated least helpful.

POSTER 49

POTENTIAL MODERATORS OF THE ASSOCIATIONS BETWEEN PERCEIVED DISCRIMINATION AND MENTAL HEALTH

CRYSTAL LYNN AUSTIN, JARED R. MCSHALL, MATTHEW D. JOHNSON (SUNY BINGHAMTON)

The purpose of this study was to identify variables that moderate the association between perceived discrimination and psychological health. Scales were developed to measure perceived discrimination, psychiatric disorders, and potential moderators from items within the National Survey of American Life (N = 6,082). Regression analyses were used to test for moderation effects. The study's findings may provide insight into the development of interventions that would dampen the psychological effects of perceived discrimination in at-risk populations.

POSTER 50

THE ROLE OF IMPULSIVITY IN THE RUMINATION-AGGRESSION RELATIONSHIP

ANDREW MARK KISELICA, ASHLEY BORDERS (THE COLLEGE OF NEW JERSEY)

Rumination has been linked with aggression in experimental and cross-sectional studies. One possible explanation for this association is that rumination increases the likelihood that an individual will react impulsively, leading increased aggression. In an undergraduate sample, we tested whether different facets of impulsivity mediated the relation between rumination and aggression. Results indicated that only urgency, or impulsive behavior in response to negative affect, statistically mediated the association between rumination and aggressive behaviors.

POSTER 51

DEVELOPING A MULTIDIMENSIONAL STUDENT ADVISING SCALE

CHRISTOPHER SHEIPE, JAMES D. GRIFFITH, LEA T. ADAMS (SHIPPENSBURG UNIVERSITY)

This study developed a scale that attempted to measure undergraduate advising. The 10 - item

Multidimensional Advising Scale (M-AS) was shown to have two dimensions consisting of career goals and professionalism. The instrument demonstrated reasonable reliabilities and both convergent divergent validity with measures of current thoughts and procrastination.

POSTER 52

THE RELATIONSHIPS BETWEEN MINDFULNESS SKILLS, DISSOCIATION, AND BASELINE CARDIOVASCULAR FUNCTIONING

TAYLOR WILTSEE, EVE SLEDJESKI (ROWAN UNIVERSITY)

The present study explores the relationships between the four mindfulness skills, dissociation and baseline cardiovascular functioning in an undergraduate sample. Results revealed a complex relationship between dissociation and mindfulness skills at the symptom level. As expected, higher levels of mindfulness were related to higher parasympathetic functioning. These findings imply that mindfulness and dissociation may not lie at opposite ends of the spectrum as previously assumed.

POSTER 53

Abstract withdrawn.

POSTER 54

ANALYSIS OF A CROATIAN PLAGIARISM ATTITUDE SCALE AND ACHIEVEMENT GOALS

PAUL C. BERNHARDT, SARA A. MILLER, ANDREA N. EMERICK, JESSICA M. O'NEIL, LAUREN A. POWELL, MICHAEL P. MURTAGH (FROSTBURG STATE UNIVERSITY)

Undergraduates taking first-year psychology courses at a small regional university were measured on achievement goals and plagiarism attitude. The study goal was to find correlations between plagiarism attitude and achievement goal subscales. The plagiarism attitude scale used was developed with a Croatian sample. We present the first known use of this plagiarism attitude scale with American undergraduates along with psychometrics comparable to the Croatian sample. However, no significant correlations with achievement goal orientation were found.

POSTER 55

PICK A CLIENT, ANY CLIENT: TEACHING ABOUT THE MAJOR SYSTEMS OF PSYCHOTHERAPY

CHERYL L. NEWBURG (LOCK HAVEN UNIVERSITY OF PENNSYLVANIA)

This poster will present an approach to teaching undergraduates about the major systems of psychotherapy. It begins by asking students to select a famous person to serve as their “client” for the semester. Students prepare an intake on the “client” and then develop transcripts of therapy sessions with this individual. Each transcript demonstrates a different system of psychotherapy. Students report that this assignment is enjoyable, engaging, and useful in test preparation.

POSTER 56

EVALUATING THE EFFICACY OF A COLLEGE LEVEL HUMAN SEXUALITY SEMINAR

STACEY BAUGH, DEBBIE VAN CAMP (TRINITY UNIVERSITY)

Beyond increasing knowledge some college classes serve secondary functions, for example a course in human sexuality might increase appreciation for the variety of normal sexual behaviors and encourage tolerance. A pre-test post test design with female college students demonstrated increased knowledge overall and more specifically about the female body and sexual behavior. In addition, students showed increased tolerance for normal but not abnormal sexual behaviors, nor did they evidence any shift in moral values.

POSTER 57

PSYCH SQUAD: DEVELOPMENT OF A NON-TRADITIONAL PSYCHOLOGY ORGANIZATION

SARAH S. TONKIN, JEFFREY LOVE, JOSH WEDE, CATHLEEN HUNT (THE PENNSYLVANIA STATE UNIVERSITY)

Despite potential benefits, non-honor psychology clubs open to students outside the major are rare. Psych Squad, a recently established student driven

organization, provides an engaging alternative to these more well-known traditional psychology clubs. Highlights include the process of constructing, recruiting, and running the organization along with feedback and impressions from members and advisors. Implications and future directions for furthering student engagement, and understanding of psychology as a science through non-traditional psychology organizations are discussed.

POSTER 58

METACOGNITIONS IN TESTING PSYCHOLOGICAL KNOWLEDGE AND MISCONCEPTIONS

SCOTT CORNING, D. ALAN BENSLEY, JESSICA KRAEMER, KYLIE CARRINGTON (FROSTBURG STATE UNIVERSITY), SCOTT O. LILIENFELD (EMORY UNIVERSITY), LAUREN POWELL (FROSTBURG STATE UNIVERSITY)

To assess the frequency of common misconceptions and students’ certainty in the correctness of their knowledge of psychology, we administered the Test of Psychological Knowledge and Misconceptions (TOPKAM) to 162 undergraduate and graduate psychology students. Respondents rated their certainty on the most commonly missed items significantly higher than on the least missed items. These results are consistent with the conclusion that students may persist in their misconceptions because they are confident in them.

POSTER 59

A SIZE-DISTANCE SCALING DEMONSTRATION BASED ON THE HOLWAY-BORING EXPERIMENT

SHAWN P. GALLAGHER, CRYSTAL L. HOEFLING (MILLERSVILLE UNIVERSITY OF PENNSYLVANIA)

We developed a simple, cost-effective demonstration of the classic Holway–Boring experiment. Participants viewed and selected the larger of 2 glowing circles under 2 different conditions. In one condition, the environment was dark and, with no depth cues available, participants ranked the squares according to their angular sizes. In a second illuminated condition, depth cues were available and choices were reversed with participants ranking the circles according to physical size.

CELL PHONES IN THE COLLEGE CLASSROOM: PREVALENCE, PROBLEMS AND POLICIES

DEBORAH R TINDELL, ROBERT W. BOHLANDER
(WILKES UNIVERSITY)

This presentation will discuss the results of a recent survey of 923 college instructors from institutions across the country regarding their perceptions and experiences of cell phone use in the classroom. We address such issues as "Are cell phones a disruption in the classroom?", "Do phones provide a means for academic dishonesty", and "What are some faculty policies related to cell phone use?" Findings from this 65-question survey will be examined and discussed.

POSTER 60

THE EFFECTIVENESS OF ONLINE QUIZ FEEDBACK ON ACHIEVEMENT IN GENERAL PSYCHOLOGY STUDENTS

CARRIE R. ROSENGART (CALIFORNIA UNIVERSITY OF PENNSYLVANIA)

Students in one section were given feedback, (written explanations about the topics) between their first and second quiz attempts. Students in the other section were additionally allowed to view the correct answers between their first and second quiz attempts. Quiz performance increased when the students had access to the correct answers and there was also an increase on midterm exam grades. Increased achievement may be linked to increased course engagement, self confidence or goal setting.

POSTER 61

USE OF POPULAR TELEVISION IN THE TEACHING OF PSYCHODYNAMIC CONCEPTS

ALEXANDRA VIGLUCCI, DEAN AMADIO (SIENA COLLEGE)

Limited research suggests that using popular television clips to teach psychological concepts in a classroom setting is effective. However, this research is plagued by faulty designs. The current investigators hypothesized that introductory psychology students would better learn psychodynamic concepts where examples were conveyed via popular television clips compared to students who received the same examples via verbal description in a randomized,

double-blind experiment. Overall learning was not impacted by the method of example delivery.

POSTER 62

RELIABILITY AND VALIDITY OF A TEST MEASURING PSYCHOLOGY KNOWLEDGE AND MISCONCEPTIONS

CAITLIN WARD, D. ALAN BENSLEY, ANTHONY AVOLIO, STEPHANIE KUEHNE, CHRISTOPHER MASCIOCCHI (FROSTBURG STATE UNIVERSITY), SCOTT O. LILIENFELD (EMORY UNIVERSITY), LAUREN POWELL (FROSTBURG STATE UNIVERSITY)

We further examined the reliability and validity of the Test of Psychological Knowledge and Misconceptions (TOPKAM) in a sample of undergraduate and graduate psychology students who also received a critical thinking skills test and a critical thinking dispositions inventory. Results showed the TOPKAM had adequate test-retest reliability and good internal consistency. Although TOPKAM scores were positively correlated with critical thinking skills test scores, the correlation with the critical thinking dispositions inventory was not significant.

POSTER 63

EXAMINING THE IMPACT OF CULTURAL EVENT ATTENDANCE ON A COLLEGE CAMPUS

KATHRYN, NICHOLAS W. TALISMAN (JUNIATA COLLEGE)

This study attempts to measure the impact of college policies and practices as they relate to student engagement in cultural events on campus. Specifically, the frequency of student attendance at cultural events (i.e., public lectures, theatre productions) as it connects to their self-identification with the institution is explored. This study hopes to improve understanding of the first year experience of college students and identify how cultural events on campus can facilitate positive student outcomes.

POSTER 64

ASSESSMENT OF STUDENTS' AND PROFESSORS' VALUES OF EFFECTIVE TEACHING STRATEGIES OR TECHNIQUES

KATLYN DAISEY, NEIL EDWARDS, JEFFREY ELLIOTT (STEVENSON UNIVERSITY)

Undergraduate psychology majors and instructors were surveyed to compare their perceptions about what teaching techniques students believe are effective. Students rated instruction clarity, real world applications, and exam study guides as most effective, whereas instructors believed that students find study guides, review sessions and instruction clarity as most effective. Independent-sample t tests showed that students found use of real-world applications more effective than instructors believed that students would.

POSTER 65

STUDENT ATTITUDES TOWARD INTRODUCTORY PSYCHOLOGY COURSES

PATRICK CAMPANELLO (STEVENSON UNIVERSITY - VILLA JULIE), ERIN BROPHY, JEFFREY ELLIOTT (STEVENSON UNIVERSITY)

This study examined attitudes toward psychology courses and recommendations about the course or instructor. A questionnaire assessed students' attitudes towards the instructor and class, overall attitude towards the course, and future intentions. Correlations indicated that the more positive attitudes about the course and instructor, the more positive the attitude toward the course. The more positive attitude towards the course, the more likely students were to intend to take another course or recommend the instructor.

POSTER 66

ENHANCING KNOWLEDGE OF THE SCIENTIFIC METHOD VIA A LABORATORY EXERCISE

GREGORY N. BELTRAN (LYCOMING COLLEGE)

The study explored students' knowledge of the scientific method before and after a lab designed to teach research methodology. Students were asked to list steps in conducting research after lectures and a reading on the topic and again two weeks after participating in a lab designed to demonstrate the

process. Students listed significantly more steps after the lab.

POSTER 67

PERSUASION AND MEMORY CONFORMITY: EXAMINING THE EFFECTS OF MISINFORMATION ON EYEWITNESS MEMORY

EMILY BRANYON (TOWSON UNIVERSITY)

The effect of personal involvement on one's susceptibility to inaccurate post event information was examined. Participants received either a high or low involvement manipulation and completed a standard misinformation paradigm with a confederate. Those experiencing high involvement were expected to report misinformation more compared to other groups when it was substantiated by strong evidence. Unexpectedly, results indicated that those experiencing low involvement reported misinformation substantiated by strong evidence more compared to all other groups.

**Friday, March 2, 2012
3:00pm-4:30pm**

Symposium

Fayette

PSI CHI CHAPTER EXCHANGE: CULTIVATING LEADERSHIP AND CHAPTER VITALITY

**Friday, March 2, 2012
3:00 PM - 4:30 PM**

CHAIR: KATHERINE W. MARSLAND (SOUTHERN CONNECTICUT STATE UNIVERSITY)

Join us for an interactive panel discussion about strategies to cultivate student leadership and strengthen chapter vitality. Panelists will share perspectives from the national, regional and chapter levels. Participants will be invited to share successful approaches to challenges ranging from member engagement to effective leadership transitions and successful fundraising.

Discussant(s): Katherine W. Marsland (Southern Connecticut State University)

**Friday, March 2, 2012
3:00pm-4:20pm**

Paper **Crawford East**

**HISTORY: PROFESSIONALS AND
GENERALISTS IN THE HISTORY OF
PSYCHOLOGY**

**Friday, March 2, 2012
3:00 PM - 4:20 PM**

CHAIR: WADE PICKREN (PACE UNIVERSITY)

3:00pm - 3:15pm

**THE FATE OF THE GENERALIST: EDWARD
L. WALKER AS A CASE STUDY**

DONALD A. DEWSBURY (UNIVERSITY OF FLORIDA)

I explore the fate of generalists using Edward L. Walker as a case study. Walker was president of a regional association and an APA division, author of 11 books and editor of many others; he and made many other contributions. Primarily a learning theorist, contributed to the study of aesthetics, the science of psychiatry, social psychology, the teaching of psychology, and more. Yet, upon his death there appeared no obituaries in national media of psychology.

3:20pm - 3:35pm

**FEEBLEMINDEDNESS: HOW
PSYCHOLOGISTS ESTABLISHED
PROFESSIONAL BOUNDARIES IN THE
EARLY 20TH CENTURY.**

INGRID FARRERAS (HOOD COLLEGE)

The concept of feeble-mindedness has no clinical equivalent today and was used pejoratively in the early 20th century to represent developmental and learning disabilities. While psychologists embraced intelligence

tests and proposed a classification of feeble-mindedness as a way of carving a niche for themselves, J.E.W. Wallin argued with psychologists about the subjectivity and arbitrariness of the classification, and with educators and physicians about their lack of appropriate background and training to administer these tests.

3:40pm - 3:55pm

**THE LANCASTER ALMSHOUSE AND STATE
INSTITUTIONALIZATION IN PENNSYLVANIA**

SHAWN P. GALLAGHER, DANIELLE M. RAPP
(MILLERSVILLE UNIVERSITY OF PENNSYLVANIA)

The definition of "mental illness" and the function of "mental institutions" changed dramatically through the United States' first decades. We traced the histories of key institutions that developed in south central Pennsylvania and explored how these small establishments became integrated into the nationwide mental health care movement. We devote particular attention to the Lancaster County Almshouse and Asylum and its integrated ties to Harrisburg State Hospital, the first public mental institution in the United States.

**Friday, March 2, 2012
3:00pm-4:20pm**

Symposium **Westmoreland East**

**CUPP TEACHING SYMPOSIUM:
ORIENTATION TO THE PSYCHOLOGY
MAJOR COURSES: EFFECTIVE TOOLS FOR
STUDENT ENGAGEMENT**

**Friday, March 2, 2012
3:00 PM - 4:20 PM**

CHAIR: AMY SILVESTRI HUNTER (SETON HALL UNIVERSITY)

**(CUPP) ORIENTATION TO THE
PSYCHOLOGY MAJOR COURSES:
EFFECTIVE TOOLS FOR STUDENT
ENGAGEMENT**

The CUPP symposium explores Orientation to the Psychology Major courses. These courses typically encompass various aspects of the field of Psychology as well as specific information regarding the Psychology major. We will 1) discuss the scope of the material typically covered in these courses; 2) outcome data describing the benefits of such a course; and 3) varying models, including 1 semester and 4 semester versions of such a course.

Presentations

Orientation to the Psychology Major Courses: An Overview

by Amy Silvestri Hunter (Seton Hall University)

Assessment and Adjustments

by Lesa Rae Vartanian (Indiana University-Purdue University Fort Wayne)

A Four Year Sequence

by Margaret Ruddy (The College of New Jersey)

Discussant(s): Amy Silvestri Hunter (Seton Hall University)

Friday, March 2, 2012

3:00pm-4:20pm

Paper

Cambria East

SOCIAL PAPERS I: SELF-CONCEPT AND DIFFERENCES

Friday, March 2, 2012

3:00 PM - 4:20 PM

CHAIR: DANA DUNN (MORAVIAN COLLEGE)

3:00pm - 3:15pm

SEVERITY OF PAIRED DISABILITY DOES NOT CHANGE THE MINE-THINE EFFECT

DANA S. DUNN (MORAVIAN COLLEGE), DAVID J. FISHER (LEHIGH UNIVERSITY), BRITTANY M. BEARD (MORAVIAN COLLEGE)

Does heightened awareness of disability change disability preference or attitudes? Fifty participants sharing self-perceived disabilities were randomly assigned to compare them against a more or less severe disability. Severity had no impact on preference: 90% retained their disability, thereby demonstrating the mine-thine effect (Wright, 1975). Participants also completed the SADP three times, reporting more favorable attitudes towards disability immediately after the comparison exercise and two weeks later than they did a week before the study.

3:16pm - 3:31pm

RACE OF THE PERCEIVER AND DISTANCING FROM A TARGET PERSON WITH CANCER

GEORGE I. WHITEHEAD (SALISBURY UNIVERSITY), STEPHANIE H. SMITH (INDIANA UNIVERSITY NORTHWEST)

This study tested the proposition that the race of the perceiver impacts psychological distancing. We hypothesized that black perceivers will distance themselves more from a target person with cancer than will white perceivers. We also examined the impact of the perceiver's gender and family history of cancer. Participants read about a person with cancer and evaluated their personalities relative to the target. Results confirmed the prediction regarding race. Explanations for this finding are discussed.

3:32pm - 3:47pm

I WANT, THEREFORE I AM NOT: SELF-EXPANSION IN RELATION TO SELF-CONCEPT CLARITY

BRENT A. MATTINGLY (ASHLAND UNIVERSITY), MIRANDA E. BOBROWSKI, GARY W. LEWANDOWSKI, JR. (MONMOUTH UNIVERSITY)

An online study examined the relation between self-concept clarity and the desire to self-expand in 151 participants. Individuals completed measures of self-concept and self-expansion, including a newly designed measure of self-expansion desirability. Results indicated that one's desire to expand is negatively related to his/her self-concept clarity, but positively related to how much he/she personally self-expands. Results yielded no significant association between clarity and personal self-expansion and no significant interactions among the three variables.

3:48pm - 4:03pm

CHANGING ATTITUDES TOWARDS INDIVIDUALS WITH DISABILITIES: DOES THE PRESENTER HAVE TO BE PART OF THE IN-GROUP?

JYH-HANN CHANG, BONNIE GREEN, KERI DERITO, KATELYN STEINER (EAST STROUDSBURG UNIVERSITY)

Adults who participated in a workshop that included information, anecdotes, and role playing improved their comfort and confidence levels for interacting with an individual with a disability (IWD). This change was observed regardless of the physical ability of the workshop presenter. Levels of comfort and levels of confidence in being able to effectively communicate with IWD were predictive of each other, though comfort and confidence levels were not associated with the quality of the presentation.

4:04pm - 4:19pm

CONCEPTIONS OF SELF AND SEXUAL ACTIVITY IN AIDS-BEREAVED YOUTH

MARCIE ANASTAZIA BERMAN, WARREN A. REICH (THE FAMILY CENTER)

Interviews with 40 English-speaking AIDS-bereaved 18-22 year olds suggested a dramatic difference in safe-sex cognitions when compared to their counterparts. HICLAS data analysis suggests a significant difference cognitively surrounding sex. Chi-square analysis showed that the AIDS-bereaved were more likely to attach guilt to unprotected sex, and unelaborated ideas of protected sex. These findings suggest that AIDS-bereaved, while they may not identify with a possible "HIV-self," are more likely to attach guilty traits towards risky behavior.

**Friday, March 2, 2012
3:00pm-4:20pm**

Invited Speaker **Westmoreland West & Central**

DEVELOPMENTAL AND COGNITIVE KEYNOTE: SPATIAL COGNITION AS A FOUNDATION FOR REPRESENTATIONAL COMPETENCE

**Friday, March 2, 2012
3:00 PM - 4:20 PM**

CHAIR: AMY LEARMONTH (WILLIAM PATERSON UNIVERSITY)

SPATIAL COGNITION AS A FOUNDATION FOR REPRESENTATIONAL COMPETENCE

LYNN LIBEN (THE PENNSYLVANIA STATE UNIVERSITY)

Representations such as maps, diagrams, and photographs pervade classrooms, workplaces, and everyday lives. This presentation draws on concepts and data from developmental psychology to identify challenges and opportunities presented by environmental representations, and to demonstrate the importance of individual and gender differences among users. This presentation will cover research connecting children's and adults' basic spatial concepts to success in using maps of outdoor spaces for exploring new environments and for recording scientific data.

**Friday, March 2, 2012
3:00pm-4:20pm**

Paper **Somerset West**

APPLIED PAPERS: FORENSIC ISSUES

**Friday, March 2, 2012
3:00 PM - 4:20 PM**

CHAIR: ADAM VOLUNGIS, PHD (ASSUMPTION COLLEGE)

3:00pm - 3:15pm

CAN INDUCING SYMPATHY FOR A RAPE VICTIM MITIGATE IMPACT OF VICTIM BLAME?

KATHRYN SPERRY, BRITTANY LAFIRIRA, TRICIA SCHMIDT (CASTLETON STATE COLLEGE)

Victims of sexual assault are often attributed a certain amount of blame for the crime. These perceptions of blame often translate into reduced credibility and reduced likelihood of convictions. We aimed to examine the impact that sympathy for the victim has on the relationship between victim blame and credibility. Preliminary results suggest that inducing mock-jurors to feel sympathy for a victim may reduce the negative impact of victim blame.

3:20pm - 3:35pm

THE EFFECT OF PRIOR NOTIFICATION OF CIVIL SETTLEMENT ON AWARD DETERMINATIONS

JUDITH PLATANIA, JESSICA CRAWFORD, GARRETT L. BERMAN (ROGER WILLIAMS UNIVERSITY)

The purpose of the present study was to examine how variations in prior notification of a civil settlement would influence juror decision-making. A sample of 123 jury eligible students read one of three news summaries in which the settlement amount were manipulated. Results indicated jurors utilized prior information as a basis for determining award. Participants who experienced a 3-day delay were more likely to award a greater amount compared to those who experienced a 3-week delay.

3:40pm - 3:55pm

THE EFFECT OF MALINGERING ON JURIDIC DECISIONS

RICHARD PAUL CONTI, PH.D. (COLLEGE OF SAINT ELIZABETH), WILLIAM JOSEPH RYAN, PH.D. (FEDERAL BUREAU OF PRISONS), ELIZABETH MACKENZIE, MA (COLLEGE OF SAINT ELIZABETH)

Two studies were conducted to examine the impact of malingering on juridic decision making in criminal and civil cases. Participants read a summary of a civil or criminal case in which the plaintiff/defendant was honest or malingering and completed the Belief in Just World Scale (BJW) and the Revised Legal Attitudes Questionnaire (RLAQ). Results of both studies indicated that deception, scores on the BJW and RLAQ had a strong impact on jury recommendations.

4:00pm - 4:15pm

ANXIETY INDUCTION AND MOBILIZATION FOR TERRORISM ACTS: SEQUENTIAL ANALYSIS OF THE UNABOMBER MANIFESTO

SHUKI J. COHEN (JOHN JAY COLLEGE OF CRIMINAL JUSTICE), KARYNA PRYIOMKA (DEPARTMENT OF PSYCHOLOGY, JOHN JAY COLLEGE OF CRIMINAL JUSTICE), MICHAEL T. PERINO (CENTER FOR AUTISM RESEARCH, CHILDREN'S HOSPITAL OF PHILADELPHIA UNIVERSITY OF PENNSYLVANIA)

Persuasion plays a crucial role in ideological radicalization, yet little is known of the mechanisms underlying successful argumentation for terrorism. In this study, sequential analysis of the level of anxiety presumably induced by each sentence of the Unabomber Manifesto uncovered a scaffolding of anxiety, whereby initial 'common ground' statements were generally followed by an escalating levels of anxiety induction, culminating in a call for immediate and violent action to thwart the threat.

Friday, March 2, 2012

3:00pm-4:20pm

Paper

Butler East

LEARNING PAPERS: EXTINCTION/INTERFERENCE I

Friday, March 2, 2012

3:00 PM - 4:20 PM

CHAIR: MARK BOUTON (UNIVERSITY OF VERMONT)

3:00pm - 3:30pm

FOCUS PAPER: AN EPIGENETIC APPROACH TO EXTINCTION OF LEARNED BEHAVIOR

MATTHEW LATTAL (OREGON HEALTH & SCIENCE UNIVERSITY)

Basic and applied approaches to learning have long recognized the importance of understanding the mechanisms that underlie the extinction of learned behavior. I will review recent studies demonstrating that extinction processes are enhanced by drugs that target epigenetic mechanisms in the neural circuitry that mediates extinction. These findings have important implications for current thinking about mechanisms of memory and for clinical approaches to disorders that involve deficits in extinction.

3:35pm - 3:50pm

THE BASIS OF DIFFERENCES AMONG ABA, ABC, AND AAC RENEWAL.

CODY W. POLACK, MARIO A. LABORDA, RALPH R. MILLER (STATE UNIVERSITY OF NEW YORK: BINGHAMTON)

Recovery from extinction in AAC renewal is considerably weaker than ABC renewal, which is slightly weaker than ABA renewal. Two lick suppression experiments with rats were conducted to investigate whether the associative status of Context A is a likely determinant of these differences. Our findings indicate that an excitatory Context A decreases recovery with testing in Context C (comparator processes) and increases responding with testing in Context A (associative summation).

3:55pm - 4:10pm

TARGET-INTERPOLATED TRAINING INTERVAL AS A DETERMINANT OF RETROACTIVE INTERFERENCE IN LATENT INHIBITION AND COUNTERCONDITIONING

ELIZABETH J. POWELL, WHITNEY KIMBLE, JUSTIN JOHNSON, MARTHA ESCOBAR (AUBURN UNIVERSITY)

When a conditioned stimulus (CS) is associated with multiple outcomes in different phases of an experiment, responding tends to reflect the most recent association. Extinction (CS-O1, CS-noO1) is more prone to spontaneous recovery if there is a short (but not long) interval between the two phases of training. In both latent inhibition (CS-noO1, CS-O1) and counterconditioning (CS-O1, CS-O2), we observed a

similar relationship, with more spontaneous recovery when the competing associations were separated by a short (but not long) interval.

**Friday, March 2, 2012
3:00pm-4:20pm**

Symposium

Crawford West

**INTERNATIONAL PSYCHOLOGY
SYMPOSIUM: STUDENTS IN RUSSIAN
UNIVERSITIES**

**Friday, March 2, 2012
3:00 PM - 4:20 PM**

CHAIR: IRINA A. NOVIKOVA (PEOPLE'S FRIENDSHIP UNIVERSITY OF RUSSIA)

**ADAPTATION OF INTERNATIONAL
STUDENTS IN RUSSIAN UNIVERSITIES**

How well do students adapt within Russian universities, which have a long history of international education? In this symposium, faculty and students from Russia report their research and service projects to study and serve the adaptation of international students.

Presentations

Psychological barriers of foreign students' self-realization in a multi-cultural environment

by Sergei I. Kudinov (Peoples' Friendship University of Russia) & Stanislav S. Kudinov (Togliatti State University)

The value orientations of Russian and international students

by Elena Ju. Chebotareva (Peoples' Friendship University of Russia)

Social perception of Russian and Latin American students

by Olga V. Maslova (Peoples' Friendship University of Russia)

Personal traits as a factor of intercultural adaptation of international students in Russian universities.

by Irina A. Novikova (Peoples' Friendship University of Russia)

Psychological and linguistic problems of international students' Russian language study
by Alexey L. Novikov (Peoples' Friendship University of Russia)

Discussant(s): Oksana Ostrovskaya (Pace University)

Friday, March 2, 2012
4:30pm-6:00pm

Symposium Westmoreland West & Central

**PRESIDENTIAL INTEGRATIVE SYMPOSIUM:
DAVID RUMELHART'S LEGACY:
INTERACTIVE ACTIVATION, LANGUAGE
WITHOUT RULES, AND LEARNED
SEMANTIC REPRESENTATIONS**

Friday, March 2, 2012
4:30 PM - 6:00 PM

CHAIR: ANDREW DELAMATER (BROOKLYN COLLEGE - CUNY)

**DAVID RUMELHART'S LEGACY:
INTERACTIVE ACTIVATION, LANGUAGE
WITHOUT RULES, AND LEARNED
SEMANTIC REPRESENTATIONS**

JAY MCCLELLAND (STANFORD UNIVERSITY)

DAVID PLAUT (CARNEGIE MELLON UNIVERSITY), &
MARK SEIDENBERG (UNIVERSITY OF WISCONSIN-
MADISON)

TIM ROGERS (UNIVERSITY OF WISCONSIN-
MADISON)

David E. Rumelhart used a wide range of mathematical and computational approaches in service of his goal of understanding human cognition. He is best known for his work on connectionist, or parallel distributed processing models, although prior to exploiting these approaches he explored symbolic and probabilistic approaches. In this symposium, we will consider three of the psychological phenomena Rumelhart sought to

understand: Context effects in perception; the quasi regular structure of natural language; and the representation of semantic knowledge. In all three of these areas, Rumelhart introduced influential models that addressed essential features of the phenomenon and spawned an extensive experimental and theoretical literature exploring the nature of the effects in question. After a brief introduction to Rumelhart's unique qualities as a scientist, the three speakers in the symposium will consider Rumelhart's legacy in each of these areas in turn, addressing the cognitive phenomena and the theoretical ideas that arose to address the phenomena, and considering how the findings and ideas have developed over the intervening years.

Friday, March 2, 2012
6:00pm-7:20pm

Poster Alleghany Ballroom I-IV

SCRA & SOCIAL II POSTERS

Friday, March 2, 2012
6:00 PM - 7:20 PM

POSTER 1

**MINDFULNESS AND EMOTIONAL
INTELLIGENCE AS PREDICTORS OF
CONSCIENTIOUSNESS**

ARIELLE MANGANIELLO, ANDREW BLOSS,
BENJAMIN HEISLER, KATHERINE STEIN, VANESSA
SMALETZ, LEIGH ANN VAUGHN (ITHACA
COLLEGE)

Conscientiousness, mindfulness and emotional intelligence all predict important life outcomes but no currently-published research has examined relationships among all three variables. This was the objective of the current study. We found that all three variables were positively and significantly correlated with one another. Additionally, we found that emotional intelligence partially mediated the relationship between mindfulness and conscientiousness, and that mindfulness partially mediated the relationship between emotional intelligence and conscientiousness.

POSTER 2

EXAMINING RESPONSES TOWARD THEOLOGICAL AFFILIATION AND DISAFFILIATION FOR BELIEVERS AND NON-BELIEVERS.

MELISA BARDEN (WALSH UNIVERSITY), JARED KENWORTHY (UNIVERSITY OF TEXAS AT ARLINGTON)

The study was aimed at examining responses toward theological affiliation and disaffiliation. We compared the reactions toward each of four possible classifications of the target group member by manipulating the target's past and present theological belief status: ingroup member, joiner, defector, or outgroup member. We explored ingroup identification as a moderator and group image validation and expectancy violation as mediators.

POSTER 3

CAN A BABYFACED MAN BE AN AWARD-WINNING COP? NOT LIKELY

DEBRA CURTIS, ARTHUR FRANKEL, COURTNEY GREENSTEIN, AINSLEY HAUGHTON, AUBREY MORRISSEY (SALVE REGINA UNIVERSITY)

Can a man be an award winning cop if he has a babyface? Can a man with a masculine appearance be an award winning elementary school teacher? Can a woman be an award winning mechanical engineer if she's feminine-looking or a prize winning kindergarten teacher if she's not? Our research suggests the answer is "Probably Not" to all the above.

POSTER 4

DISPOSITIONAL POWER AND REGULATORY FOCUS

JOSHUA FETTERMAN, SAMUEL GOLDBRONN (UNIVERSITY OF PITTSBURGH)

Regulatory focus (Higgins, 1997) is an individual's preferred means of goal pursuit. Manipulated power elicits one type of regulatory focus (Willis, 2009; Willis & Rodriguez, 2010), promotion focus (i.e., a focus on attaining desired things). However, both regulatory focus and feelings of power vary on both situational and dispositional bases. This research examined dispositional feelings of power and found that they,

much like manipulated power, are positively related to promotion focus.

POSTER 5

CULTURAL IMMERSION AND SOCIAL SUPPORT EFFECTS ON STUDENTS' REVERSE CULTURE SHOCK STRESS

JOHN A. SCILEPPI, JOHN E. PETERS, FELICIA M. WARREN, AMANDA M. PELUSO, NICOLE M. ANTONIO, KAITLIN M. DIBELLA, ALEXANDRA E. LOESCH, JOHN MANSFIELD, MAXINE VALENCIA (MARIST COLLEGE)

This study investigated the effects of cultural immersion and social support on reverse culture shock (RCS) encountered by students returning from study abroad. 54 students were surveyed after returning to campus. Results showed RCS is positively related to perceived stress, and participating in student organizations significantly relates to stress reduction. Performing an internship abroad is associated with greater RCS, but the difference only approaches significance ($p = .06$). Implications for college international programs are discussed.

POSTER 6

A QUALITATIVE STUDY OF PEER AND FAMILY FACTORS RELATED TO EARLY SUBSTANCE USE INITIATION AND DEVELOPMENT OF PROBLEMATIC SUBSTANCE USE PATTERNS

SHARON KINGSTON, HANNAH GORDON, CAMERON O'CONNOR, MAYA ROSE, JUSTIN WILLIAMS (DICKINSON COLLEGE)

Early age of substance use initiation is associated with increased risk of substance abuse. Qualitative interview data from a sample of socially and economically diverse young adults will be used to identify situational factors related to early substance use initiation and the development of problematic substance abuse patterns. Individuals who initiated use at older ages displayed infrequently substance use. Starkly different patterns of use were related to levels of parental monitoring and support.

POSTER 7

REMEMBERING YOU! GENDER IDENTITY AND NARRATIVE RECALL MODE'S

EFFECTON AUTOBIOGRAPHICAL NARRATIVES

ANNETTE C. RESENHOEFT (SETON HALL UNIVERSITY)

This study examined how narrative recall mode and gender identity mediates individuals' expressions of autobiographical memory. Based on previous research, it was predicted individuals who identified as "feminine" expressed significantly more emotions, detail, and social themes than other gender-identified participants, across recall modes. Results: "Feminine" and "Undifferentiated" individuals expressed more negative emotions in the written versus oral. Main effects were found. Positive and overall emotions were expressed more during the oral versus written mode.

POSTER 8

PERCEPTIONS OF SUPPORT FOR COLLEGE STUDENTS' ACADEMIC SUCCESS

ROBERT DELPRINO (BUFFALO STATE COLLEGE SUNY), JEFFREY RICH (BUFFALO STATE COLLEGE SUNY)

This study examined how undergraduate college students balance demands of family life, employment and their academic responsibilities. Quantitative and qualitative data were collected from 195 students on issue related to their studies, employment and family responsibilities. Results indicate that students did not view the college as supporting them in their academic success, and viewed the college as less supportive than family and their work place. Implications of these perceptions are presented.

POSTER 9

SEX RATIO TRENDS ON COLLEGE CAMPUSES

DIANE DICLEMENTE BROCKMAN, KELSEY ALBANESE, ANNE BUCKLEY (DICKINSON COLLEGE)

Human mating behavior does not occur in a vacuum and the sex ratio of a population will also affect mating behaviors. The sex ratio is typically reported for a given population in terms of the number of men per 100 women. When the sex ratio deviates significantly from 100 at ages when men and women most commonly marry, certain characteristic changes will take place in

the relationships between them that will correspondingly have effects on the family and other aspects of society (Guttentag & Secord, 1983). This archival study examined the sex ratios of traditional co-ed colleges in several Northeastern states. Results of this archival study found that 80% of the colleges had a low sex ratio. This low sex ratio may have a large impact on dating and mating trends on college campuses and it is important for students and administrators alike to be aware of these impacts.

POSTER 10

ALCOHOL USE: "YOU THINK YOU KNOW, BUT YOU HAVE NO IDEA"

ELIZABETH QUINN, ALANNA WOODY, DANIELLA BURNS, KATHERINE AMY, ANDREA GREENFIELD (MARIST COLLEGE)

The risk of harm due to use of alcohol among college students was examined. Athletes, Counseling Service clients, and the general population were compared on the relative risk of alcohol abuse on the AUDIT. Counseling Services students and athletes scored significantly lower in overall risk than those in the general population. Recommendations were made for college counselors and administrators to consider harm-reduction approaches to address the substance use and abuse behaviors of college students.

POSTER 11

THE EFFECT OF SELF AWARENESS ON HELPING BEHAVIOR

JAWAD K. MAJEED (ALBRIGHT COLLEGE)

This study examined the effect of self awareness on helping behavior. Self-awareness was manipulated by placing participants in front of the reflective or non-reflective side of a mirror. Participants then completed mood measures and were asked to participate in helping the experimenter grade papers. Results showed that those induced to have self awareness agreed to grade more papers and experienced marginally more sadness than the non self aware group.

POSTER 12

DEPRESSION AND REJECTION: INVESTIGATING WHETHER DEPRESSED INDIVIDUALS ARE REJECTED IN VOLUNTEER SELECTION

LAUREN B. YADLOSKY, LAUREN A. JAMES
(XAVIER UNIVERSITY)

Depression can lead to rejection. Because volunteering can alleviate depression, this study utilizes a volunteer application scenario to investigate if the gender of an applicant and the presence of depression symptoms will result in rejection for volunteer opportunities. Participants reviewed an application and video interview for a volunteer position, decided whether to hire the applicant, and provided various impressions of the applicant. Results indicated depression symptoms negatively affected reactions to the male and female applicant.

POSTER 13

RESPONSES TO FACEBOOK STATUS UPDATES: THE ROLE OF VALENCE AND EXAGGERATION

DEREK WILLS, RYAN O'LOUGHLIN (NAZARETH COLLEGE)

Facebook has received a great deal of attention in the psychological literature (c.f. Wilson, 2010). However, no research has investigated how individuals would respond to Facebook. We hypothesized that people would respond favorably to positive and non-exaggerated status updates. Participants read Facebook status updates varying valence and exaggeration. Participants indicated their perception of the updates along five dimensions. Results indicated that people are most willing to interact with those who are happy and do not exaggerate.

POSTER 14

THE EFFECT OF REGULATORY FOCUS ON THE MOTIVATIONAL IMPORTANCE OF DREAMS

VANESSA SMALETZ, KATHERINE STEIN, ANDREW BLOSS, ARIELLE MANGANIELLO, BENJAMIN HEISLER, LEIGH ANN VAUGHN (ITHACA COLLEGE)

We examined the importance people place on dreams and waking thoughts, as moderated by promotion versus prevention regulatory focus. In an initial judgment, participants in a promotion (vs. prevention) focus attributed less (vs. the same) importance to waking thoughts than to dreams. However, this motivational difference appeared superficial for prevention: promotion-condition participants subsequently listed more reasons why they would have

the dream whereas prevention-condition participants listed more reasons why they would have the thought.

POSTER 15

DOES PHYSICAL DISABILITY AND RACE AFFECT A PERSON'S PERCEPTION ON THE INDIVIDUAL'S CHARACTER?

ALEXA JONES, CASEY DILLARD, JEROME LEE
(ALBRIGHT COLLEGE)

This study examined perceptions of physically disabled individuals of different races. Participants viewed eight pictures of individuals with or without physical disabilities on the Tobii T60 Eye Tracker. Comparisons within racial groups revealed that African American and Asian physically disabled individuals were rated higher than those without physical disabilities. African Americans were rated more personable and approachable, whereas Asians were rated as more intelligent between racial groups.

POSTER 16

RELIGION AND ATTITUDES TOWARD CRIME AND LAW ENFORCEMENT

DEBBIE VAN CAMP (TRINITY WASHINGTON UNIVERSITY), D'ANITA PARKER (TRINITY WASHINGTON UNIVERSITY)

Religion is important in the life of many Americans and therefore the consequences of having a religious identity should be explored. One possibility is that religion acts as a protection against engaging in criminal activity. This research suggests that religion and faith are perceived as factors deterring one from crime and that a stronger religious identity is associated with more negative attitudes towards crime.

POSTER 17

THE EFFECTS OF FRUSTRATION ON IDENTIFYING POTENTIAL ENEMIES

CATHERINE PETRICK, LISA FEDEROWICZ, COWLES GAITHER, ELLEN HUFFMAN, NATALIE SICILIANO, KEVIN MCKILLOP (WASHINGTON COLLEGE)

We examined the effect of frustration on subjects' perception and identification of interpersonal enemies. Subjects were frustrated by repeated (staged)

computer crashes, and then asked to read scenarios and indicate whether they would consider the protagonist an enemy. Males who were frustrated were more likely to identify someone as an enemy than were males who were not; females who were frustrated were less likely to identify someone as an enemy than females who were not.

POSTER 18

QUIET INTOLERANCE: PRIVACY 'S INFLUENCE ON MOTIVATION TO CONTROL RACIAL PREJUDICE

JESSICA PHILLIPS (PENN STATE UNIVERSITY ABINGTON)

Motivation to control racial prejudice may be influenced by a person's privacy preferences. A desired privacy level could be influential in a person's decision to appear less prejudiced and be able to abstain from revealing too much information. We found that different types of privacy relate differently to internal motivation, the firm belief that being prejudiced is wrong, than external motivation, or the desire to not appear prejudiced to others.

POSTER 19

THE EFFECTS OF GROUP PRESSURE ON ESTIMATION AND COGNITIVE AVAILABILITY ON RECALL

STU SILVERBERG (WESTMORELAND COUNTY COMMUNITY COLLEGE), JASON YOUNG (CITY UNIVERSITY OF NEW YORK AT HUNTER COLLEGE)

In the present study, the effects of group pressure and cognitive availability on set estimation and recall were compared. Participants were presented one of 3 lists, each with the names of 10 male and 10 female actors, and which varied in terms of whether the male or female names were more famous and cognitively salient. Participants were asked to estimate which gender was more frequent in the list presented and to recall as many names from the list as possible, after being exposed to one of three levels of social influence: (1) that others estimated male actors as more frequent on the list, (2) that others estimated female actors as more frequent or (3) receiving no feedback from others. Results showed that group pressure overrides cognitive availability in set estimation, but cognitive availability overrides group pressure in item recall. The need for theories of memory to incorporate the influence of social processes is discussed.

POSTER 20

PSYCHOSOCIAL RESOURCES INFLUENCE THE PERCEPTION OF HUMAN MOVEMENT

JAMIE L. GORMAN, KENT D. HARBER, MAGGIE SHIFFRAR (RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY - NEWARK), KAREN S. QUIGLEY (NORTHEASTERN UNIVERSITY)

Psychosocial resources can attenuate threat and enable more accurate perception according to the Resources and Perception Model. Two studies examined how this model explains perception for social stimuli. In both studies, social exclusion caused reduced abilities to detect and identify emotional biological movement for participants with low trait resources. Participants who were socially excluded and reported low resource traits were less accurate at distinguishing biological motion and identifying the emotion conveyed.

POSTER 21

PERCEPTIONS OF NONTRADITIONAL GENDER ROLES: EFFECTS OF GENDER AND OPENNESS TO EXPERIENCE

SUZANNE CROCKETT, GAIL CABRAL (MARYWOOD UNIVERSITY), CARL PERSING

A study was conducted measuring the effects of the rater's gender and level of Openness to Experience and the target's level of attractiveness on perceptions of attractiveness, likability, and intelligence in subjects demonstrating nontraditional gender roles. A significant difference was found between ratings of Intelligence for traditional and nontraditional women and between ratings of Attractiveness for traditional and nontraditional men. Effects for the sex of the target were also found.

POSTER 22

TESTING THE POLARIZATION HYPOTHESIS OF DECISION-FRAMING

GILLIAN R. NARO, KAREN M. HUDZINSKI, SAMANTHA E. TOBIA, JILLIAN HESSION (THE UNIVERSITY OF SCRANTON)

The purpose of this study was to replicate previous research showing the positive effects of sanctioning on cooperation and to test the polarization hypothesis of decision framing. According to the polarization

hypothesis the initial decision context will interact with the presence of the sanctioning system to intensify, or polarize, the decision frame. This study yielded non-significant results.

POSTER 23

INSTITUTIONAL ETHNOGRAPHY OF FOOD ACCESS IN A RURAL FOOD DESERT: HUNTINGDON, PA

ROSALIE M. RODRIGUEZ, KAMINI M. GRAHAME
(PENN STATE HARRISBURG)

Health care costs are growing at an alarming rate due to rising incidence of obesity, diabetes, hypertension and other diseases that are in large part a result of poor diet. Spatial apartheid has is a factor in this decline but receives little attention in policy reform. 12 individuals from a rural food desert were interviewed about food purchasing and consumption and an analysis of institutional and structural gaps was performed. Novel intervention strategies based on responses are offered.

POSTER 24

GENDER AND GEOGRAPHIC DIFFERENCES IN SPORTS IDENTIFICATION ACROSS NBA AND NHL CITIES

LAURA E. WALLACE, MATTHEW J. MALEY
(INDEPENDENT), EILEEN S. BORCZON
(INDEPENDENT), MEGAN E. BOWLING, CAMILLE M.
FROMMEYER, SHELBY A. MYTYK, KATE M.
SHERMAN, EMILY L. SHULTZ, CHRISTIAN M. END
(INDEPENDENT)

Identification with sports can be an important aspect of one's self-concept. Research has indicated that men tend to identify with sports more than women in their obituaries. In this study, researchers randomly selected obituaries from the cities that host National Basketball Association (NBA) and National Hockey League (NHL) teams and coded them for references to sport. This study replicated the findings regarding gender differences and found support for differences in sports identification across cities.

POSTER 25

YOU CAN TALK TO ME: THE IMPACT OF INFORMATION TYPE AND COMMUNICATION FORM ON SELF-DISCLOSURE

ANDREW J ROYER, M. L. KLOTZ (SUSQUEHANNA UNIVERSITY)

We hypothesized that participants would prefer to share personal information through indirect means (e.g., texting) rather than face-to-face, even when communicating with friends. The 181 participants answered questions concerning the likelihood that they would share hypothetical information ranging from less personal (e.g., religious beliefs) to highly personal (e.g., sexual activities). Contrary to prediction, participants preferred face-to-face across all information types; however, participant gender interacted with mode of communication for several types of information.

POSTER 26

STEREOTYPES OF ACADEMIC MAJORS: DOES METHODOLOGY AFFECT CONTENT?

MARILYN LIVOSKY, KRISTI JANOSKE, RAAJ CHANDA, MELISSA HEERBOTH (MERCYHURST COLLEGE)

Students reported their perceptions of academic majors to determine if stereotypes about them exist. The data collection method was manipulated two ways: one group of students chose five words to describe each of 10 academic majors from a list; another group freely associated five words for each major. Stereotype content differed for each major, and while the data collection techniques yielded similar results in most cases, there were some important exceptions.

POSTER 27

HOW JURORS' EXPERIENCE WITH AND PERCEPTION OF MENTAL ILLNESS INFLUENCE HYPOTHETICAL TRIALS

MICHELLE SALTIS (CAZENOVIA COLLEGE)

The purpose of this present research was to assess the association between an individual's experience with and attitude toward mental illness and the perception of a defendant with a mental illness in a hypothetical trial situation. The results indicate that participant views of hypothetical defendants with mental illness depended on the participants' experience with and perception of mental illness, either predicting future responses or leading to harsher verdicts in some cases.

POSTER 28

STABILITY OF IDENTITIES THROUGHOUT TIME IN FIRST-TIME MOTHERS

AYASHA BISTA, WARREN A. REICH (HUNTER COLLEGE, CITY UNIVERSITY OF NEW YORK)

Abstract We examined stability in the role-identities of women transitioning into first-time motherhood. Twenty-nine women who had never been mothers described 20 role-identities in their 3rd trimester and again 3-6 months after delivery. Each woman's data was idiographically modeled by hierarchical classes analysis, which provided information on stability over time of each role-identity. Me-worst and Ideal Me were the most stable, while Real Me and Me in a Religious Role were the least stable.

POSTER 29

ONLINE SPEED-DATING: VERBAL BEHAVIOR CHARACTERISTIC OF "YES" RATINGS

JENNIFER A. WADE (TEMPLE UNIVERSITY)

An online speed-dating experiment manipulated verbal behavior and physical attractiveness of confederate "matches." In particular, autoclitics as verbal operants, which modify the response of the listener, were investigated. Specifically, valence of statements and differing frames of reference were varied across dates. Data were analyzed to determine relationships between these variables and a survival analysis was performed to identify verbal behavior likely to result in use of the full chat time allotted.

POSTER 30

LIFESTYLE AND HEALTH-RELATED BEHAVIORS IN COLLEGE STUDENTS AT-RISK FOR SCHIZOPHRENIA

VICTORIA GIORDANO, THOMAS DINZEO, MICHELLE SCOTT, MARISSA CHU (ROWAN UNIVERSITY)

Our study examined the relationship between schizotypy (sub-clinical schizophrenia phenomena), lifestyle behaviors, and quality of life in 308 undergraduate students. Results indicated that individuals that endorse higher levels of schizotypy symptoms report decreased quality of life in physical

health and total life satisfaction as well as decreased positive lifestyle and health habits in the domains of health and psychological well-being. The clinical implications of this research are discussed and potential directions for future research are suggested.

POSTER 31

AGE AND COMMUTER STATUS INFLUENCE COLLEGE STUDENT CELL PHONE ADDICTION.

KATHERINE A. CAMERON, JOY BIVENS, CHRISTINA BROWN, KRISTINA CHAPPLE, BRANDON ROYAL (COPPIN STATE UNIVERSITY)

Cell phones are ubiquitous, yet little is known about their negative effects on students. Here we tested college students on the Cellular Technology Addiction Scale (CTAS), a proposed measure of cell phone addiction. Younger African-Americans living on-campus were more likely to be cell phone dependent than older or commuter students. Few students would voluntarily give up their phones for 24 (32%) or 72 (15%) hours. Without their phones students felt "empty, frustrated, depressed".

POSTER 32

WHY DO I FAIL? EXPLAINING ACADEMIC SUCCESSES & FAILURES THROUGH ATTRIBUTIONAL STYLES

KATE GWOZDZ (GORDON COLLEGE)

The present study looks at the effects of attributional styles and failure on the future achievement of students. Results suggest a significant relationship between academic failure and future behavior. It was observed that failure primes not only for future failure but for improvement as well. Results show a significant positive correlation between the belief in negative event causal stability and repeated failure. Results show that one failure experience is not enough to facilitate a helpless attributional style.

POSTER 33

AN EXPERIMENTAL INVESTIGATION OF COLLEGE STUDENTS' PERCEPTIONS OF ALCOHOL ABUSE AND DEPRESSION

CHELSEA P. REICHERT, SUSAN A. NOLAN (SETON HALL UNIVERSITY)

Fifty-two college students reported impressions of a student described in a vignette; the description varied by label [mentally ill, no label] and type of mental illness [depression, alcohol abuse]. There were significant main effects of type of mental illness on emotional ratings, stereotypes, and social tolerance. These findings expand previous research by using a between-groups design and an explicit mental illness label (e.g., Phelan & Basow, 2007).

POSTER 34

EDUCATIONAL SUCCESS RATES AND RELATIONSHIPS AMONG FEMALE COLLEGE STUDENTS

REBECCA MIKALIUNAS, RICHARD CONTI
(COLLEGE OF SAINT ELIZABETH)

Rebecca Mikaliunas and Richard Conti College of Saint Elizabeth Educational Success Rates and Relationships Among Female College Students This study explores the links between romantic relationship support and educational success rates among female undergraduate students. Participants (N = 133) completed the Multidimensional Scale of Perceived Social Support (MSPSS), the Generalized Expectancy for Success Scale- Revised (GESS-R), and a demographic questionnaire. Results indicated that female students who are in committed relationships have higher educational success rates and more motivation than single female students.

POSTER 35

A SHORT VERSION OF THE GENDER ROLE BELIEFS SCALE (GRBS)

NANCY D. GLADSTONE, MICHAEL J. BROWN
(STATE UNIVERSITY NEW YORK AT ONEONTA)

The purpose of this research was to develop a short version of Kerr and Holden's (1996) Gender Role Beliefs Scale (GRBS). In a series of studies, we devised a 10-item version of this measure. The 10-item GRBS had strong reliability and demonstrated construct validity as reported for the original measure. Based on our findings, the 10-item GRBS can provide researchers with a reliable and shorter measure of gender role beliefs without sacrificing construct validity.

POSTER 36

THE RELATIONSHIP BETWEEN ROUTINE EXERCISE AND MEMORY RETENTION

TRESSA FRESE (THE COLLEGE OF SAINT ROSE)

Examined the extent to which routine exercise correlates with memory retention. Thirty four college students completed a self-report questionnaire regarding exercise habits. Participants then viewed twenty words and recalled as many words as possible in given amount of time. Results failed to show a significant relationship between routine exercise and memory retention. Future research is discussed.

POSTER 37

TWO DARK HORSES OF MOTIVATION: ANXIETY, DEPRESSION AND THE SELF-REGULATION OF PESSIMISTS

ERIN MCSHERRY, JUSTIN A. WELLMAN
(HARTWICK COLLEGE)

We suggest that pessimists utilize only certain forms of negative affect in the self-regulation of approach-related goals. Optimists and pessimists completed unsolvable puzzles that they were told was important (an approach goal) while listening to neutral music. Participants were told the music would induce depressive, anxious, or neutral moods. As predicted, pessimists spent less time on the puzzle task. Pessimists with a depressive expectation, however, misattributed their negative mood to the music and persisted.

POSTER 38

DO SELF-WORTH AND ACADEMIC IMPORTANCE PREDICT AFRICAN AMERICAN ADOLESCENTS' ACADEMIC ACHIEVEMENT?

DANIELLE R. BUSBY, SHARON F. LAMBERT (THE GEORGE WASHINGTON UNIVERSITY), NICHOLAS S. IALONGO (JOHN HOPKINS UNIVERSITY)

Improving self-worth has been a focus of preventive interventions targeting underachievement in African American youth; however these efforts have produced limited effects. This study examines whether the effects of self-worth are more evident among African American youth who believe academic achievement is important. Contrary to expectation, higher self-worth was associated with lower academic achievement for youth placing high importance on academic achievement. Implications for interventions to promote achievement will be discussed.

POSTER 39

EXAMINING WOMEN'S INVESTMENT INTO INTIMATE RELATIONSHIPS

LAUREN PERDUE, VALERIE A. MARTIN, AMANDA LYNN BUTLER, CALANDRA BABEY (CENTRAL CONNECTICUT STATE UNIVERSITY), TRACI HOWLAND, CENTRAL CONNECTICUT STATE UNIVERSITY

Abstract It is suggested Abstinence education promotes resurgence of "retro-sexual" attitudes and beliefs among women. It raises questions concerning purity, virginity, and commitment to sexual partners among college women. With a commitment mandate in sexual relationships women may become more "invested" in intimate relationships. In the following study, a measurement of Investment into Relationships is explored. Preliminary findings indicate college women expect reciprocal investments into relationships with partners.

POSTER 40

THE EFFECTS OF STUTTERING ON PERCEIVED LEADERSHIP

BRENDA MILLER, CHRISTIAN M. END (XAVIER UNIVERSITY)

This study examined if stuttering affected individuals' perceptions of a leader. Participants listened to an audio recording of the same health advice administered by either a non-stuttering medical doctor or a stuttering medical doctor. Participants then completed a health information seeking scale, a charismatic leadership scale, and a bipolar adjective scale. Results suggest that people are able to acknowledge leadership despite stuttering, but they still attribute a negative stereotype to individuals who stutter.

POSTER 41

THE EFFECTS OF EXTERNAL PRESSURE ON TEST-TAKING ANXIETY

VICTORIA SMOTER, LISA FEDEROWICZ, AMANDA JOHNSON, LAUREN LITTLEFIELD (WASHINGTON COLLEGE)

Eighty-nine college students, aged 17-31 years, self-reported their trait levels of test-taking anxiety prior to completing a sheet of math computations, and their state of anxiety afterwards. Experimental participants

were exposed to repeated verbal reminders while the control group was not. Participants in the time pressure condition scored significantly higher on the math test than the control group, showing that time pressure actually enhanced performance.

POSTER 42

EVOLUTIONARY VALUE OF SELF-DECEPTION? THE EFFECTS OF SELF-DECEPTION ON ABILITY TO DECEIVE OTHERS.

STEPHANIE CERCE, DAVID WILDER (RUTGERS UNIVERSITY)

This experiment examined the hypotheses that high self-deceivers are better at (1) misleading others and (2) detecting deception than are low self-deceivers. Participants judged the truthfulness of high and low self-deceivers. As hypothesized, subjects were less accurate in detecting deception by high self-deceivers, but this effect depended on gender and topic. Self-deception scores of subjects were not related to their ability to detect deception but were related to their subjective confidence in detecting deception.

POSTER 43

NEED FOR ASSIMILATION AND COLLECTIVE SELF-ESTEEM AS RELATED TO STUDY ABROAD AND CONSUMER ETHNOCENTRISM

THERESA STAULO (COLLEGE OF SAINT ROSE)

Examined the extent to which need for assimilation correlates with collective self-esteem and consumer ethnocentrism in students studying abroad in Spain and students studying in the United States. One hundred and twelve college students completed self-report measures of need for assimilation/distinctiveness, collective self-esteem, and consumer ethnocentrism. Results showed that place of study moderated the relationship between need for assimilation and importance to identity. It appears that studying abroad makes students' national identity salient to them.

POSTER 44

FACTORS CONTRIBUTING TO REENTRY ADJUSTMENT AFTER STUDYING ABROAD

ANDREW GNAN, M.L. KLOTZ (SUSQUEHANNA UNIVERSITY)

Reentry adjustment is a challenge faced by students returning from studying abroad, but it has not been well-researched. We surveyed 43 students who participated in study abroad programs, and found students benefited equally from both short and long term programs, but differed regarding their experience of returning back to school. We also found that maintaining communication while away had the predicted positive impact for semester long participants, but a negative impact for short term participants.

POSTER 45

AN IDIOGRAPHIC ANALYSIS OF SELF-ROLE CONGRUENCE AND ROLE INVOLVEMENT

CELESTE SANGIORGIO (HUNTER COLLEGE)

Seventy-nine participants described themselves and rated their involvement in each of 14 roles. Participants' self descriptions were idiographically modeled using HICLAS, from which 14 indices of self-role congruence (SRC) were scored. Within-person correlations were computed between SRC, role involvement and role anxiety. These variables have already been linked nomothetically. The mean within-person correlations with involvement (.47) and anxiety (.02) demonstrate that on an idiographic level, SRC is associated with the former but not the latter.

POSTER 46

EXAMINING IRRATIONAL HEALTH BELIEFS AS AN EXPLANATION FOR COLLEGE STUDENTS' NEGATIVE ATTITUDE TOWARD VACCINES

MARGARET L. KEATING, NANCY DORR (THE COLLEGE OF SAINT ROSE)

Examined irrational health beliefs as a predictor of negative attitudes toward vaccines. One hundred and thirty-six college students completed self-report measures that assessed negative attitudes toward vaccines, vaccination behaviors, irrational health beliefs, distrust of the health care system, neuroticism, optimism, and responsibility for health. Results suggest that scores on an irrational health beliefs scale and a health responsibility scale predict scores on a negative

attitudes toward vaccines scale. Future directions for research are discussed.

POSTER 47

THE IMPACT OF RACIAL COMEDY ON IMPLICIT BIAS AND INTERGROUP ANXIETY

KAITLIN GRANT, ALICIA CAMPBELL (CENTRAL CONNECTICUT STATE UNIVERSITY), MARISA MEALY, MARIANNE FALLON (CENTRAL CONNECTICUT STATE UNIVERSITY)

This study examined the effects of comedy on implicit and explicit racial attitudes. Participants watched comedy clips and then completed the Implicit Association Test (IAT). White participants indicated the highest preference for Whites after viewing a Black comedian make fun of a Black target. This preference was lowest after watching a White comedian make fun of a Black target. Data also suggest that a person's implicit preference for Whites impacts their reported anxiety with Blacks.

POSTER 48

MAKING THE CASE: RETAIL DISCRIMINATION LAWSUITS

SOPHIA R EVETT, ANNE-MARIE G HAKSTIAN, LIISA BURK (SALEM STATE UNIVERSITY)

Many African Americans experience discrimination while shopping but few lawsuits are successful, perhaps due to a lack of understanding of the harm caused by retail discrimination. We presented mock juries (with and without African American participants) with a retail discrimination case (claiming racial discrimination or unlawful detention). The presence of African Americans on the jury significantly affected the jury's decision, particularly when racial discrimination was the legal claim. Implications for retail discrimination lawsuits are discussed.

POSTER 49

UNDERSTANDING INDIVIDUALS' ATTITUDES TOWARD VACCINATIONS: THE ROLE OF INDIVIDUAL-LEVEL CHARACTERISTICS

ANNA K. MIKULAK (GEORGETOWN UNIVERSITY)

Understanding the characteristics of parents who refuse vaccinations is critical for public health efforts to maintain community immunity. Data from a nationally representative sample suggest that attitudes toward vaccination are associated with certain demographic characteristics, including political party affiliation, and prior experiences with vaccinations. These findings may have implications for communications campaigns aimed at increasing support for vaccination and vaccination uptake.

POSTER 50

ATTRIBUTIONS, DEPRESSION RECOGNITION, AND HELP-SEEKING FOR SELF AND OTHERS

JULIE POMERLEAU, KRISTINE SLANK (SAINT VINCENT COLLEGE)

124 students read a vignette about themselves (self-vignette group) or a friend (other-vignette group) that portrayed depressive symptoms. Then they rated attributions (situational or personal), level of depression, and likelihood of help-seeking behavior. In support of previous research, the other-vignette group more than the self-vignette group rated the target as more likely to have depression and more in need of professional help.

POSTER 51

POLICE OFFICERS AS CHANGE AGENTS? A FOCUS ON A TRAFFIC SAFETY BEHAVIOR

BRYAN E. PORTER (OLD DOMINION UNIVERSITY)

Law enforcement officers have an important role in promoting community safety, for example on the roadways. Besides enforcing laws, they are role models and change agents for what is accepted behavior. This paper presents findings from Virginia indicating that officers' personal protection behaviors (i.e., safety-belt use) do not model well best practices or even the law. Data from officer surveys are presented and the implications for improving officer opportunities to role model safety are discussed.

POSTER 52

LITERAL INVISIBILITY ENGENDERS LONELINESS: EVIDENCE OF AN EMBODIED SOCIAL METAPHOR

MEGAN L. KNOWLES, XIAOYU YU, CHRIS NEUHAUS (FRANKLIN & MARSHALL COLLEGE)

In one experiment, we examined whether physical invisibility induces feelings of loneliness. We manipulated perceptions of visibility by placing participants behind either an opaque curtain (invisible condition) or a transparent curtain (visible condition) before asking them to self-report feelings of loneliness and isolation. Consistent with predictions, participants in the invisible condition reported feeling significantly more lonely than those in the visible condition. Findings are discussed in light of recent research on embodied social metaphors.

POSTER 53

ONLINE GAMING SUCCESS AND IT'S AFFECT ON SOCIAL INTELLIGENCE

MICHAEL ANTHONY STARR, DOMINIQUE TREBOUX (SAINT JOSEPH'S COLLEGE OF NEW YORK)

The current study examined the contribution of online virtual gaming success as a predictor of social intelligence. Average internet use, and success in virtual games such as World of Warcraft and Farmville were recorded. What emerged from the study was that basic play as well as success was a predictor of social intelligence while average internet use was a predictor of success in these virtual games.

POSTER 54

COMMONSENSE JUDGMENTS OF LIABILITY IN TORT TRIALS ALLEGING INTENTIONAL INFLICTION OF EMOTIONAL DISTRESS

MARGARET A. HAGEN (BOSTON UNIVERSITY)

Jurors naive conceptions of two of the elements of the Intentional Infliction of emotional Distress were assessed in an initial study by exposing college students to the basic facts of the Tyler Clementi bullying, campus video/suicide (Rutgers, NJ) story and asking for their evaluations of the reported conduct in terms of degree of Outrageousness, whether it was "beyond the limits of acceptable behavior" and whether it caused "extreme emotional distress"--elements of IIED from Restatement of Torts, 2nd. Students evaluations did not meet the legal guidelines.

POSTER 55

DISCRETE POSITIVE EMOTIONS DIFFERENTIALLY PREDICT PROSOCIAL BEHAVIOR

JAMES L. FLOMAN (RUTGERS UNIVERSITY)

Classic studies in social psychology have established that positive affect motivates prosocial behavior. However, the role of emotional valence, rather than of discrete positive emotions has been predominantly examined. This study attempts to fill in this gap by using state joy, hope, and pride to predict prosocial behavior. Based on recent discrete emotions research, it was hypothesized that particular positive emotions would differentially predict an increase in helping. Partial support for this hypothesis was found.

POSTER 56

TAKE ME AS I AM: SELF-COMPASSION, ACCEPTANCE, AND ROMANTIC RELATIONSHIPS

KRISTIN A. WYMARD, TODD B. KASHDAN, ANTONINA SAVOSTYANOVA, PATTY FERSSIZIDIS (GEORGE MASON UNIVERSITY)

To date, self-compassion has predominantly been studied at a personal level, with few studies investigating its implications at the interpersonal level. To address this gap, the current study examined the effects of self-compassion on the perceived quality of romantic relationships. Our sample consisted of 174 heterosexual dating couples from George Mason University and the surrounding area (Age = 21.53 years). Results suggest that self-compassionate individuals may be more accepting of their partner's negative demanding behaviors.

POSTER 57

FEMALE SUPREMACY OR GENDER EQUALITY: DO WOMEN STILL IDENTIFY AS FEMINISTS?

ASHLEY R WALSH, DJ ANGELONE (ROWAN UNIVERSITY), JILL SWIRSKY (DREW UNIVERSITY), STEPHANIE JACOBS (ROWAN UNIVERSITY)

Although there have been major gains in the feminist movement, the push for total equality is not over. There is still overt gender discrimination in our society.

Qualitative data from this study suggests that many women self-identify as feminists because they believe in gender equality. However, the term is largely misunderstood, which can lead to continued stagnation of the movement.

POSTER 58

SOCIAL REJECTION AND EMOTION DETECTION: DETECTING SUBTLE FACIAL EXPRESSIONS

JOHANA P. DEL VALLE SIADO (PENNSYLVANIA STATE UNIVERSITY)

In our very nature we are social organisms. Group belonging is, in many ways, necessary for our survival. Therefore, social rejection is a threat to individuals. We wished to examine whether rejected persons would be better able to read facial displays of emotion even under conditions of limited information. We found that, contrary to predicts, rejected people were worse at this task than included or control participants. We discuss this in terms of how these results relate to prior research.

POSTER 59

TIME PERSPECTIVE PREDICTS JEALOUSY INDUCING AND POSSESSIVE MATE RETENTION TACTICS

LAURIE A. RABOY, ERIN MANUS, JACOB A BENFIELD, MICHAEL J. BERNSTEIN (PENNSYLVANIA STATE UNIVERSITY - ABINGTON)

Time perspective shapes a number of behaviors and cognitions. Mate Retention tactics are used by individuals when they feel that their relationship with a mate may be threatened and could be influenced by a more general personality disposition such as time perspective. The current study examined how time perspective related to the three mate retention tactics of jealousy induction, verbal possessive signals, and physical possessive signals.

POSTER 60

IMPROVING PAST PERFORMANCE WITH FACILITATION DURING GROUP REFLECTION

BRIAN MICHAEL CHINCHILLA, JAMIE G. MCMINN (WESTMINSTER COLLEGE)

This study examined the effects of facilitation and group reflection on performance. It was hypothesized that groups that reflected with facilitation would have greater performance on a computer simulation task than groups that reflected without facilitation or did not reflect at all. A repeated measures general linear model showed that reflection improved group performance only when it was guided by a facilitator. Results suggest facilitated reflection influences performance.

POSTER 61

IS MORALITY UNIVERSAL? A CROSS-CULTURAL EXAMINATION OF MORAL ATTITUDES

STEPHANIE DELAOSA, AMY LEARMONTH
(WILLIAM PATERSON UNIVERSITY)

The Moral Foundation Theory (MFT) posits that morality is universal. MFT describes five moral intuitions: Harm/Care, Fairness/Reciprocity, Ingroup/Loyalty, Authority/Respect, and Purity/Sanctity. This study is a cross-cultural comparison between India and the United States. Results show a significant difference in one moral foundations (purity) and broad agreement on the other four. Differences do not necessarily indicate that the five foundations do not hold across cultures, but there could be differences in the importance of the factors.

POSTER 62

ANALYSIS OF STUDENTS' ATTITUDES TOWARD THE USE OF NEUROENHANCERS

BENJAMIN T. GROVES, AL WITKOFKY
(SALISBURY UNIVERSITY)

The use of prescription drugs to improve academic performance is on the rise on college campuses. These neuroenhancers can be very dangerous if used improperly. We developed a survey to measure students' attitudes concerning the use of these drugs. We found that students with better GPAs had more negative attitudes toward the use of these drugs.

POSTER 63

WEIGHT AS A DIFFUSE STATUS

RUTH CAFORIO (WELLS COLLEGE)

This study explored whether weight has become a diffuse status like sex and race. In this experiment, 80 participants were shown a resume under one of three conditions: a resume that included no photo, an average photo, and an overweight photo. Participants evaluated the applicant to test the hypothesis that the overweight applicant will be rated more poorly. The main finding was not significant and did not support the hypothesis of weight being a diffuse status in society.

POSTER 64

RELATIONSHIPS BETWEEN MATERIAL VALUES, SATISFACTION WITH LIFE, AND SHOPPING INVOLVEMENT.

DIANA MARIE WOODY (KEAN UNIVERSITY)

Research has shown an inverse relationship between materialism and well-being. In this study, 96 undergraduate psychology students completed the Richins and Dawson Material Values Scale (2004), Extended Satisfaction with Life Scale (Alfonso, 1996), and Enduring Involvement with Shopping Scale (Bergadaa, 2001). No relationship between materialism and the satisfaction with life scales was found. Materialism positively related with two shopping involvement scales. Research findings suggest a need for caution in theories of the consequences of materialism.

POSTER 65

DO ROMANTIC PARTNERS' CURIOSITY SCORES CONTRIBUTE TO RELATIONSHIP SATISFACTION, INVESTMENT, AND COMMITMENT?

MARGARET KAYE UNKEFER, TODD B. KASHDAN,
PATTY FERSSIZIDIS (GEORGE MASON
UNIVERSITY)

Does curiosity play a role in the success of romantic relationships? Is partner similarity in curiosity more predictive of relationship outcomes than the total level of curiosity in the couple? 124 heterosexual couples completed measures of trait curiosity and relationship quality. Couple's score totals and differences were correlated with ratings of satisfaction, investment, and commitment. Though correlations between curiosity and relationship outcomes were not significant, some minimal relationships emerged. Future questions and directions are discussed.

POSTER 66

AFFECT OF LABELING

RACHEL ROUSH (FAIRMONT STATE UNIVERSITY)

Abstract Two studies were conducted to indicate how people can be influenced by labeling, first by images and secondly by interaction. In the first study, participants rated the essays match to the labeled image on a Likert scale (1-6) based on capitalization, grammar, sentence structure, and punctuation. In the second study participants interacted with a person who was given a particular label and the participant rated the attitude, cooperation, and appearance of the labeled person.

POSTER 67

STARTING THE PARTY EARLY: SEXUAL EXPERIENCES AND ALCOHOL EXPECTANCIES OF FEMALE PRE-GAMERS

WENDY SHINKAROW, DJ ANGELONE, VIRGINIA CULIANEZ (ROWAN UNIVERSITY)

The purpose of this study was to examine experiences of sexual victimization and alcohol expectancies in young women who pre-game. Participants were 33 female college students (mean age = 18.6) who completed a series of questionnaires. Quantity/frequency of pre-gaming, age of first pre-gaming experience, and social motives for pre-gaming were all significantly associated with sexual victimization.

POSTER 68

MEASURING IN-GROUP FAVORITISM AND STEREOTYPE CHANGE WITH THE MINIMAL GROUP PARADIGM

WHITNEY LYNNE FERGUSON (WESTMINSTER COLLEGE)

This experiment considered in-group favoritism on allocation strategies based on MGP. A secondary analysis, considered conditions of dispersion and concentration on stereotype change of the out-group. Allocation strategies were assessed using a 2 (perspective-taking vs. control) x 2 (concentration vs. dispersion) x 7 (MAMs) multiple contingency table. Perceived trait ratings were assessed by a 2 (pre-test vs. post-test) x 2 (dispersion vs. concentration) mixed factorial design while controlling for empathy. There

was an interaction for the stereotype condition and time.

POSTER 69

RUDENESS AND CELL PHONE USE

SARA E HIRES, ERICA LAYTON, ADRIANA C. KOHLHOFER, REGINA R. ESCANO (MARYMOUNT MANHATTAN COLLEGE)

Social behaviors and norms may be evolving as a result of current rapid technological change. In the present study, observers recorded cell phone behavior in shops and restaurants. As predicted, patrons talking on the phone were more likely to ignore store personnel than people talking to a "live" companion. Contrary to predictions, younger adults sitting with others in a restaurant did not use their cell phones more often than older adults.

POSTER 70

ATTITUDES AND PERCEPTIONS ABOUT MARRIAGE AND DIVORCE

ALEXIS D. RODGERS, MARK G. RIVARDO (SAINT VINCENT COLLEGE)

Differences in one's belief in marriage as a lasting bond between offspring of married and divorced parents were explored. Participants completed relationship, marriage, and divorce questionnaires. Women expressed higher relationship esteem, consciousness, and satisfaction; men expressed higher external relationship control. Female offspring of divorced parents expressed a more positive outlook on marriage than male offspring of divorced parents. Surprisingly, offspring of divorced parents showed more favorable attitudes about divorce than other groups.

**Friday, March 2, 2012
6:00pm-7:30pm**

Event	Fayette
PSI CHI AWARDS	
Friday, March 2, 2012 6:00 PM - 7:30 PM	

CHAIR: MERCEDES MCCORMICK (PSI CHI)

PSI CHI AWARDS CEREMONY

Psi Chi presents the poster awards.

Saturday, March 3, 2012 7:00am-8:00am

Event

PSI CHI BREAKFAST

**Saturday, March 3, 2012
7:00 AM - 8:00 AM**

CHAIR: MERCEDES MCCORMICK (PSI CHI),
KATHERINE W. MARSLAND (SOUTHERN
CONNECTICUT STATE UNIVERSITY)

This is an invitation only event.

**Saturday, March 3, 2012
8:00am-8:50am**

Paper

Fayette

PSI BETA: THE REFLECTIONS BODY IMAGE PROGRAM

**Saturday, March 3, 2012
8:00 AM - 8:50 AM**

CHAIR: JENNIFER SAFTNER (SLIPPERY ROCK
UNIVERSITY)

**THE REFLECTIONS BODY IMAGE
PROGRAM: A STUDENT LED PROGRAM
FOR CHALLENGING BEAUTY STANDARDS
AND EMPOWERING WOMEN ON COLLEGE
CAMPUSES.**

REBECCA BENZ, MELANIE CHRUSCIAL, NICOLE
CREVAR, MEGAN GUERRIERI, MORGAN LAUFF,
MICHELLE MULLINS, VICTORIA PINTER (SLIPPERY
ROCK UNIVERSITY)

The Reflections Body Image Program is a peer-led program that seeks to empower women, improve body satisfaction, and reduce rates of eating disorders on college campuses by challenging sociocultural-based ideals of thinness and beauty. This workshop will 1) Review the background of the program and its implementation on a college campus; 2) Conduct interactive exercises to demonstrate how the program works; 3) Report research data for 50 female students who have completed the program.

**Saturday, March 3, 2012
8:00am-8:50am**

Poster

Alleghany Ballroom I-IV

UNDERGRADUATE POSTERS II

**Saturday, March 3, 2012
8:00 AM - 8:50 AM**

POSTER 1

CONSTRUCT VALIDITY EVIDENCE FOR THE SEXUAL INTENT SCALE

NATALIE G. CHALMERS, ROBERT G. HUGHES,
RACHEL BARR, RICHARD J. HARNISH, K. ROBERT
BRIDGES (PENN STATE UNIVERSITY AT NEW
KENSINGTON)

The Sexual Intent Scale was developed to assess individual differences in perception of sexual intent. The Scale has been found to be internally consistent, temporally stable and not strongly correlated with other self-report measures of sexuality. However, research is still needed to demonstrate its construct validity. The present study was designed to assess the construct validity for the Sexual Intent Scale.

POSTER 2

THE CARDIOVASCULAR EFFECTS OF NICOTINE AND ORAL CONTRACEPTIVES IN YOUNG ADULTS

ESHAN UDAY PATEL, COURTNEY BURTON, JAMES R. SIEMEN (WASHINGTON COLLEGE)

Sixty-five undergraduate females participated in a study that examined blood pressure and heart rate in response to nicotine and oral contraceptives. Only oral contraceptive use increased systolic pressures. Oral contraceptive users had higher diastolic pressures than non-users, and smokers had higher diastolic pressures than non-smokers. There was a significant interaction between both factors for diastolic pressure but no differences in heart rate. Results promote refraining from smoking while using an oral contraceptive at any age.

POSTER 3

THE EFFECT OF INDUCED STRESS ON PAIN TOLERANCE AND PHYSIOLOGICAL MEASURES

DANIELLE CHRISTINE CLARK, KRYSTIN JANSEN, JAMES R. SIEMEN (WASHINGTON COLLEGE)

This study examined the relationship between psychological stress and pain tolerance in college students. Twenty-eight college students participated in the study. Participants in the stressed group had significantly higher systolic and diastolic blood pressure than those in the non-stressed condition. No significant differences in pain tolerance were found between the two groups on various physiological measures. Results are discussed relative to the importance of lowering stress as a way of managing acute and chronic pain.

POSTER 4

DISTRACTING STIMULI VS. NEUTRAL STIMULI IN PAIN TOLERANCE

AMANDA NICOLE JOHNSON, LIZ CUMBERPATCH, JAMES R. SIEMEN (WASHINGTON COLLEGE)

Twenty-three college students participated in this study on the generation and tolerance of pain. The objective was to see if a distracting stimulus (a comic video) would allow the subject to handle the pain for a longer amount of time than those who received no stimuli. While there were no significant differences between the groups, the distracted subjects tolerated the pain longer. Results are discussed in relation to developing tools and strategies to manage pain.

POSTER 5

THE EFFECT OF AMBIENT NOISE, MUSIC, AND SILENCE ON AN ATTENTION TASK

JOHN DOUGLAS HOLCOMBE, WILLIAM HERLAND, BA, JAMES R. SIEMEN (WASHINGTON COLLEGE)

Seventy college students participated in a study to determine the relationship between attention and exposure to silence, ambient noise, or music. The d2 test of attention was utilized to measure focus. There was a trend toward ambient noise being more distracting than music during the attention task. The results highlight the importance of understanding how one facilitates focus in distracting environments, like typical college environments, and enhance academic success and emotional wellbeing as a consequence.

POSTER 6

KEEPING YOUR PARTNER: TIME PERSPECTIVE'S INFLUENCE ON MATE RETENTION TACTICS

SARA MCHUGH-GRANT, MICHAEL J. BERNSTEIN, JACOB BENFIELD (PENN STATE ABINGTON CAMPUS A CAMPUS OF THE PENNSYLVANIA STATE UNIVERSITY)

Time perspective (TP) can influence the way couples interact with one another and therefore affect mate retention (how one keeps their mate). We examined how different TPs relate to benefit-provisioning mate retention tactics. The results are discussed in terms of how a person's TP can affect their present actions.

POSTER 7

FLAMINGO AGGRESSION AND ITS RELATION TO WEATHER

ALICIA I PELUSO, MATTHEW J WALL, ERICA A ROYER, MATTHEW J ANDERSON (SAINT JOSEPH'S UNIVERSITY)

This study sought to examine the relationship between weather and aggression in Caribbean flamingos. We observed the captive flock of Caribbean flamingos at the National Zoo by means of a web cam, and correlated the amount of aggression with 8 different weather variables. Results showed that there were significant relationships between aggression and several variables including: temperature, "feels like", and UV index.

POSTER 8

DOES HIGH INVESTMENT IN YOUR RELATIONSHIP MEAN YOUR EMOTIONALLY MANIPULATING YOUR PARTNER?

RYAN Z. BARSTOW, MICHAEL J. BERNSTEIN, JACOB A. BENFIELD (PENN STATE ABINGTON A CAMPUS OF THE PENNSYLVANIA STATE UNIVERSITY)

ABSTRACT: People who have high investment in their relationship are more likely to try to retain that relationship. People use many tactics to retain their mates, and one that is known to be used is that of emotional manipulation. We found a significant relationship between emotional manipulation and investment even after accounting for a host of other variables. The results are discussed in terms of predicting these factors to potentially change behavior.

POSTER 9

STUDY ABROAD: SCHOOL, STUDIES.....SEX?

TIFFANY MARCANTONIO, ASHLEY SCHAFFER, D.J ANGELONE, PHIL SIMMONS (ROWAN UNIVERSITY)

The purpose of the current study was to qualitatively examine the person and situational characteristics that may influence the behaviors of study abroad students. Using the Triandis Theory of Interpersonal Behavior as a model, ten participants engaged in a focus group discussion to elicit factors that can inform a unique quantitative measure of such a population. Results suggest three major themes: independence, carefree environment, and sexual victimization

POSTER 10

THE EFFECTIVENESS OF APPLIED BEHAVIOR ANALYSIS ON INDIVIDUALS WITH AUTISM SPECTRUM DISORDERS

ANJOLI ELIZABETH ROWE (SALISBURY UNIVERSITY)

This poster summarizes a research paper, which examines the history, usage, and effectiveness of Applied Behavior Analysis (ABA), a treatment used for children with Autism Spectrum Disorders. Detailed descriptions of Autism Spectrum Disorders, and the

differences between them, based on criteria from the Diagnostic Statistical Manual IV (DSM-IV) are included. There is an analysis of the effectiveness of ABA treatment based on research evidence. Other forms of treatment are also discussed.

POSTER 11

COMPARING YOUNG MEN AND WOMEN'S NARRATIVES ABOUT ROMANTIC RELATIONSHIP PROBLEMS

ALEXANDER YASNESKI, CHRISTOPHER LOMBARDI, TRISTA CHIU, CANDICE FEIRING (THE COLLEGE OF NEW JERSEY)

This study examined differences in young women and men's relationship narratives about times when their partners did not meet their needs and their expressions of negative emotion when relating these events. Twenty-seven women and 23 men were interviewed about times their partners did not meet their needs. Consistent with previous research, men more than women discussed unmet sexual needs, whereas women more than men used negative emotions when describing unmet needs.

POSTER 12

"STAY THIRSTY MY FRIENDS": COLLEGIATE DRINKING IN COMMITTED RELATIONSHIPS

JOHNATHAN HENRY FOSTER (BETHANY COLLEGE), KATRINA COOPER (BETHANY COLLEGE)

This study explored whether consuming alcohol influences relationship satisfaction. We hypothesized that couples who consume more alcoholic beverages will rate their relationship as being more satisfying than those consuming fewer alcoholic beverages. Eighty participants reported on their drinking and relationship satisfaction. Results of the current study contradicted the initial hypothesis. Couples who drank more reported a decreased level of relationship satisfaction. Age seemed to partially mediate this effect. Discussion centers on why this may be.

POSTER 13

INTROVERSION, SELF-ESTEEM, AND HOSTILITY; PREDICTORS OF SELF-DESTRUCTIVE BEHAVIORS AS COPING MECHANISMS

CHRISTINA KANE, CARL PERSING (MARYWOOD UNIVERSITY)

Introversion, self-esteem, and hostility were used to predict coping through self-destructive behaviors. Participants completed scales assessing self-consciousness, self-esteem, Big 5 personality, and self-destructive tendencies. Participants then rated the extent to which they identified with ten scenarios that depicted self-destructive behaviors. It was hypothesized and found that identification with scenarios, introversion, and hostility were positively related, while self-esteem was negatively related to identification, suggesting that introversion, self-esteem, and hostility predict coping through self-destructive behaviors.

POSTER 14

PERCEPTIONS OF RACE AND RACISM: A CASE STUDY

ANNE S. BARTONE, JOSHUA RACKLEY, REBBECA L. LOWE (TENNESSEE STATE UNIVERSITY), ELIZABETH COURSEN (UNIVERSITY AT BUFFALO)

With an increasingly diverse population, it is essential for individuals to become more multiculturally competent. For White counselors in training, this means being able "to articulate various experiences and privileges as they become cognizant of different forms of oppression" (Ancis & Szymanski, 2001, p.5). Academic settings have become a forum for exploring, understanding, and discussing multicultural issues. This case study focused on exploring a White doctoral students' conceptualization of key terms as well as examine how well prepared she feels in understanding and responding to issues involving race.

POSTER 15

WEIGHT CONCERNS AND BODY IMAGE AMONG LESBIAN WOMEN: AN EXAMINATION OF SEX ROLES

GIANNA M. BOWLER, JENNIFER C. KELLEY, MEERA KHAN, AMANDA M. LOVERDI, KRISTIN WEISSBERG, CHARLOTTE N. MARKEY (RUTGERS UNIVERSITY)

Women are more vulnerable to body dissatisfaction and weight concerns than men; however, there are inconsistent research findings concerning lesbian women's body satisfaction. The current research

examines lesbian women and the effect of sex roles on body image and weight concerns. Results showed that lesbian women are not protected from body and weight concerns, but lesbian women high in masculinity have fewer body and weight concerns, while those high in femininity had no greater concerns.

POSTER 16

Abstract withdrawn.

POSTER 17

EFFECTS OF FACIAL DISFIGUREMENT ON PERCEPTIONS OF PERSONALITY TRAITS OF CHILDREN

STEVEN LEYMEISTER (ALBRIGHT COLLEGE)

This study investigated personality perceptions of children as a function of their gender and a facial disfigurement. 32 undergraduates viewed four photographs of facially disfigured and non-disfigured male and female children and rated each child's personality traits while autonomic arousal was monitored. Results indicated that gender and disfigurement had few effects on personality perceptions, primarily ratings of compassion and insecurity, but that participants were more physiologically aroused when viewing disfigured stimuli.

POSTER 18

COLLEGE STUDENTS' ATTITUDES TOWARD DATING VIOLENCE

ALLA PROKHOVNIK, AMY NADEL, STEPHANIE SCOTT, SAMUEL FEINBERG (FAIRLEIGH DICKINSON UNIVERSITY)

Sixty-five undergraduates read one of two scenarios describing an incident in which a boyfriend either physically or verbally attacks his girlfriend after learning that she has been unfaithful. Contrary to predictions, the physical and emotional abuse scenarios were rated as similar in seriousness. As hypothesized, participants who knew a victim were significantly less accepting of violence. Results may reflect cultural changes on college campuses.

POSTER 19

FACTORS THAT PREDICT JEALOUSY IN COLLEGE STUDENTS

KELSEY KOBIL, KIM YARRIS (GROVE CITY COLLEGE), JANA E MEANS, JOSEPH HORTON (GROVE CITY COLLEGE)

We sought to extend previous research on predictors of jealousy. We expected to find gender differences in jealousy, and that jealousy was negatively correlated with parental communication, religiosity, and self-control. Consistent with previous research, our results demonstrated significant differences in jealousy rates between males and females. Using regression analysis, we found that gender and self control predicted jealousy, while religiosity and parental communication did not.

POSTER 20

ATTITUDES TOWARDS MALE AND FEMALE RAPE VICTIMS

FAITH BALL, CHERYL PARADIS (MARYMOUNT MANHATTAN COLLEGE)

Sixty-two Students completed a survey about rape myths, questions about a fictional vignette, and items from the Locus of Control Scale. 78% agreed that rape victims were "innocent victims" and 98% were aware that men could be raped. T-Tests revealed no associations between participants' gender, survey item scores or vignette questions. A significant relationship was found between the locus of control score and the statement, "Anyone can be raped" ($r(58) = .350, p = .007$).

POSTER 21

THE EFFECT OF SELF-EXPANDING TASKS ON IMPLICIT AND EXPLICIT SELF-CONCEPT

AMANDA MOSLEY, KAYLA HOOVER, BRENT A. MATTINGLY (ASHLAND UNIVERSITY), GARY W. LEWANDOWSKI, JR. (MONMOUTH UNIVERSITY)

According to the self-expansion model, self-expansion in relationships results in increased self-concept. However, the current studies examined whether self-concept change can occur outside of a relationship. In Study 1, we developed a measure for implicit self-concept in relation to explicit. In Study 2, self-expanding tasks increased individuals' implicit self-

concept. Results indicated that higher expansion lead to a larger self-concept.

POSTER 22

WORKPLACE MISTREATMENT: A QUALITATIVE EXPLORATION OF REAL WORKERS' EXPERIENCES

COLLEEN MONDICS, CIERRA MAUTONE, JENNIFER BUNK (WEST CHESTER UNIVERSITY OF PENNSYLVANIA)

A focus group and an Internet search were conducted with the purpose of qualitatively analyzing "real" experiences of workplace mistreatment. Findings showed a focus on less intense, but still damaging, forms of mistreatment such as "cattiness" and rudeness. Our results reveal the necessity to educate employees regarding the range of workplace mistreatment behaviors. It is also possible that current research focus on typology minutia may be hindering the understanding and solving of root issues.

POSTER 23

AUTHORITY-SUBORDINATE DISPARITIES IN CONCERNS WITH OUTCOMES VERSUS PROCEDURAL FAIRNESS

NATALIE KLAPPER, ELANA PAULS, KELSEY BROWN, LARRY HEUER (BARNARD COLLEGE), DIANA SIVASUBRAMANIAM (UNIVERSITY OF ONTARIO'S INSTITUTE OF TECHNOLOGY), MICHAEL GOOLCHARRAN

Two studies are reported that test the motivational concerns that lead decision makers (DM's) to rely more heavily on decision outcomes when judging their satisfaction with their resolutions of social conflict, unlike decision recipients (DR's), who rely more heavily on procedural fairness criteria. Both studies suggest that this role moderation is a result of DM's being less concerned with relational criteria, and more concerned with protecting group welfare. Theoretical and applied implications are discussed.

POSTER 24

FEEDBACK ON THE RACE-IAT AFFECTS EXPLICIT RACIAL ATTITUDES

CASEY LYNN ALTHOUSE, VANESSA RELVAS, KAVITA SHAH, ANDREW MILEWSKI, NICOLE

BIANCO, JESSICA M. NOLAN (UNIVERSITY OF SCRANTON)

The present study investigated the impact of labeling an individual as having an automatic racial preference on explicit race-related attitudes and judgments. Participants were 100 students who completed a race-IAT and then completed a survey of explicit prejudice. Participants who were given feedback indicating that they preferred white people to black people reported less explicit prejudice and were more likely to want to receive diversity related emails compared to those who did not receive feedback.

POSTER 25

DOES A GOOD JOB MAKE FOR A HAPPY PERSON?

KELLYE SIMMONS, JENNIFER JULICK, CARRIE SHEVOCK, BRAD HASTINGS (MOUNT ALOYSIUS COLLEGE)

The current study examined the relationship between job and life satisfaction for high school teachers, college professors, and service industry workers. Literature suggests that those who are happy with their job also have high satisfaction with life (Rice, Near, & Hunt, 1980). Forty-two participants completed the SWLS, MSQ, and a demographic survey. A significant difference was found for service employees compared to high school teachers and college professors.

POSTER 26

ON BLACK ICE: STUDENTS' PERCEPTIONS OF SCHOOL DISCIPLINARY PRACTICES BASED ON RACE

MICHAEL A TATE, JOELLE FINGERHUTT, JUDITH PENA-SHAFF (ITHACA COLLEGE)

Total Words=75 This study examines students' perceptions in 3 high schools in Central New York (N=1445) regarding the relationship between differential treatment in school suspension and teachers' treatment based on race, and school climate. Students completed an anonymous questionnaire assessing general perceptions of their school climate and disciplinary practices. Results show that race is a predictor in perceptions of differential teacher treatment and suspension practices. Also, students' perceptions of differential treatment are correlated with school climate perceptions.

POSTER 27

DOES NEGATIVE VALENCE EFFECT FALSE MEMORY RECALL?

JESSICA LIGON, ALYSSA THANASACK, LONNIE YANDELL (BELMONT UNIVERSITY)

Research suggests that negative valence can increase the susceptibility to create false memories. The present study tested whether the valence of narratives affects susceptibility to creation of false memories during word recall. A modified Deese–Roediger–McDermott paradigm was used to present positive or negative words in a narrative. While all but one person showed false memories for both positive and negative target words, there was no difference in positive and negative false recall.

POSTER 28

ATTITUDES TOWARDS GENDER: EFFECTS OF SEXUALIZED IMAGES ON MEN'S VERSUS WOMEN'S MAGAZINES

KAITLYN ROMELL (SAINT VINCENT COLLEGE)

Previous research has demonstrated the effects on men who view sexualized images of women in the media. The present study seeks to expand upon previous research by utilizing Maxim, Cosmopolitan, and gender-neutral magazines along with the ATMS and ATWS to determine if sexualized images on men's versus women's magazines impact attitudes towards gender. Results demonstrated that ATMS scores were affected by gender, but ATWS scores were affected by gender and magazine group.

POSTER 29

DIFFERENCES IN SOCIOSEXUALITY CAN PREDICT FACEBOOK CONNECTION AND INTENSITY

AMANDA ELIZABETH CASTALDI, MICHAEL J. BERNSTEIN (PENN STATE ABINGTON)

The current study looks at people's short and long-term mating strategies and how they predict Facebook usage. Individuals who are sexually unrestricted use Facebook more intensely and are more likely to initiate new relationships than sexually restricted individuals. This can help us understand who communicates online and why.

POSTER 30

PERCEPTION OF SEXUAL ORIENTATION: CHIN UP

JANET LYNN SMILOWSKI, LINDSAY A. PHILLIPS
(ALBRIGHT COLLEGE)

This study looked at factors associated with accuracy of determining sexual orientation based on facial features. One hundred and thirty five participants saw ten photographs, and stated if they believed the individual in the photograph was heterosexual or gay/lesbian. The primary hypothesis was not supported in that heterosexual and gay/lesbian participants were similar in their accuracy; however, there was a significant correlation between age and accuracy.

POSTER 31

PLURALISTIC IGNORANCE AND HOOKING UP

LAUREN MOSS, CAITLIN SNEIZNIK (MERCYHURST
COLLEGE)

We studied if students would demonstrate pluralistic ignorance about hooking up by overestimating the comfort and sexual activity of others. The study used vignettes to gauge participants' perceptions of hooking up. Results showed males rated themselves as significantly less comfortable than they thought typical college males were with hooking up $M_{self} = 2.80$ $SD = .92$ $M_{character} = 3.63$ $SD = .74$ $t(16) = 2.05$, 2.11 $p = .640$. The results suggest that males are the susceptible to conforming to the perceived social norm.

POSTER 32

SEXUAL IMAGES AND RAPE MYTH ACCEPTANCE

NICOLE VAISEY, CHELSEA FITZPATRICK,
KIMBERLY GOODHART, JESSICA BRAYMILLER,
SHANNON SHAFFER, KRISTEN ROBSON
(MERCYHURST)

To see if sexually suggestive advertising increases rape myth acceptance, 15 male and 15 female students watched a slideshow of 10 sexually suggestive ads or 10 neutral images then completed a measure of rape myth acceptance. Participants who saw the sexually suggestive slideshow ($M = 29.69$, $s = 8.76$) reported greater rape myth acceptance $t(28) = 2.28$, $p = .03$, $d =$

.86 than participants who viewed a neutral show ($M = 23.79$, $s = 4.38$).

POSTER 33

THE EFFECT OF SOCIAL CONTEXT ON THE WILLINGNESS TO SERVE OTHERS

TIERNEY LEIGH SNYDER, MEGAN L.
SANTANIELLO, ASHLEY M. KITCHENOFF, ANDREW
R. MCVEY, JULIE M. VONHAUSER, MICHAEL B.
KITCHENS (LEBANON VALLEY COLLEGE)

The purpose of this study was to investigate whether descriptive norms or public recognition influence people's willingness to volunteer. Participants committed service by signing sheets that contained signatures of others volunteering for many or few hours or on sheets with blank lines. Some participants were offered public recognition, others were not. Results showed that participants in the many-hours condition volunteered for the most hours, and participants in the few-hours condition volunteered for the fewest hours.

POSTER 34

SLEEP AND ITS EFFECTS ON DIET, EXERCISE, AND GRADE POINT AVERAGE.

TYANNE LYNNAE MARTZ, JAMES CAVANAUGH,
BRIANNA DRAPEAU, GREGORY TELLISH
(SUSQUEHANNA UNIVERSITY)

Sleep is necessary for survival. Without the proper amount of sleep, people's health may suffer. This study examined 200 participants with a 25-minute survey consisting of questions regarding sleep, stress, exercise, diet, GPA, and demographics. Surveys were taken in a classroom setting. Results showed participants who ate less healthy slept fewer hours. Participants who ate healthy exercised more. GPA was not related to any variable. As participant's graduation year increased they worked out less.

POSTER 35

ATTITUDES TOWARD TRANSGENDER INDIVIDUALS: A LOOK AT GENERAL ATTITUDES AND BATHROOM USE

LIAM MCGOLDRICK, M.L. KLOTZ (SUSQUEHANNA
UNIVERSITY)

We investigated factors associated with attitudes toward transgender individuals. College students completed a survey measuring demographic factors, attitudes toward transgender individuals (using the Genderism and Transphobia Scale) and comfort in sharing a bathroom with a transgender person. As predicted, we found differences in attitudes toward transgender individuals based on gender, religious conservatism, graduation year, and prior contact with a transgender person. We also found that women were more comfortable sharing a bathroom with a transgender person.

POSTER 36

EXTRAVERSION AS A CORRELATE OF VARIED COPING STYLES AND PERCEIVED SOCIAL SUPPORT

KELSEY ANNA MORAN (THE COLLEGE OF SAINT ROSE)

Examined the extent to which extraversion correlates with a variety of coping styles and social support. Sixty-six participants completed self-report questionnaires of these variables. Results suggest that a statistically significant correlation between the personality trait of extraversion and a planning coping style, a positive reinterpretation and growth coping style, and general social support exists. This demonstrated that people higher in extraversion reported more planning as a way of coping with stress. Future research is discussed.

POSTER 37

EVIDENCE FOR A GOAL BIAS IN INFANTS ACROSS VARIOUS EVENTS

INAE COLUCIO, STEPHANIE DIFABRIZIO, MEGAN SOMMER, ALEXA STEINBERG (MONTCLAIR STATE UNIVERSITY)

We explored infants' preference for goals (endpoints) over sources (starting points) across various event types. Three studies tested if and how sources are encoded more robustly than goals. In Study 1 sources were larger and more colorful than goals, in Study 2 the source object caused the agent's motion, and in Study 3 an inanimate agent (tissue) moved from a source or to a goal. Data reveal that infants' goal bias persists across these events.

POSTER 38

FACTORS WHICH INFLUENCE MALES AND

FEMALES TO ENGAGE IN CASUAL SEX RELATIONSHIPS

MARGARET A DOWE, JACK DEMAREST (MONMOUTH UNIVERSITY)

Many factors influence males and females to engage in casual sex. 105 participants completed surveys of sociosexual orientation (SOI), self-esteem, and neuroticism. They read three scenarios (School, Social commitments, Outside obligations). Females were more likely to turn casual sex into a relationship, all were likely to avoid "hooking up" if they had many obligations, restricted individuals (SOI) were unlikely to engage in casual sex, but if they did, they would continue the relationship.

POSTER 39

A PSYCHOMETRIC INVESTIGATION OF A NEW MEASURE OF ROMANCE

BRIANNA DANIELLE HOWARD, KRISTEN COOKE, MEGAN DRUCKER, JESSICA STEPHENS (BELMONT UNIVERSITY)

The current study investigated the psychometric properties of the FAB Romance Scale, a new measure that incorporates feelings (F), actions (A), and beliefs (B) as components of romantic involvement. As predicted, the FAB demonstrated internal reliability. However, evidence for construct validity was mixed, with adequate support for convergent validity, but not for discriminant validity. Future research should assess other types of reliability (e.g., measures of stability over time) and the discriminant validity of the FAB.

POSTER 40

STEREOTYPE THREAT AND ITS EFFECT ON SELF REPORTED COMPETITIVENESS

ADRIANA RODRIGUEZ (LONG ISLAND UNIVERSITY- BROOKLYN CAMPUS), BENJAMIN A. SAUNDERS (LONG ISLAND UNIVERSITY)

Stereotype threat is the sense that one can then be judged or treated in terms of a stereotype. In this study, we found that the degree to which participants based their self-worth on competing against other people positively predicted test performance, and that stereotype threat negatively affects the degree to which participants base their self-worth on competition.

POSTER 41

THE RELATIONSHIPS OF ANXIETY, DEPRESSION, HOSTILITY, SOMATIZATION TO PHYSICAL SYMPTOMS IN FEMALES AND MALES

MATTHEW ABOUKHALIL (MERRIMACK COLLEGE), JAY RIEMITIS, BIANCA ROMAN, STEPHIE PIERRE LEUIS (BAY STATE COLLEGE), MAJED ASHY (BAY STATE COLLEGE/MERRIMACK COLLEGE AND MCLEAN HOSPITAL/HARVARD UNIVERSITY)

The purpose of this study is to examine the relationship between depression, anxiety, and hostility and physical health in both males and females. The sample consisted of 214 participants who responded to both mental health and physical health scales. The results showed that there are significant positive correlations among mental and physical health symptoms, specifically in females. T-tests revealed that there were no gender differences in the reported amount of physical or mental health symptoms.

POSTER 42

EFFECT OF ROLE MODELS ON COLLEGE GOING INTENT AND EFFICACY

MATTHEW ANCONA (TOWSON UNIVERSITY)

The underrepresentation of youth from disadvantaged backgrounds in college application and attendance is a major issue facing equality in contemporary American culture. This study examined role models as a potential intervention for this cultural inequality. It was found that a motivational speech from a selected role model of a similar background can increase intent for college application and increase efficacy for the demands and skills needed for successful college admission and performance.

POSTER 43

INFLUENCES OF EDUCATION ON DOMESTIC VIOLENCE PERCEPTIONS

SYDNEY LEIGH SONDERMAN (XAVIER UNIVERSITY)

Domestic violence affects one in four women in their lifetime. Past research has suggested that education affects attitudes toward domestic violence. The study's purpose was to determine if college students with

exposure to domestic violence issues through their courses would be less likely to blame the victim than students with no course exposure. Results indicated that students with course exposure were more likely than students with no class exposure to blame society for domestic violence.

POSTER 44

UNIVERSITY COMMUNITY ATTITUDES TOWARD GAYS AND LESBIANS

VALERIE A. MARTIN, LAUREN PERDUE, STEVEN W. HOROWITZ (CENTRAL CONNECTICUT STATE UNIVERSITY)

This study explores antigay bias. Participants were undergraduates, administrators, employees, and faculty from a New England state university campus. The survey consists of: demographic information, contact history, approval of homosexual parents, a sexuality controllability question, and the Attitudes toward Lesbians and Gay Men scale (ATGL). A history of social contact with the homosexual population was found to be related to prejudice. The sexuality controllability question was also found to be significant. Key Words: attitudes; lesbian, gay, university personnel

POSTER 45

THE EFFECTS OF GENDER, ALCOHOL, AND ATTITUDES TOWARD SEX ON CONDOM USE

ASHLEY P. LEWIS (MONMOUTH UNIVERSITY), JACK DEMAREST (MONMOUTH UNIVERSITY)

The decision to use a condom was the focus of this study. Participants read scenarios, answered questions regarding condom use, and completed the Sociosexual Orientation (SOI). When alcohol was involved, all individuals were unlikely to use a condom. Participants reported that they would be angry with the decision not to use a condom on a blind date and least scared about not using a condom if they were in a three-month relationship.

POSTER 46

INDIRECTLY ASSESSING ATTITUDES TOWARD GENDER NONCONFORMITY USING PROTOTYPES

TIANA KRUM (TOWSON UNIVERSITY)

The present research is designed to measure attitudes toward gender nonconformity indirectly using prototypes. The negative and positive valence of descriptive attributes provided by participants was used to determine participant attitudes. Additionally, a qualitative analysis of these attributes is used to determine the theoretical implications of attitudes toward gender nonconformity. Prototype similarity and prototype evaluation were considered and were correlated to a direct measure of these attitudes.

POSTER 47

STIMULI GENERALIZATION CORRELATED TO THE ATAXIC EFFECTS OF ALCOHOL

THOMAS DOOLEY (SAINT ANSELM COLLEGE)

The present study looked at how the ataxic effects of alcohol varied when paired with certain contextual cues that were paired with a certain drug state in rats. The rats were assigned to two different groups in which the contextual cues were assigned. One tone represented the alcohol context while the other tone represented the saline context. Upon completion of an acquisition period, the tolerance of the rats was tested using a tilting slide plan. The rats were exposed to the contextual cues and the measurements of their ataxic effects were taken. Also, there was a third test in which a contextual tone was played that was the intermediary between the two-paired contextual tones. The data showed that the rats there was significance between the between all three drug states and it was extrapolated that tolerance is on a gradient.

POSTER 48

HOW WE REACT WHEN OTHERS LABEL OUR EMOTIONS: WHEN SUBJECTIVITY IS HIJACKED

HEATHER BARRETO, MARIANA POSADA, LEAH R. WARNER, PHD (RAMAPO COLLEGE OF NEW JERSEY)

This study examines individuals' reactions to having their states labeled by others, particularly when emotions are labeled. Participants were given predetermined feedback pertaining to their behaviors and emotions and afterwards indicated their reactions to the feedback. Results suggest that, in some circumstances, labels of emotions are viewed more negatively than behaviors labels, due to the belief that emotions reflect our private, subjective experiences and it is therefore a violation for someone else to label them.

POSTER 49

ESTIMATING EMOTIONAL EXPERIENCES IN OTHERS IN RELATION TO TRAITS OF PERSONALITY

LINDSEY J. MOLONEY (UNIVERSITY OF MAINE AT FARMINGTON)

Do we overestimate peers' positive emotional states, and is this tendency correlated with the Big Five Personality Traits? Undergraduate participants (N=56) estimated their peers experienced more frequent positive emotion (M=3.73, s.d. =.45) compared to negative emotions (M=3.10, s.d. =.48). Subjects' extraversion and agreeableness were both positively correlated with this tendency. These findings are discussed in light of recent research (Jordan et al., 2011) that over-estimations of others' positive emotions has negative consequences on well-being.

POSTER 50

GOT MEAT? ATTITUDE TOWARD ANIMALS, DISGUST SENSITIVITY, AND MEAT AVOIDANCE

COURTNEY TARA EVANS, ANN WALTER-FROMSON (GREENSBORO COLLEGE)

This study examined animal-based food consumption in relation to attitude toward animals and disgust sensitivity using an on-line survey. Participants (109) were recruited from a wide range of Facebook groups. As expected, we found that pro-animal welfare attitudes predicted lower animal-based foods consumption. For this sample, greater disgust sensitivity also predicted lower animal-based food consumption. Among vegetarians we found that initial reasons for avoiding meat were largely moral regardless of the age of becoming vegetarian.

POSTER 51

PERSONALITY AND PUZZLES: A STUDY OF FUTURE THINKING AND PERSISTENCE

BRANDY DILGARD, MELISSA WELCH, CASSANDRA MOSLEY (ASHLAND UNIVERSITY)

We examined whether participants who received a positive future thinking manipulation would persist longer on a task than those given a negative future thinking manipulation. The positive group persisted for

a mean of 16.74 minutes (SD = 9.20), whereas the negative group persisted for a mean of 13.24 minutes (SD = 8.76). A t-test revealed that this difference approached statistical significance, $t(46) = 1.35$, $p(\text{one-tailed}) = 0.09$.

POSTER 52

EXPLORING THE RELATIONSHIP BETWEEN MINDFULNESS AND ENVY

JENNIFER MAY BATES, DAVID R. SCHURTZ,
AMALIE LAURICH (STEVENSON UNIVERSITY)

This experiment examined the relationship between dispositional mindfulness and dispositional envy. Undergraduate volunteers completed dispositional measures of mindfulness, envy and other theoretically related traits (i.e., aggression, narcissism, and relationship satisfaction). The results supported the primary hypothesis that there would be a negative correlation between mindfulness and envy. Furthermore, a similar pattern of results was observed among some of the related personality traits, including some facets of dispositional aggression and narcissism.

POSTER 53

EXPLORATION OF THE HEMISPHERIC DIFFERENCES IN NUMBER PROCESSING OF THE BRAIN

AARON WYLAND WALTERS (WESTMINSTER COLLEGE)

The current study explored how reaction time and response accuracy differ in the left and right visual fields by altering various dot cluster presentations in both number and organization. Researchers have hypothesized that the left hemisphere uses a counting strategy to judge small clusters of dots and that the right hemisphere uses an estimation strategy to judge clusters organized in a geometric shape. The current study compared the left and right visual fields performances by counterbalancing all trials per participant with organized and unorganized clusters of dots. Dot groups varied between 3 and 12 dots per cluster. The clusters were presented on a computer screen and displayed individually on the left and right sides of the screen to analyze the visual field differences in counting and estimation. Participants focused on a center target for the entirety of the experiment to ensure only one visual field could assess the dot clusters per presentation. Data from 40 participants (30 men, 10 women) from a small liberal

arts college indicated that both visual fields were similar in accurately judging small clusters of dots until the clusters reached between 7 and 8 dots per cluster where the right visual field became significantly inaccurate in judgment. Reaction times recorded from the data showed that as number level increased, reaction time became slower. Reaction time data also showed that organized clusters slowed reaction times in both visual fields regardless of the number of dots displayed. These data indicated that different judgment abilities of numerical stimuli exist in the left and right visual fields. Keywords: hemisphere, dot clusters, visual fields, estimation, counting

POSTER 54

AN INITIATIVE TO PROMOTE GOOD WORK AT BLOOMSBURG UNIVERSITY AND SUGGESTED IMPROVEMENTS

ELIZABETH LUCAS (BLOOMSBURG UNIVERSITY OF PA)

Bloomsburg University conducted its first Good Work Initiative in Fall, 2011. Undergraduate Teaching Assistants led 10-person reflection groups with freshmen students. The six reflective sessions were about the three components of good work: excellence, ethics and engagement, and students reflected on the meaning of good work as a student. Upon completion of the initiative, participants completed post-assessment questionnaires. Our study attempted to examine ways to improve the initiative in the future.

POSTER 55

EFFECTS OF TALSACLIDINE ON STRESS-INDUCED MEMORY AND LEARNING IN DAY-OLD CHICKS

COURTNEY A. FYOCK, ELIZABETH R. NORRIS,
TERESA A. BARBER, PHD (DICKINSON COLLEGE)

Social isolation stress reliably impairs memory formation in day-old chicks trained on a passive avoidance task. The glutamatergic and cholinergic systems are important components of learning in this task. We examined the effects of talsaclidine (a M1 muscarinic agonist) in both non-stressed and isolation conditions. The results support previous findings that indicate an interactive relationship between the glutamatergic and cholinergic systems and new evidence for the role of the cholinergic system in memory formation

POSTER 56

GENDER DIFFERENCES BETWEEN JUVENILES BASED ON TYPE OF CRIME AND HOUSEHOLD COMPOSITION

TYKERA MARROW, MELANIE OXENDINE, DOHNEY SCHALU (TRINITY WASHINGTON UNIVERSITY), CHARLA MCKINZIE (BOWIE STATE UNIVERSITY)

The following study examines the differences between male and female juvenile delinquents based on the types of crimes they committed and level of household organization. Results have not suggested differences between male and female African American adolescent delinquents, which may suggest that prior studies indicating there are differences in delinquency may not be generalizable to all populations.

POSTER 57

A CATEGORIZATION OF HOPE THEMES IN A COLLEGE SAMPLE

DANIELLE BRUZZESE, STEPHANIE COLBERT, LISA HUBEN, JULIE TELKAMP (ST. JOHN'S UNIVERSITY (STATEN ISLAND CAMPUS))

The website, HopeCanWork.com was developed to allow college students to post messages of hope anonymously. Four hundred and thirty-seven entries were read and categorized according to their overall themes. The seven most frequently occurring themes were: optimism, death, family, perseverance, struggles/challenges, recovery, and illness/cancer.

POSTER 58

ONLINE DATING AND THE PARADOX OF SO MANY POTENTIAL PARTNERS

RACHAEL E. JONES, PAUL M. FROMSON, PHD (ELON UNIVERSITY)

Unlimited options can impair decision-making in certain situations. This study examined how number of options, decision-making style (maximizing v. satisficing), and gender affect choice in online date selection. Extended options were preferred over limited options, but were associated with greater difficulty and lower confidence. Females experienced these effects more than males, also reporting less satisfaction and more regret. Decision-making style differences were not significant. The data better fit a cognitive overload than anticipatory regret model.

POSTER 59

LOW PHYSICAL ACTIVITY IS ASSOCIATED WITH HIGHER DEPRESSION SCORES IN COLLEGE STUDENTS

CHRISTINA M. PRAYDIS, JENNIFER M. PHILLIPS, PHD (MOUNT ST. MARY'S UNIVERSITY)

Multiple studies have emphasized the importance of physical activity in maintaining a healthy lifestyle, but there is limited research in college students. The current study examined differences in stress, anxiety, depression and sleep quality for college students with low and high levels of physical activity. Individuals in the high activity group reported significantly lower depression scores, but no significant differences were found for sleep, stress, and anxiety measures. Implications of the findings are discussed.

POSTER 60

MEASUREMENT ERROR OF THE ADAPTRX DARK ADAPTOMETER FOR HEALTHY ADULTS AND AMD PATIENTS

LAURA ELIZABETH WALTER (PENN STATE UNIVERSITY), DAVID A. QUILLEN (PENN STATE HERSHEY MEDICAL CENTER), JOHN G. EDWARDS (APELIOTUS VISION SCIENCE), D.A. OWENS (FRANKLIN & MARSHALL COLLEGE), GREGORY R. JACKSON (PENN STATE COLLEGE OF MEDICINE)

The purpose of this study was to assess the measurement error of the AdaptRx diagnostic device useful for measuring dark adaptation in patients with a broad range of physiological responses. Performance data such as measurement error will be useful for the design of future research. The study sample consisted of 14 adults with normal retinal health and 8 patients with age-related macular degeneration. Measurement error was calculated using a method based on within standard deviation.

POSTER 61

SEXISM: THE DIFFERENTIAL IMPACT OF POSITIVE AND NEGATIVE GENDER STEREOTYPES

ELIZABETH FRAWLEY, MARY NARDELLA, CHARLENE CHRISTIE (STATE UNIVERSITY OF NEW YORK AT ONEONTA)

We examined whether sexist attitudes are impacted by the number and nature of gender stereotypes people had recently thought about. Results revealed that the number, negativity, and gender of the stereotypes listed by participants all impacted responses on sexism measures. Participant's own gender also impacted their sexist attitudes. These results suggest that endorsement of sexist attitudes can be influenced by differential focus on stereotypes, even when they are not stereotypes that they personally endorse.

POSTER 62

DESCRIBING THE UNCOMFORTABLE: INDIVIDUAL AND SITUATIONAL VARIABILITY IN BATHROOM BEHAVIORS

CYNTHIA LYNN KERNER, JACOB A BENFIELD
(PENNSYLVANIA STATE UNIVERSITY - ABINGTON)

The expulsion of human waste is a universal behavior. However research is limited on this topic, especially in terms of personality traits and situational variables. This research explores the impact of location, presence of others, and individual factors such as disgust sensitivity, social desirability, privacy preference, and personal experiences. Results will be discussed in the context of treating bathroom related phobias, environmental design for added comfort, and future research directions.

POSTER 63

THE RELATIONSHIP BETWEEN COMMON COLLEGE LIFE EXPERIENCES AND STRESS LEVELS

LAURA M. KMETZ (LEHIGH CARBON COMMUNITY
COLLEGE)

Research has identified stressors for college students, however, few studies have examined how students anticipate and evaluate stress in these situations. Participants were asked to rate frequency of common stressful life-events in college and the actual or perceived stress level. Results suggest that stress in specific situations is not accurately anticipated, therefore, students may not be prepared to encounter the event. This study was beneficial in introducing anticipated stress and its evaluation in college students.

POSTER 64

ANXIETY-LIKE BEHAVIOR DURING ABSTINENCE FROM COCAINE EXPOSURE IN RATS

MICHAEL A. HEALY, DANA R. PETERS, DEVIKA
DHAMAJI (UNIVERSITY AT BUFFALO), JEAN M.
DIPIRRO (BUFFALO STATE COLLEGE), ALEXIS C.
THOMPSON (UNIVERSITY AT BUFFALO)

Research suggests that anxiety-like behaviors appear during early abstinence from cocaine; changes in affect may lead to relapse. We attempted to replicate this finding by conducting a defensive burying test during early abstinence, with and without cocaine history, in rats. No effect of cocaine history was found suggesting that there are no differences in anxiety after cocaine exposure with withdrawal. Additional exploratory analyses will test secondary hypotheses about other changes in behaviors (e.g., avoidance).

POSTER 65

SELECTION OF HIGHLY RECOGNIZABLE PICTURES FOR VISUAL SEARCH

NICOLE E. SMALE, SAMANTHA BOURQUE, MARY
CATHERINE BUNTIN, VALERIE DERAVILLE
(JUNIATA COLLEGE)

When determining which images to use in future visual search tasks relying on a small group of judges similar to the participant pool should provide reliable naming results. This would provide a rapid way of testing images without conducting a norming study. We hope to use the images chosen to conduct a study with bilingual Spanish speakers and new learners of the language.

POSTER 66

BEHAVIORAL EFFECTS OF TRAUMATIC BRAIN INJURY ON RATS GENETICALLY PREDISPOSED TO DEPRESSION

VICTORIA SMOTER, IAN BARRY, COURTNEY
BURTON, AARON ELLISON, JORDAN FINNEGEAN,
PRIYANKA PARIKH, MATTHEW STREETER,
CYNTHIA GIBSON (WASHINGTON COLLEGE)

Psychiatric illness, often depression and/or anxiety, commonly occurs within the first year after Traumatic Brain Injury (TBI) (Gould et al, 2010). The purpose of

this study was to establish an animal model of depression after TBI by inducing brain injury in a genetically depression-prone rat strain (WKY) in comparison to a control strain (WIS). Multiple measures of depression/anxiety did not indicate increased levels of depression in either strain.

POSTER 67

THE EFFECTS OF ENVIRONMENTAL ENRICHMENT ON THE BLOCKING OF ETHANOL REINSTATEMENT

JULIE NICOLE RUTTER, ALICIA DOERFLINGER, PHD (MARIETTA COLLEGE)

The purpose of the current study was to investigate the effects of environmental enrichment (EE) on the blocking of reinstatement of conditioned place preference (CPP) for ethanol. Mice acquired CPP for ethanol in four trials. After a test for CPP, mice were conditioned to extinguish the CPP. During this period, half were placed into EE and half remained in a standard environment (SE). The results indicate that mice developed CPP for ethanol.

POSTER 68

OBSERVER JUDGEMENTS IN ONLINE DATING CONTEXTS

BRITTANI L TAYLOR (SAINT VINCENT COLLEGE)

The data were analyzed using a Univariate Analysis, as hypothesized, there was a significant effect of meeting type upon ratings of victim responsibility ($p = .030$). Participants in the Traditional meeting scenario, $M = 2.99$ rated the victim less responsible than in the Online dating Scenario, $M = 3.85$. This suggests that victims of sexual violence in online dating scenarios, while being judged more responsible, may also find less sympathy in court cases in which observers judge them.

POSTER 69

ANALYSIS OF STUDENTS' ATTITUDES TOWARD THE USE OF NEUROENHANCERS

BENJAMIN GROVES, AL WITKOFKY (SALISBURY UNIVERSITY)

The use of prescription drugs to improve academic performance is on the rise on college campuses. These neuroenhancers can be very dangerous if used

improperly. We developed a survey to measure students' attitudes concerning the use of these drugs. We found that students with better GPAs had more negative attitudes toward the use of these drugs.

Saturday, March 3, 2012

8:00am-8:50am

Paper

Somerset East

COGNITIVE PAPERS: PSYCHOLINGUISTICS

Saturday, March 3, 2012

8:00 AM - 8:50 AM

CHAIR: STEPHANI FORAKER (BUFFALO STATE COLLEGE, SUNY)

8:00am - 8:15am

"LISTEN TO THE HAND:" GESTURES AID THE COMPREHENSION OF AMBIGUOUS PRONOUNS

STEPHANI FORAKER, MEGAN DELO (BUFFALO STATE COLLEGE, SUNY)

We tested whether comprehenders use the gesture accompanying an ambiguous pronoun to guide co-reference interpretation. In comparison to a baseline Ambiguous gesture, consistent Person 1 and Person 2 gestures biased interpretation toward the co-pronoun target gesture. When gestures are present, comprehenders do use them to guide pronoun interpretation, like noun and verb comprehension.

8:20am - 8:35am

PROCESSING OF PRONUNCIATION VARIANTS IN APPROXIMATE PHONOLOGICAL CONTEXT

STANISLAV SAJIN, CYNTHIA M. CONNINE (BINGHAMTON UNIVERSITY)

Three experiments investigated processing of pronunciation variants (fricative assimilation) in which a word final /s/ can be produced as a /ʔ/ when followed by an approximate segment (e.g., glass->glash yacht).

The time-course of the use of word and phonological context knowledge was examined. Word knowledge is not essential for utilizing the phonological context during recognition, but it permits earlier use of the phonological context in recognizing the pronunciation variant.

8:40am - 8:55am

SCOPE SHIFT WITH NUMERAL INDEFINITES: PROCESSING, NOT GRAMMAR

MARTA T. SUÁREZ, JULIEN MUSOLINO, VIVIANE DÉPREZ (RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY)

In three experiments using a picture-sentence matching task, participants accepted the distributive object wide scope interpretation of sentences such as "Three boys are holding two balloons" (each balloon is being held by different groups of 3 boys, 6 boys total), contra previous claims. We tested competing theoretical accounts, one grammatical (Beghelli & Stowell, 1997), one processing-based (Reinhart, 2006). Results support a processing account, albeit a somewhat different one. Surprisingly, acceptability ratings varied among lexical items.

**Saturday, March 3, 2012
8:00am-8:50am**

Invited Speaker **Crawford East**

HISTORIAN'S ADDRESS: FROM STRENUOUSNESS TO HARDINESS: A CONCEPTUAL HISTORY OF RESILIENCE

**Saturday, March 3, 2012
8:00 AM - 8:50 AM**

CHAIR: LAURA EDWARDS (EAST CAROLINA UNIVERSITY)

WADE E. PICKREN

In North America, the construct of resilience is of relatively recent origin. However, there is a long tradition of theorizing and research in topics that are

conceptually related to resilience. This intellectual thread includes notions of strenuousness (James), productive orientation (Fromm), propiarte striving (Allport), competence (R. White), and hardiness (Kobasa). African American psychologists, wrote about the strengths of the Black community (J. White). In the 1980s, resilience became the dominant conceptual term for investigating human strengths

**Saturday, March 3, 2012
8:00am-8:50am**

Event **Westmoreland East**

TEACHING EVENT: FINLEY'S BROWN BAG TEACHING DEMOS

**Saturday, March 3, 2012
8:00 AM - 8:50 AM**

CHAIR: BRENDAN MORSE (BRIDGEWATER STATE UNIVERSITY)

JULIE MCINTYRE (THE SAGE COLLEGES)

NICHOLAS PEARSON (THE PENNSYLVANIA STATE UNIVERISTY)

GAYLE BROSANAN-WATTERS (ARIZONA STATE UNIVERSITY WEST CAMPUS)

AMIE SKATTEBO (THE PENNSYLVANIA STATE UNIVERSITY)

THOMAS BAILEY (UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE)

MARY NELSON (WESTERN CONNECTICUT STATE UNIVERSITY)

FINLEY'S BROWN BAG TEACHING DEMOS

Historically, the EPA teaching program has included opportunities for educators to come together and share ideas. This year is no exception! Come and learn about demonstrations and activities that bolster learning and motivation. Feel free to bring your breakfast and wake up to some new ideas!

Saturday, March 3, 2012
8:00am-8:50am

Paper

Cambria West

**CLINICAL PAPERS III: CLINICAL
POPULATIONS**

Saturday, March 3, 2012
8:00 AM - 8:50 AM

CHAIR: KRISTIN HOMAN (GROVE CITY COLLEGE)

8:00am - 8:15am

**EXERCISE MOTIVATIONS AS PREDICTORS
OF POSITIVE BODY IMAGE AND INTUITIVE
EATING**

KRISTIN HOMAN, ARIELLE BOYLE, BRIANNA
CAVANAUGH (GROVE CITY COLLEGE)

Exercise undertaken for health or enjoyment is associated with reduced body image disturbance and disordered eating. However, positive psychology defines well-being as the presence of assets and strengths instead of the absence of pathology. This study explored the relationships between exercise motivations and positive body image and adaptive eating. Results showed that the extent to which women exercise for health or enjoyment predicted positive outcome variables while weight/appearance-motivated exercise negatively predicted those outcomes.

8:20am - 8:35am

**HUMOR USAGE AND BORDERLINE
PERSONALITY DISORDER FEATURES:
INTERPERSONAL PROCESS AND
PROBLEMS**

JACOB A BENFIELD (PENN STATE UNIVERSITY-
ABINGTON), MICHAEL J. BERNSTEIN (PENN STATE
UNIVERSITY), SARAH L. TRAGESSER
(WASHINGTON STATE UNIVERSITY)

Humor is an important component of interpersonal interactions and success. Some clinical populations, such as those with Borderline Personality Disorder

(BPD), are characterized by severe difficulties in social interactions and relationships. The current set of correlational studies shows that BPD features relate to a range of different humor usage styles in ways that would be socially negative. The data will be discussed in the context of both social and clinical implications.

8:40am - 8:55am

**RELATIONSHIPS BETWEEN
CHARACTERISTICS OF BORDERLINE
PERSONALITY DISORDER AND DISGUST
SENSITIVITY**

ANNE J. STANDISH, JACOB A. BENFIELD, MICHAEL
J. BERNSTEIN (THE PENNSYLVANIA STATE
UNIVERSITY ABINGTON CAMPUS), SARAH L.
TRAGESSER (WASHINGTON STATE UNIVERSITY)

Disgust is a crucial emotion that relates to a wide range of behaviors, pathologies, and interpersonal relationships. Individuals with borderline personality disorder tend to have intense emotions and difficulty with relationships. This paper reports the results of two studies investigating the relationships between characteristics associated with BPD and disgust sensitivity in two varied non-clinical populations. Individuals with stronger BPD characteristics tended to be more disgust sensitive even when controlling for other known contributors to disgust.

Saturday, March 3, 2012
9:00am-10:20am

Paper

Butler East

**LEARNING PAPERS: THEORY AND
COMPUTATION**

Saturday, March 3, 2012
9:00 AM - 10:20 AM

CHAIR: DANIEL GOTTLIEB (SWEET BRIAR
COLLEGE)

9:00am - 9:30am

**FOCUS PAPER: LEARNING FROM
REPLAYED EXPERIENCE**

ELLIOT LUDVIG (PRINCETON UNIVERSITY)

In this talk, I introduce a new reinforcement-learning model of conditioning and decision-making that learns in a similar manner from both real and replayed experiences. Our replay model provides a unifying explanation for several classical conditioning phenomena that are problematic for traditional computational models, such as latent inhibition, spontaneous recovery, retrospective revaluation, and timescale invariance. I present new data from a decision-making task in humans that tests predictions of the replay model.

9:35am - 10:05am

FOCUS PAPER: HOW REINFORCEMENT RATE DETERMINES CONDITIONING STRENGTH IN A PAVLOVIAN CONDITIONING PARADIGM.

JUSTIN HARRIS (UNIVERSITY OF SYDNEY)

In two experiments, rats showed equivalent conditioning to CSs that were matched for their cumulative duration per US, despite 3-fold differences in per-trial reinforcement rate and mean CS-US interval. A third experiment revealed equivalent conditioning to CSs that had matched cumulative durations per US despite differences in the momentary probability of reinforcement during the CS, and differences in conditioning were observed to CSs with different cumulative durations despite being matched on momentary probability of reinforcement.

10:10am - 10:25am

AN INSTANCE THEORY OF ASSOCIATIVE LEARNING

RANDALL K. JAMIESON (UNIVERSITY OF MANITOBA), SAMUEL D. HANNAH (UNIVERSITY OF QUEENSLAND), MATTHEW J. C. CRUMP (BROOKLYN COLLEGE CUNY)

We present an instance model of associative learning, Minerva AL, based in a classical theory of human memory, Minerva 2 (Hintzman, 1986). Memory preserves the events of individual trials in separate traces. Encoding acknowledges influences of surprise

and discrepancy. Learning is indexed by a cue's retrieval of an outcome. The theory accommodates a range of effects including retrospective revaluation. We argue that associative learning is consistent with an instance-based approach to learning and memory.

**Saturday, March 3, 2012
9:00am-10:20am**

Invited Speaker

Crawford East

**SOCIAL PSYCHOLOGY INVITED SPEAKER:
SOCIAL PROJECTION CAN SOLVE SOCIAL
DILEMMAS**

**Saturday, March 3, 2012
9:00 AM - 10:20 AM**

CHAIR: JANET SIGAL

**SOCIAL PROJECTION CAN SOLVE SOCIAL
DILEMMAS**

JOACHIM I. KRUEGER (BROWN UNIVERSITY)

In a social dilemma, such as the prisoner's dilemma, defection is traditionally regarded as the correct or rational response. No matter what others do (cooperate or defect), a defector receives a higher payoff than a cooperator. At the same time, if all cooperate they receive higher payoffs than if all defect. Hence the dilemma. The standard empirical finding is that about every other person cooperates in an anonymous single-shot prisoner's dilemma. How can this finding be explained beyond the claim that people are simply irrational? One type of theory suggests that people are sensitive to the moral demands of the situation. They cooperate in order to increase the welfare of others. Another type of theory suggests that people are prone to cognitive illusions. If they managed to think straight, they would recognize defection as the only rational strategy. A third possibility is that people assume basic similarities between themselves and others. This assumption allows them to take their own strategy as diagnostic of what others will do, and hence cooperate. In this talk, I develop this third alternative and present evidence that supports it.

Saturday, March 3, 2012
9:00am-10:20am

Crawford West

**INTERNATIONAL PSYCHOLOGY
SYMPOSIUM: PSYCHOLOGY IN RUSSIA**

Saturday, March 3, 2012
9:00 AM - 10:20 AM

CHAIR: ELENA JU. CHEBOTAREVA (PEOPLES'
FRIENDSHIP UNIVERSITY OF RUSSIA)

**APPLIED PSYCHOLOGY RESEARCH IN
RUSSIA**

Russian society values multicultural education to promote "intercultural competence" of its citizens. This symposium assembles behavioral and cognitive research on diverse issues in Russian society.

Presentations

**Communication between Russian and U.S.
psychologists**

by Alex Y. Voronov (State Academic University of Humanities, Russia), Harold Takooshian (Fordham)

**Legal basis of CIS united educational space
formation.**

by Evgeny V. Martynenko (Peoples' Friendship University of Russia)

**Hardiness related to intercultural adaptation of
international students**

by Olga A. Kadilnikova (Peoples' Friendship University of Russia)

**Value orientations of young Russian married
couples**

by Natalya A. Kozlova (Peoples' Friendship University of Russia)

**How important is intercultural competence for
heads of transnational corporations?**

by Anna S. Loskutova (Peoples' Friendship University of Russia)

**Are non-academic forms of intelligence related with
cross-cultural adaptation?**

by Ksenia A. Shkvarilo (Peoples' Friendship University of Russia)

Cultural interaction in contemporary Russian art

by Anastasia V. Chebotareva (State Academic University of Humanities, Russia)

Discussant(s): Oksana Ostrovskaya (Pace)

Saturday, March 3, 2012
9:00am-10:20am

Symposium

Washington

**ADVANCING SCHOLARSHIP IN THE
CURRENT PROFESSIONAL AND
ECONOMIC CLIMATE**

Saturday, March 3, 2012
9:00 AM - 10:20 AM

CHAIR: MARGARET L. STUBBS (CHATHAM
UNIVERSITY)

THOMAS HERSHBERGER, JOSEPH WISTER,
DEANNA HAMILTON (CHATHAM UNIVERSITY)

Faculty members from Chatham University will prompt a discussion of practical strategies for advancing scholarship in the current context of the shifting nature of higher education and associated resources, particularly at liberal arts and smaller universities. Examples will be presented to facilitate discussion in three areas: promoting dialogue about expectations for scholarship related to promotion and tenure; creative collaboration with colleagues and students to conduct, present and publish research; and designing affordable conferences.

Saturday, March 3, 2012
9:00am-10:20am

Invited Speaker **Westmoreland West & Central**

HISTORY KEYNOTE: SECURING OUR PAST

Saturday, March 3, 2012
9:00 AM - 10:20 AM

CHAIR: WADE PICKREN (PACE UNIVERSITY)

SECURING OUR PAST

DAVID B. BAKER (UNIVERSITY OF AKRON)

All too often we spend our time looking to the future when we could benefit from an examination of our past. This talk considers the value and meaning of our shared past with illustrations taken from the Center for the History of Psychology.

Saturday, March 3, 2012
9:00am-10:20am

Event **Westmoreland East**

**TEACHING WORKSHOP: TEACHING
INTRODUCTORY PSYCHOLOGY:
DEMONSTRATIONS AND ACTIVITIES THAT
WORK**

Saturday, March 3, 2012
9:00 AM - 10:20 AM

CHAIR: BERNARD C BEINS (ITHACA COLLEGE)

**TEACHING INTRODUCTORY PSYCHOLOGY:
DEMONSTRATIONS AND ACTIVITIES THAT
WORK**

BARNEY C. BEINS (ITHACA COLLEGE), THEODORE
N. BOSACK (PROVIDENCE COLLEGE)

Teaching introductory psychology requires diligence, energy, and maybe most of all, a collection of activities and demonstrations that work to capture student attention and teach the important concepts that we want our students to learn. In this workshop, we will present clever and effective activities and resources that help bring psychology to life for our students. The activities are designed to be easily implemented and not to require extensive equipment or time.

Saturday, March 3, 2012
9:00am-10:20am

Paper **Cambria West**

**CLINICAL PAPERS IV: CLINICAL
INTERVENTIONS**

Saturday, March 3, 2012
9:00 AM - 10:20 AM

CHAIR: LOIS LAWSON-BRIDDELL (CAPELLA
UNIVERSITY)

9:00am - 9:15am

**PERSON CENTERED APPROACH TO THE
TRAUMA-PSYCHOPATHOLOGY
RELATIONSHIP**

BETH SPENCINER ROSENTHAL, DSW (CITY
UNIVERSITY OF NEW YORK - YORK & GRADUATE
CENTER), W. CODY WILSON (ADELPHI
UNIVERSITY)

The conventional conceptualization of the trauma-
psychopathology relationship as a dichotomy (PTSD
versus non-PTSD) has been criticized because of
observations of non-conforming individuals with high
exposure to potentially traumatic events (PTE)
combined with low level of posttraumatic stress
symptoms (PTSS), and others with low PTE and high
PTSS. Cluster analysis of data from a sample of 681
indicates that six categories of sub-populations are the
best empirical fit for the trauma-psychopathology
relationship. Results are interpreted.

9:20am - 9:35am

**PRESUPPOSITION COMPATIBILITY,
TREATMENT INTEGRITY, AND THERAPIST
AUTHENTICITY:**

WILLIAM JOSEPH RYAN (FEDERAL BUREAU OF PRISONS), RICHARD P. CONTI (COLLEGE OF SAINT ELIZABETH)

In a study of presupposition-related treatment infidelity, we hypothesized level of compatibility between the therapist's presuppositions and those implicit in a treatment method on the one hand, correlates with the therapist's treatment integrity or adherence to the treatment on the other hand. The Therapy Presupposition Inventory (TPI) measured compatibility, the predictor. Treatment integrity, the criterion, was measured by the Ordinal Adherence Rating Scale, used by a subject-matter expert supervisor viewing therapist session videos weekly over eight months, blind to therapist TPI scores. Across N = 21 therapists in three separate samples, compatibility predicted adherence to treatment method principles, with low to moderate effect sizes. Results confirmed our hypothesis.

9:40am - 9:55am

**EFFICACY OF PSYCHOEDUCATION:
INCREASING AWARENESS OF
DEPRESSION AMONG AFRICAN AMERICAN
WOMEN.**

LOIS YVONNE LAWSON-BRIDDELL (CAPELLA UNIVERSITY)

The World Health Organization ranks depression as the number one cause of disability among women. This study focused on the efficacy of psycho-education of changing the African American women's perception of depression and treatment. Numerous studies consistently confirmed that non-white women are unlikely to seek care in mental health settings, and when therapy is used, it is more likely to be terminated prematurely. This study shows that psycho-education is effective in changing perceptions and stigma.

10:00am - 10:15am

**EMPIRICAL SUPPORT FOR A WHOLE
BRAIN INTERVENTION TO INSTILL HOPE**

ANTHONY SCIOLI, CODY HARRIMAN, TARYN HEON, KEITH SYKES (KEENE STATE COLLEGE)

A study was undertaken to validate a whole-brain approach to instilling hope with hypnosis and CBT. Attachment and survival hope were isolated for study because they appear equally rooted in the analytical left side and the emotional right side. The results suggest that effective scripts for hypnosis can be derived, and that the impact can be detected in story-telling exercises. In contrast, a CBT-based approach did not result in any demonstrable changes in hope.

Saturday, March 3, 2012

9:00am-10:20am

Paper

Cambria East

**DEVELOPMENTAL SYMPOSIUM:
PARENTING SELF-EFFICACY ACROSS THE
LIFE-SPAN**

Saturday, March 3, 2012

9:00 AM - 10:20 AM

CHAIR: KATHERINE KARRAKER (WEST VIRGINIA UNIVERSITY)

**PARENTING SELF-EFFICACY ACROSS THE
LIFE-SPAN**

Parenting self-efficacy (or perceived competence) has been linked to several parental characteristics and outcomes for young children. However, little research has taken a life-span approach and evaluated perceived parenting competence in other age groups. This symposium addresses methodological and conceptual considerations in this research area and presents findings from studies of young adults' anticipated parenting self-efficacy, parenting competence of mothers of toddlers and teenagers, and perceived competency of traditional and custodial grandparents.

Presentations

Methodological and Conceptual Issues in the Study of Parenting Self-Efficacy Across Adulthood
by Jennifer Flinn (Frostburg State University)

Correlates of Anticipated Parenting Self-Efficacy in Early Adulthood

by Darcey N. Powell (West Virginia University), Katherine Karraker (West Virginia University)

Correlates of Mothers' Perceived Competency for Parenting Toddlers and Parenting Teenagers

by Kaitlyn A. Ferris (West Virginia University), Darcey N. Powell (West Virginia University), Katherine Karraker (West Virginia University), Aaron Metzger (West Virginia University), Priscilla Coleman (Bowling Green State University)

Custodial Grandparents: Monitoring Behaviors and Injury Prevention

by Julie Patrick (West Virginia University), Danielle Nadorff (West Virginia University), Allyson Graf (West Virginia University)

Discussant(s): Emily Keener (Slippery Rock University)

**Saturday, March 3, 2012
9:00am-10:20am**

Psi Beta Invited Speaker Fayette

UNDERGRADUATE PSYCHOLOGY RESEARCH EXPERIENCES IN THE APPLIED CLINICAL/COUNSELING FIELD: PURPOSE AND BENEFITS

**Saturday, March 3, 2012
9:00 AM - 10:20 AM**

CHAIR: MELANIE ARPAIO (SUSSEX COUNTY COMMUNITY COLLEGE)

KEITH MORGEN (CENTENARY COLLEGE)

Many psychology programs offer undergraduate research opportunities focused on data with small Ns and college students. This invited address will review the pedagogical purposes and benefits of taking undergraduates into a research realm typically reserved for graduate students. Examples of the process – from start to finish – will be provided using actual student projects. Suggestions for how to incorporate this style of research experience into small liberal arts colleges will also be emphasized.

**Saturday, March 3, 2012
9:00am-10:20am**

Symposium

Somerset East

COGNITIVE AND INTERNATIONAL SYMPOSIUM: THE PSYCHOLINGUISTIC BASES OF SECOND LANGUAGE ACQUISITION -- CONSISTENCY AND CHANGE ACROSS LANGUAGES

**Saturday, March 3, 2012
9:00 AM - 10:20 AM**

CHAIR: LAURA MORETT (UNIVERSITY OF PITTSBURGH)

THE PSYCHOLINGUISTIC BASES OF SECOND LANGUAGE ACQUISITION: CONSISTENCY AND CHANGE ACROSS LANGUAGES

When we learn a second language (L2), our mental representations are influenced by our previous experience with other languages. The research presented in this symposium shows how native language characteristics, such as phonology, orthography, and semantics, affect the acquisition of similar L2 characteristics. All of the findings described below are explained via current psycholinguistic theories of L2 acquisition, and several are also discussed in terms of strategies to enhance L2 learning from a psychological perspective.

Presentations

Construction of the Chinese Orthography Database: Applications for Chinese Second Language Acquisition

by Li-Yun Chang (University of Pittsburgh), Hsueh-Chih Chen (National Taiwan Normal University)

The Oral Repetition Task and Developing Sentence-Level Speaking Skills in Second Language Learners

by Colleen K. Davy (Carnegie Mellon University)

Non-Native Speech Category Learning Using a Video-Game-Based Training Paradigm

by Sung-joo Lim (Carnegie Mellon University), Lori Holt (Carnegie Mellon University)

The Effects of L1 on Sensitivity to Vowel Information while Reading: A Comparison of Native Arabic, Native Chinese, and Native English Speakers

by Katherine I. Martin (University of Pittsburgh), Alan Juffs (University of Pittsburgh)

Enactment Facilitates ASL Sign Acquisition
by Laura M. Morett (University of Pittsburgh)

Discussant(s): Brian MacWhinney (Carnegie Mellon University)

**Saturday, March 3, 2012
9:00am-10:20am**

Poster Alleghany Ballroom I-IV

CLINICAL POSTERS II

**Saturday, March 3, 2012
9:00 AM - 10:20 AM**

CHAIR: GREGG HENRIQUES (JAMES MADISON UNIVERSITY)

POSTER 1

ATHLETIC INVOLVEMENT AND MALE GENDER PREDICT DECREASED BODY CONSCIOUSNESS AND SOCIAL ANXIETY

EILEEN ASTOR-STETSON (BLOOMSBURG UNIVERSITY), LINDSEY C. METER (BLOOMSBURG UNIVERSITY)

The relationships among objectified body consciousness, social physique anxiety, social anxiety, athletic involvement, and gender were investigated. All measures of anxiety correlated with each other with the exception of the control measure of objectified body consciousness. Males reported less social anxiety, less social physique anxiety and less objectified body consciousness than did females. Individuals reporting a significant athletic commitment reported less social anxiety and less social physique anxiety than individuals not involved.

POSTER 2

THE CONSTRUCT VALIDITY OF THE FREUDENFREUDE AND SCHADENFREUDE TEST (FAST)

CATHERINE CHAMBLISS, AIMEE PETRONGLO, DANIEL SCAVICCHIO, WILLIAM MCGEORGE, DOUGLAS MCANDREW, ASHLEY CATTAI, NOLAN MALONEY, LEAH KAYLOR, CARLY CLAYMAN, BENJAMIN MOSHER (URSINUS)

Responses to others' success and failure varies with level of depression. Mildly depressed students responded more negatively to peer success and more positively to peer failure than nondepressed students (Chambliss et al., 2011). Freudenfreude (joy in response to others' joy) and Schadenfreude (joy in response to others' suffering) were assessed using the self report FAST. Schadenfreude and Freudenfreude scores predicted actual mood change following exposure to confederate peer success and failure, supporting the FAST's validity.

POSTER 3

EFFECTS OF JASMINE SCENT ADMINISTRATION ON STRESS REACTIONS IN ENCLOSED SPACES

JESSICA C FLORIAN, AUGUST CAPIOLA, BRYAN RAUDENBUSH (WHEELING JESUIT UNIVERSITY)

The present study assessed jasmine scent administration on physical and psychological stress reactions in enclosed spaces. Participants indicated mood and anxiety before and after a sensory deprivation tank experience, while in the presence or absence of jasmine scent. Participants receiving jasmine scent showed decreased heart rate, galvanic skin response, and anxiety and stress. These results are particularly salient in terms of reducing stress and anxiety in participants undergoing enclosed medical procedures, such as an MRI.

POSTER 4

CLUSTER B PERSONALITY DISORDERS AND THEIR DIMENSIONAL FIT WITH THE FIVE-FACTOR MODEL

MORGAN P. MORNINGSTAR (STATE UNIVERSITY OF NEW YORK COLLEGE AT BUFFALO)

There is a great deal of overlap in the characteristics of Cluster B personality disorders as described in the DSM-IV-TR. This study examined the relationship between these characteristics and the Five-Factor Model to determine if the four Cluster B personality disorders are distinct conditions. Four primary factors were identified with each factor loading with items from multiple measures supporting criticisms of high overlap among Cluster B personality characteristics.

POSTER 5

EFFECTS OF FOOD NEOPHOBIA AND NEOPHILIA ON DIET AND METABOLIC PROCESSING

AUGUST ANDREW CAPIOLA III, BRYAN RAUDENBUSH (WHEELING JESUIT UNIVERSITY)

Participants completed a food diary for three days as well as several eating-related questionnaires. Nutritional summaries and questionnaire scores were subjected to a MANCOVA. Food-neophobics (those unwilling to try new foods) consumed less calories and nutrients, and had decreased intake of 26 specific nutritional and caloric items. Implications support food-neophobics having less nutritionally plentiful diets, thus leading to nutritional deficits.

POSTER 6

PSYCHOLOGICAL MINDEDNESS AS A MODERATOR OF DISTRESS IN VICTIMS OF PAST ABUSE

KATIE C. LEWIS (LONG ISLAND UNIVERSITY - BROOKLYN), NICHOLAS PAPOUCHIS (LONG ISLAND UNIVERSITY, BROOKLYN)

The present study investigated the potential protective function of psychological mindedness in victims of physical and/or sexual abuse. In the current sample, psychologically-minded subjects with past histories of abuse reported significantly lower levels of symptomatic distress than abuse victims who were less psychologically-minded. Additionally, while the capacity for insight significantly attenuated levels of distress in abuse victims, interest in the act of introspection alone was insufficient to produce a beneficial moderating effect.

POSTER 7

INFLUENCE OF COLOR AND VISCOSITY ON

MILK PLEASANTNESS AND INTENSITY RATINGS IN DISORDERED EATERS

MARK SAPPINGTON, AUGUST CAPIOLA, MICHAEL SEALS, BRYAN RAUDENBUSH (WHEELING JESUIT UNIVERSITY)

Researchers wished to evaluate the affects of incongruent color and viscosity on taste perception of disordered eaters. Participants were presented with whole, 2%, and skim milk which was colored blue, white (control), red, and brown for a total of 12 samples. Disordered eaters rated milk as less pleasant and more intense and consumed less. Research in this area is highly relevant in the marketing of food, especially advertisements geared toward children.

POSTER 8

QUANTIFYING ALCOHOLICS ANONYMOUS AFFILIATION

DAVID JASON ANGELONE (ROWAN UNIVERSITY), DAMON MITCHELL (CENTRAL CONNECTICUT STATE UNIVERSITY), ANDREW ASSINI (ROWAN UNIVERSITY)

The primary goal of the current study was to replicate the findings from project MATCH (Cloud, Ziegler, & Blondell, 2004) using a sample of participants self identifying as "AA members" and to determine the utility of reducing program affiliation to several key items. Results demonstrated a small number of beliefs/activities that can characterize 12-step affiliation and ultimately predict relapse; providing further support of the generalizability of the Project MATCH findings.

POSTER 9

COLLEGE ALCOHOL BELIEFS AND SENSATION SEEKING IN RELATION TO FRESHMEN DRINKING CONSEQUENCES

TIMOTHY M. OSBERG, KAITLYN HARDISON, ALLISON KILMER, KELLY OVERTON, CHRISTINA ANTONELLI, CARRIE MORRISON, ERIKA OSBERG, STEPHANIE COPPOLA, MICHAEL KNIGHT, JILLIAN FISH, CHAD NORDIN, KEVIN O'SULLIVAN (NIAGARA UNIVERSITY)

Freshman students' (N = 543) beliefs about the role of alcohol in college life (college alcohol beliefs) were assessed along with trait sensation seeking, alcohol expectancies, drinking motives, total drinks in a typical week, and drinking consequences. Hierarchical

regression analyses revealed that college alcohol beliefs provided incremental validity in accounting for variance in drinking and its consequences when the effects of sensation seeking, expectancies, and motives were controlled. Implications for college drinking interventions are discussed.

POSTER 10

PUBLIC ATTITUDE OF E-THERAPY: MORE INFORMATION, MORE POSITIVE PERCEPTION

CAROLYN D. CZERNIAK, LINDSAY A. PHILLIPS
(ALBRIGHT COLLEGE)

This study involved current perception of e-therapy. Sixty-four participants, 52 females and 12 males, averaging age 41, completed the study. As hypothesized, participants who were supplied with information about e-therapy before completing a survey held a more favorable attitude and perception towards it than those who did not read this information. Implications of this study include further informing the public about e-therapy so it can be better understood.

POSTER 11

WHAT CONTRIBUTES TO PREDICTING CHANGE IN TREATMENT OF DISSOCIATION: INITIAL DEPRESSION, DISSOCIATION, OR PTSD, OVERALL SYMPTOMS?

RYAN STADNIK, BETHANY BRAND, JEREMY ENGELBERG, TIMOTHY AVERY (TOWSON UNIVERSITY)

We examined what initial symptoms (dissociation, PTSD, depression, or general distress) were the best predictors of change in dissociation. The current study used data gathered by Brand et al. (2009a). The two significant predictors of changes in dissociation, when for controlling for length of time for follow-up were initial dissociation and PTSD.

POSTER 12

BODY, SELF, WORLD & OTHERS: INVESTIGATING THE IMPACT OF GUIDE DOGS ON THEIR OWNERS

ANNE L. BIZUB (ELMIRA COLLEGE)

Blindness involves multiple limitations especially in terms of mobility. Thus, acquiring and learning to use a mobility aid becomes essential to blind individuals. One option is the guide dog. Thousands of guide dog teams exist in the United States, which suggests that there are benefits to working with a guide dog; however, there is a paucity of literature examining the impact that guide dogs have on their owners. The research at hand seeks to correct this gap.

POSTER 13

A MIXED-METHODS STUDY OF SUPPORT PROVIDED BY BREAST CANCER SUPPORT GROUPS

AGNES WHITE, LINDSAY A. PHILLIPS (ALBRIGHT COLLEGE)

This study evaluated whether survivors of breast cancer who participated in support groups would report a greater sense of social support. Breast cancer is the most common form of cancer and the second leading cause of cancer-related death among women in the United States (American Cancer Society, 2007). Responses from 118 survivors of breast cancer indicated that they may benefit from a variety of means of support including but not limited to support groups.

POSTER 14

THE POWER OF EXPECTATIONS: A CAFFEINE AND PAIN TOLERANCE MODEL

CHRISTINE MARIE LYNCH, MEAGHAN C. MOXLEY, JAMES R. SIEMEN (WASHINGTON COLLEGE)

This study examined cognitive expectations on pain tolerance. Participants ingested caffeine and either received the expectation that caffeine consumption increases or has no effect on pain tolerance. Participants then participated in a cold pressor pain test. While literature has suggested a strong expectancy effect, the present study failed to add support. Results are discussed relative to laboratory planted expectations, gender differences, and physiological responses to cold pressor induced pain.

POSTER 15

PERSONALITY CHARACTERISTICS IN STUDENTS AT-RISK FOR SCHIZOPHRENIA: RELATIONSHIP TO MOOD /SLEEP DISTURBANCE

THOMAS J DINZEO, JAMES CASTORINA, MELISSA CHARFADI, DAVE WELDEN (ROWAN UNIVERSITY)

The current study examines the role of personality characteristics in positive/ negative mood and sleep disturbance in 420 college students with varying risk for psychosis. Individuals at high risk for schizophrenia (i.e. high levels of schizotypy) had poorer mood & sleep quality. However, levels of neuroticism also predicted these experiences even after controlling for schizotypy. Additional findings and the implications for mental health professionals working with high-risk individuals on college campuses are discussed.

POSTER 16

MEDIATORS OF THE RELATIONSHIP BETWEEN TRAUMATIC EXPOSURE, EATING PATHOLOGY, AND BODY SATISFACTION

BRIAN C. SMITH, EVE M. SLEDJESKI (ROWAN UNIVERSITY)

The current study investigated whether depression and anxiety explained the often found relationship between trauma exposure/PTSD symptoms and pathological eating patterns/body shape dissatisfaction in undergraduates. Results revealed that trauma and PTSD have a greater impact on pathological eating behaviors/ body dissatisfaction for females as compared to males. Further, for females, depression mediated the relationship between trauma history and body dissatisfaction. Longitudinal research is needed to better understand the direction of these relationships.

POSTER 17

SEPARATE EFFECTS OF BUPROPION AND MODAFINIL, VERSUS PLACEBO, ON ABSTINENCE SYMPTOMS

NANCY JAO, KENNETH A. PERKINS, JOSHUA KARELITZ, ERIN STRATTON (UNIVERSITY OF PITTSBURGH)

In a within-subjects design, we compared bupropion (for smoking cessation), modafinil (for wakefulness), and placebo medications on relief of withdrawal, craving, and negative affect during the first day of a week-long practice quit smoking attempt. Only smokers able to quit during all three medication conditions were compared. Bupropion reduced abstinence symptoms relative to placebo, as expected, but the novel

medication of modafinil also may relieve these symptoms, at least on the first day of cessation.

POSTER 18

INFLUENCE OF SOCIAL DESIRABILITY ON WORKING ALLIANCE MEASUREMENT IN AFRICAN-AMERICANS AND CAUCASIANS

MELISSA MAHONEY, LISA WALLNER SAMSTAG (LONG ISLAND UNIVERSITY)

This research investigated whether increased socially desirable responding might account for the difference in therapy attendance between African-Americans and Caucasians despite consistently high levels of reported working alliance. A trend was found toward differences in therapy attendance by race. In this multicultural sample, self-reported working alliance was not able to predict treatment outcome, even after controlling for socially desirable responding. Future research should investigate possible mediating variables between alliance and outcome in multicultural populations.

POSTER 19

SYMPTOMS OF COMPLEX POST TRAUMATIC STRESS DISORDER IN CHIMPANZEES

STACY M. LOPRESTI-GOODMAN, MARJANNE KAMEKA, ASHLYNN DUBE (MARYMOUNT UNIVERSITY)

Chimpanzees who have experienced psychological and physical trauma exhibit a variety of abnormal behaviors thought to be indicative of psychopathology. Through a series of caregiver interviews and naturalistic observations we determined that some chimpanzees living at sanctuaries in the U.S. and Kenya who have experienced maternal deprivation, prolonged social isolation and/or painful biomedical procedures exhibit symptoms of Complex Post Traumatic Stress Disorder (PTSD). We will present case studies on a few of these individuals.

POSTER 20

DOES TRAUMA EXPOSURE AND SUBSEQUENT POSTTRAUMATIC STRESS SYMPTOMS AFFECT MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG COLLEGE UNDERGRADUATES?

KYLA LUCEY (ROWAN UNIVERSITY)

The present study found no correlation between trauma history and PTSD symptoms and GPA or college motivation. However, regardless of trauma history, depression symptoms were related to lower motivation for attending college. This suggests that trauma and related psychopathology may not directly affect motivation and academic achievement. Future research should investigate the mechanisms by which this sample coped with their trauma so that effective treatments in overcoming PTSD, promoting academic achievement and preventing academic decline may be developed.

POSTER 21

FACTORS IMPACTING ATTRITION OF PSYCHOLOGICAL SERVICES AT A COMMUNITY-BASED GRADUATE TRAINING CLINIC

LASHONDA T. GREENE-BURLEY, NATALIYA ZELIKOVSKY (LA SALLE UNIVERSITY)

The study investigated attendance in psychological services and types of attrition based demographic and treatment-related variables at a graduate training clinic in a predominantly minority, low-SES urban neighborhood. Individuals who were female, of minority status, younger, with lower levels of education and incomes, and unemployed were hypothesized to attend fewer sessions.

POSTER 22

QUALITATIVE ANALYSIS OF PERSONAL NOSTALGIA IN COLLEGE STUDENTS

STEVEN M. SPECHT (UTICA COLLEGE)

College students were asked to use three sentences to describe "three things or events that have evoked good memories in the past". A total of 144 responses (3 responses from each of 48 respondents) were assigned to one of 9 categories. "Family" and "Academic Accomplishments" were the categories with the most responses. The results will be presented in the context of theories of nostalgia and positive psychology.

POSTER 23

EXAMINING THE RELATIONSHIP BETWEEN TRAUMA EXPOSURE, BASELINE MINDFULNESS, AND CARDIOVASCULAR FUNCTIONING AMONG UNDERGRADUATES

STEVEN L. HOFBERG (ROWAN UNIVERSITY)

The present study examined the relationship between trauma exposure and mindfulness and examined how trauma exposure and mindfulness may impact baseline cardiovascular functioning. In contrast to prior research, levels of mindfulness (i.e. acting with awareness) were lowest among the group with one traumatic experience compared to the non-traumatized and more traumatized groups. Further research is needed with a larger sample size to better understand how trauma exposure is related to baseline levels of mindfulness.

POSTER 24

STRESS AND WELL-BEING: RELATIONSHIPS WITH SOCIAL CAPITAL, SELF-ESTEEM, AND TECHNOLOGY USE

JENNIFER M. GARDNER, CHAMPIKA K. SOYSA (WORCESTER STATE UNIVERSITY)

Social capital, self-esteem, and technology use, and their relationships with stress and well-being were investigated in 176 undergraduates. In general, social capital and self-esteem were inversely related to stress, and technology use was positively associated with stress. On the other hand, social capital and self-esteem were positively associated with well-being, while technology use was inversely related to well-being. These results inform the field regarding the correlates of stress and well-being, including technology use among undergraduates.

POSTER 25

PERCEPTIONS OF YOUTHFULNESS ON THE BASIS OF EXERCISE HABIT INFORMATION

LAUREN S. WEINER, ROBIN B. KANAREK (TUFTS UNIVERSITY)

To examine the impact of exercise status on perceptions of age, subjects (n=107) evaluated 1 of 3 individuals whose basic identifying information varied only by exercise level [none, moderate (3-4 times per

week for 45 minutes), or intense (6-7 times per week for at least 90 minutes)], on an assortment of physical and personality traits. Exercisers were rated as younger (in chronological years) and more youthful on age-related traits than non-exercisers.

POSTER 26

THE EFFECT PARENTAL ATTACHMENT ON SELF-ESTEEM AND BODY IMAGE

JAMES ROBERT SIEMEN, BRITTANY LEIGH BONDAY (WASHINGTON COLLEGE)

Sixty students were given the Inventory of Parental and Peer Attachment, the Culture-Free Self-Esteem Inventory 2, and the Body Shape Questionnaire. There were significant differences between high, medium, and low maternal attachment and general self-esteem, social self-esteem, and total self-esteem. Gender was not found to play a role in how parental attachment affects body image or self-esteem. However, there was a large gender effect on body image; females showed significantly poorer body image than males.

POSTER 27

SUBSTANCE USE DISORDER, TRAUMA HISTORY, AND MENTAL/PHYSICAL HEALTH: AN OLDER OFFENDER ANALYSIS

BARBRA VENEZIA, KEITH MORGEN (CENTENARY COLLEGE)

An understanding of the interface between substance use disorder (SUD), trauma history, and mental/physical health within the older offender population is missing in the literature. A study of older offenders in prison (N=334) via structural equation modeling analysis found a relationship between SUD and trauma history and mental/physical health. SUD history significantly predicts trauma experiences and subjective reactions to those traumas significantly predicted the number of days in mental distress per past month.

POSTER 28

OLDER OFFENDERS AND SATISFACTION WITH IN-PRISON SUBSTANCE USE DISORDERS TREATMENT

ELISABETH ENDRIKAT, KEITH MORGEN (CENTENARY COLLEGE)

A study of older offenders (N=145) who received in-prison substance use disorders (SUD) services was conducted to examine how satisfaction with SUD services influenced coping resources and mental health. Structural equation modeling highlighted that SUD treatment satisfaction significantly predicts coping resources which significantly predicts overall mental health. Consequently, assessing older offender satisfaction with SUD treatment services is critical to understanding how SUD services may influence the coping resources and mental health of the older offender.

POSTER 29

ABUSE IN DATING RELATIONSHIPS: PERSONALITY, DATING PREFERENCES, AND ATTRACTION IN COLLEGE STUDENTS

KRISTINA J. KELLEY, JAMES R. SIEMEN (WASHINGTON COLLEGE)

The present study investigated the relationship between personality traits, prior childhood abuse, abuse within the family of origin, and gender on abuse within college student relationships. Fifty-nine college aged subjects participated. The results suggest that there needs to be a re-evaluation of current victim support programs to include males and to include poly-victim relationships. Psychologists need to place emphasis on gender, personality traits, and history of abuse in predicting and treating dating violence.

POSTER 30

THE INTERFACE BETWEEN SUBSTANCE USE DISORDER AND TRAUMA WITHIN OLDER OFFENDERS

BRITTANY OVERLAND, KEITH MORGEN (CENTENARY COLLEGE)

To address the gap in the literature regarding the older offender, trauma, and substance use disorder (SUD) this study (N=334) examined the frequency of traumatic events within older offenders in-prison with or without SUD. Older offenders with SUD were significantly more likely to have experienced traumatic events such as having formerly been incarcerated, having a history of a serious physical illness or mental illness, having been physically abused and having formerly been physically attacked.

POSTER 31

NEGATIVE EMOTIONS IN YOUNG WOMEN'S NARRATIVES ABOUT ROMANTIC RELATIONSHIP PROBLEMS

TRISTA CHIU, IZABELA MILANIAK, JESSICA FREDERICKS, ALEXANDER YASNESKI, CANDICE FEIRING (THE COLLEGE OF NEW JERSEY)

This study examined young women's negative emotions coded from their narratives about times their romantic partners did not meet their needs. Sixty women were interviewed about their unmet relationship needs and then completed ratings of functioning and views. Narrative indicators of negative emotions were related to the rating of negative emotions, conflict strategies, relationship satisfaction and views of sexual intimacy.

POSTER 32

HOMOPHOBIA AND HYPERMASCULINITY AS PREDICTORS OF VIOLENCE IN COLLEGE-AGED MEN

NOAH A. CASS, JASON F. SIKORSKI, KATHERINE E. CHESANEK (CENTRAL CONNECTICUT STATE UNIVERSITY)

A sample of 252 male undergraduate students attending a northeastern university served as participants. Male students were grouped low, medium or high on their endorsement of thoughts and behaviors consistent with both homophobia and hypermasculinity. A number of two-way analyses of variance revealed that the most hypermasculine and homophobic men tended to display a profile consistent with impulsivity, anger and an escalated risk for the perpetration of violence toward others.

POSTER 33

THERAPISTS' RESPONSES TO RELIGIOUS/SPIRITUAL DISCUSSIONS IN PSYCHOTHERAPY WITH TRAUMA VS. NON-TRAUMA CLIENTS

REBECCA LEE ZENKERT, VIRGINIA BRABENDER (WIDENER UNIVERSITY)

A modified grounded theory investigation was used to examine data from interviews with and questionnaires completed by 14 licensed psychotherapy providers who

had worked with both trauma and non-trauma clients on religion/spirituality. Participants acknowledged the importance of discussing these topics in secular therapy. Therapists view attention to religion/spirituality in trauma therapy as necessary, and see this work as qualitatively different from working with other client populations. More training is needed for therapists in this area.

POSTER 34

THE MOST HYPERMASCULINE COLLEGE MEN: A CLINICAL PROFILE

SABRA M. DUNN, JASON F. SIKORSKI (CENTRAL CONNECTICUT STATE UNIVERSITY)

252 male undergraduate students from a northeastern university served as participants. A group of men scoring at or above the 90th percentile on two standardized measures of hypermasculine tendencies (n=12) were identified. This group of men scoring extremely high in hypermasculinity displayed alarmingly high rates of aggression, impulsivity and negative attitudes toward women. Not surprisingly, these men also reported feeling dissatisfied, in general, with the way their life has transpired to date.

POSTER 35

PERSONALITY AND ABERRANT SALIENCE AMONG UNDERGRADUATES

JESSICA S. PALMER-BACON, THOMAS A. MARTIN (SUSQUEHANNA UNIVERSITY)

This study aimed to explain the relationship between aberrant salience and personality, examining correlations between responses to the NEO-PI-3 and the Aberrant Salience Inventory. Only modest positive correlations were found with the NEO-PI-3 Openness to Experience and Neuroticism personality domains to the factors of the ASI. No significant correlations were found with other personality domains, suggesting that psychosis proneness is largely unrelated to personality factors, unlike depression, anxiety, and personality disorders.

POSTER 36

SELF-HELP FROM THE CLOSET: RESOURCES FOR GLB INDIVIDUALS & THEIR FAMILIES

KAVITA J. SHAH, VICTORIA K. ALGONA, JOHN C. NORCROSS (UNIVERSITY OF SCRANTON), JOHN M. GROHOL (PSYCH CENTRAL)

Abstract. Three national surveys were conducted to identify meritorious self-help films, books, and autobiographies for gay, lesbian, and bisexual (GLB) individuals and their families. Nearly a thousand psychologists rated the self-help resources with which they were familiar. The poster provides a catalog of psychologist-recommended resources for GLB issues as well as a number of expert-identified online resources.

POSTER 37

STRESS AND WELL-BEING: RELATIONSHIPS WITH MINDFULNESS, SELF-COMPASSION, AND SELF-EFFICACY

CAROLYN J. WILCOMB, CHAMPIKA K. SOYSA (WORCESTER STATE UNIVERSITY)

Correlates of stress and well-being were investigated in a sample of 150 undergraduates. Facets of mindfulness and self-efficacy were positively associated with well-being and inversely associated with stress. Some dimensions of self-compassion were positively associated with well-being and negatively associated with stress, and vice versa. Our results contribute to the literature by establishing associations between five facets of mindfulness, six aspects of self-compassion, and two dimensions of self-efficacy, in relation to both stress and well-being.

POSTER 38

COGNITIVE VULNERABILITY, STRESS, AND ANXIETY: PREDICTING RISKY BEHAVIOR ENGAGEMENT IN ADOLESCENTS

CASEY K. GARDINER, RANDY P. AUERBACH, RANDY P. AUERBACH, SARAH KERTZ (MCLEAN HOSPITAL)

Whereas some studies have found that anxiety is associated with risk-avoidance, other research suggests that anxiety predicts risky behaviors. To better understand this relationship, the study utilized a multi-wave, longitudinal design to assess stress-reactive rumination, stress, anxious symptoms, and risky behavior engagement. Results indicated that in boys, but not girls, physical, social, and total anxiety symptoms mediate the relationship between stress and risky behavior engagement, and stress-reactive

rumination moderates the pathway between stress and anxiety.

POSTER 39

POSITIVE EMOTIONS IN RESPONSE TO PARENTAL ILLNESS

MAGGIE ARNOLD, CAROL WEISSBROD (AMERICAN UNIVERSITY)

This study seeks to better understand child experience of parental illness by examining the relationship between dispositional gratitude and depression and anxiety in older adolescents who either have or have not experienced the stressor of growing up with an ill parent. Results suggest that factors internal to the child (dispositional gratitude) and parental factors (family quality of life and parental involvement) may be as important as illness severity in impacting children's adjustment to parental illness.

POSTER 40

SERIAL JUVENILE SEXUAL OFFENDERS

ARIELLE BERTHOD, JASON SIKORSKI (CENTRAL CONNECTICUT STATE UNIVERSITY)

489 incarcerated juvenile sexual offenders completed an extensive battery of standardized self-report measures. Research-based criteria identified a group of juvenile sexual offenders termed "serial juvenile rapists". In comparison to other juvenile sexual offenders, juvenile serial rapists displayed more evidence of antisocial values, as well as dramatic symptoms of social anxiety and social discomfort. In addition, those serial rapists with concurrent symptoms of psychopathy displayed a particularly high-risk clinical profile worthy of further study.

POSTER 41

COPING EXPECTANCIES AND MOOD: A DAILY DIARY STUDY

ABBY RACHEL LITOVSKY, KAYLA RUTH PRINCE, DARA G. FRIEDMAN-WHEELER (GOUCHER COLLEGE)

This study examined the relationships among coping, expectancies, and depression. Participants completed measures of coping expectancies, depression, and mood. They then completed daily measures of mood, stressful experiences, and coping. We compared

participants' expectancies with actual coping behaviors to examine: if expectancies predict coping; if expectancies are accurate; and if these relationships are different for those with depression. Results suggest expectancies do not consistently predict coping behavior, nor are they consistently accurate.

POSTER 42

UNDERREPORTING OF ADOLESCENT BESTIALITY: POLYGRAPH V. SELF-REPORT MEASURES

COLLEEN KEELAN, CHRISTI COOPER-LEHKI, ALLISON SCHENK, WILLIAM FREMOUW (WEST VIRGINIA UNIVERSITY)

Juvenile sex offenders (JSO) are a predominant treatment concern in society and one sexual behavior, bestiality, may be of particular importance. Seto and Lalumiere (2010) reported a 14% rate of bestiality among JSO. The current study examined differences in admitting bestiality in JSO (N = 23) between self-report measure, the Multitphasic Sexual Inventory-II (MSI-II), and polygraphy exams. The results indicate the underreporting of bestiality on self-report measures and the potential utility of a polygraph.

POSTER 43

ACUTE MOOD EFFECTS ON NEGATIVE AFFECT AND CRAVING TO SMOKE

JOSHUA L KARELITZ, KENNETH A PERKINS, GRACE E GIEDGOWD, CYNTHIA A CONKLIN (UNIVERSITY OF PITTSBURGH)

Increased craving to smoke due to negative mood may be greater in women than men. We examined craving and negative affect in response to acute negative versus neutral mood induction among adult smokers not trying to quit. Negative affect and craving (smoking to relieve negative affect) were greater due to negative (versus neutral) mood among women compared to men. Even brief negative mood situations may increase craving to smoke more in women than men.

POSTER 44

COMPARING JUVENILE DELINQUENTS BASED ON SEXUAL OFFENSE HISTORY AND VIOLENT OFFENSE HISTORY

MARISSA GRAZIANO, JASON F. SIKORSKI (CENTRAL CONNECTICUT STATE UNIVERSITY)

950 incarcerated juveniles participated. Across a number of standardized self-report measures, sexual offenders displayed the highest rates of deviant sexual interest and internalizing emotional problems. Non-sexual offenders exhibited the most antisocial behaviors and a general disregard for societal rules. Sexual offenders with a concurrent history of violent offending exhibited the highest rates of callous-unemotional traits and antisocial behaviors. Researchers should consider differences between juvenile sexual offenders when planning treatment.

POSTER 45

DEVELOPMENT AND PRELIMINARY VALIDATION OF THE NATIVE AMERICAN ALCOHOL BELIEFS SCALE

JILLIAN FISH, TIMOTHY M. OSBERG (NIAGARA UNIVERSITY)

A new measure, the Native American Alcohol Beliefs Scale (NAABS), was developed to assess beliefs Native Americans hold concerning alcohol use and administered to 144 American Indians. Exploratory factor analysis revealed that the measure is unidimensional in structure and has good internal consistency. NAABS scores were positively associated with typical weekly drinking, alcohol expectancies, and drinking motives (social, coping, enhancement, and conformity motives). Native American alcohol beliefs provide an additional intervention target for this group.

POSTER 46

RELATIONSHIP AMONG OBSESSIVE-DOUBTING, WORRY, RUMINATION, AND COGNITIVE FLEXIBILITY IN ADULTS

ASHLEY LONGO (NOVA SOUTHEASTERN UNIVERSITY), FRANK ANDRASIK (UNIVERSITY OF MEMPHAS), JAMES ARRUDA (UNIVERSITY OF WEST FLORIDA)

This study evaluated the relationship among obsessive-doubting (OD), cognitive flexibility, worry, and cognitive rumination in 87 adults. Cognitive flexibility and brooding rumination predicted 45.1% and 9.5% of the OD variance, respectively. Results differed from previous OD research in that worry was not a significant predictor of OD. This study indicates the importance of assessing cognitive flexibility and

rumination in persons with OD. Treatment implications are discussed.

POSTER 47

BIOLOGICAL FATHER INVOLVEMENT AS A PREDICTOR OF RELATIONSHIP QUALITY ACROSS TIME IN FRAGILE FAMILIES

PAMELA YOUNG PAK (BINGHAMTON UNIVERSITY), HAYLEY C. FIVECOAT, MATTHEW D. JOHNSON (STATE UNIVERSITY OF NEW YORK AT BINGHAMTON)

The present study investigated biological father involvement (BFI) during childhood as a predictor of average romantic relationship quality (RQ) and average change in RQ over time. Data from years 1, 3 and 5 of the Fragile Families and Child Well-Being study (nmothers=3,951, nfathers=2,515) were analyzed using hierarchical linear modeling. Higher BFI predicted higher average RQ but overall did not consistently predict changes in RQ across time. Results and implications are discussed.

POSTER 48

ASSESSMENT OF SELF-EFFICACY AND RECOVERY IN PEER SPECIALISTS

RACHEL SIEKE, KIM WEIKEL (SHIPPENSBURG UNIVERSITY)

Peer support specialist positions are growing in number with the movement toward recovery-oriented mental health services. This study is an investigation of the effects of a weekly group supervision sessions on peer specialist self-efficacy. Five participants completed measures of peer specialist self-efficacy and mental health recovery on a weekly basis during a baseline phase and an intervention phase. Results showed significant increases in self-efficacy among four of the five participant and increases in recovery for two of the five participants. Data will be discussed with graphs to illustrate the positive trends.

POSTER 49

RUMINATION MEDIATES THE RELATIONSHIPS BETWEEN COGNITIVE FAILURES AND DEPRESSIVE SYMPTOMS, ANXIETY AND RISKY BEHAVIOR

BHAVINI PRAJAPATI, ASHLEY BORDERS (THE COLLEGE OF NEW JERSEY)

Perceived cognitive failures, defined as errors made on everyday tasks, are associated with poor psychological functioning. This survey study examined whether rumination, or repeated thoughts about negative experiences, may be one mechanism by which perceived cognitive failures are associated with negative clinical outcomes. In an undergraduate sample, we found that high levels of rumination partially but significantly mediates the associations between greater perceived cognitive failures and more depressive symptoms, anxiety, and risky behaviors.

POSTER 50

FURTHER VALIDATION OF A NEW COMPREHENSIVE MEASURE OF TRAIT HOPE

ANTHONY SCIOLI, KEITH SYKES, CODY HARRIMAN, TARYN HEON (KEENE STATE COLLEGE)

A study was conducted to provide further validation for a recently developed, comprehensive measure of trait hope (Scioli et al., 2011). The focus was on hope-related constructs and hope subscales typically ignored in psychology, and to demonstrate the relevance of hope for clinical practice as well as positive psychology. Results showed strong associations between trait hope subscales and established measures of self-object needs, emotional self-regulation, daily spiritual experiences, and NEO peer ratings.

POSTER 51

MATERNAL SOCIAL INFORMATION PROCESSING AND CHILD MALTREATMENT FREQUENCY, DURATION, AND SEVERITY

SANDRA T. AZAR, ELIZABETH A. MILLER, DEVIN J. MCGUIER, MICHAEL T. STEVENSON, (PENNSYLVANIA STATE UNIVERSITY), ELLEN O'DONNELL (MASSACHUSETTS GENERAL HOSPITAL), NINA OLSEN (HELSEFONNA, HAUGESUND SJUKEHUS, BARNE OG UNGDOMS PSYKIATRIEN (BUP)), NOEL SPENCE (CLARK UNIVERSITY)

Understanding maltreatments' course is crucial given links to negative child outcomes. This study examined whether levels of social information processing problems are associated with maltreatment's

frequency, duration, and severity in mothers with active CPS cases. Hostile child attributions were positively associated with maltreatment duration and physical abuse severity. Problem-solving capacities were significantly related to duration and frequency of maltreatment and abuse. Implications of findings for cognition's role in parenting and targeted interventions will be discussed.

POSTER 52

SUICIDE WATCH: A CONTENT ANALYSIS OF HELP-SEEKING AND ADVICE-GIVING FOR SUICIDAL IDEATION IN AN ONLINE COMMUNITY

CELESTE PIETRUSZA (DUQUESNE UNIVERSITY)

This research project conducts a qualitative content analysis of comments by and responses to individuals expressing suicidal ideation on the popular social news website reddit. The poster categorizes common ways of and reasons for expressing suicidal ideation in this online forum and investigates how individuals respond to community advice and support. Results suggest that forum members' interactions extend beyond the website into additional online as well as offline support.

POSTER 53

EARLY MALADAPTIVE SCHEMAS AND NEGATIVE LIFE EVENTS IN THE PREDICTION OF DEPRESSION AND ANXIETY

LINDSAY M. ANMUTH, JIM A. HAUGH, NATALIA DOBRZANSKI (ROWAN UNIVERSITY)

This study examined the ability of Young's (2003) model of Early Maladaptive Schemas, negative life events, and their interactions to predict depressive and anxious symptoms. Results showed that EMSs are predictive of depressive and anxious symptoms, but negative life events account for a greater prediction. EMSs were just as predictive of anxious symptoms as depressive symptoms. This was the first study to show EMSs to be more highly associated with negative achievement than interpersonal events.

POSTER 54

KEEP IT IN THE FAMILY: FAMILIAL PATTERNS AND YOUNG ADULTS' SUBSTANCE USE

MADELINE KING, ANNE MURTAGH (SHEPHERD UNIVERSITY)

Abstract Parent-child and sibling-sibling influences were investigated for undergraduate students who reported on their own and family members' use of substances. Participants' use of alcohol, marijuana, and cigarettes was linked to both parents' and siblings' use. It was expected that when extreme substance use was reported in parents or siblings, students would not mimic this behavior. More than half of these students reported substance use problems. Family environment seems clearly linked to young adults' substance use.

POSTER 55

THE INFLUENCE OF ADAPTIVE AND MALADAPTIVE BELIEFS ON SYMPTOMS OF DEPRESSION AND ANXIETY

JENNY LEIGH DELORME, MELISSA ACOSTA, CHELSEA MURPHY, JIM HAUGH (ROWAN UNIVERSITY)

The focus of this study was to examine the presence of Early Maladaptive Schemas along with constructs of well-being (CWB) to determine whether an individual who endorses negative beliefs about one's self could also endorse more adaptive beliefs about one's self and which early maladaptive schemas were most significantly correlated with which adaptive beliefs. Another aim of this study was to see whether the constructs of well-being added incremental validity to the prediction of depressive and anxious symptoms. Participants were administered the Young Schema Questionnaire, Ryff's Psychological Well-Being Scale, the Beck Depression Inventory and the Beck Anxiety Inventory to test for the presence of early maladaptive schemas, constructs of well-being (adaptive beliefs), as well as depressive, and anxious symptoms. Bivariate correlation and regression analyses showed that some individual's did endorse both EMSs and CWB and, when looked at together, they had a significant impact on the development of anxious and depressive symptoms.

POSTER 56

DIMENSIONS OF TREATMENT EXPERIENCE WITH PSYCHOTHERAPY AND MEDICATION: A QUALITATIVE STUDY

CHLOE DYBA, NIKKI BEAUDETTE, RICKY GRANDERSON, KAITLYNN BARBARITZ (ITHACA COLLEGE)

A qualitative study of people's experiences with medication and therapy was conducted as part of a larger psychometric analysis. Thirteen confidential open-ended peer interviews were transcribed and analyzed using a framework approach to textual analysis. Participants provided rich narratives describing subjective experiences with medication and therapy. Researchers coded and categorized text fragments as part of a thematic analysis of the transcripts in order to isolate themes associated with the experience of medication and psychotherapy.

POSTER 57

RACIAL DIFFERENCES IN ILLNESS PERCEPTIONS AND SOCIAL RESPONSES AMONG DYSPHORIC POSTPARTUM WOMEN

RACHEL FRIED, JENNI TEETERS (DENISON UNIVERSITY)

The purpose of this study was to compare confidence in treatment, stigma, and social network response among African-American and White postpartum women with elevated depressive symptomatology. 35 postpartum mothers completed a telephone survey one month postpartum. Our results showed that African-American mothers had less confidence in antidepressant medication. Also, White mothers endorsed higher stigma beliefs. Lastly, social support did not differ by race but African-American mothers reported more frequent sibling voiced concern about their symptoms.

POSTER 58

PERCEIVED TREATMENT EFFECTIVENESS PREDICTS PERSONAL, NOT PUBLIC, DEPRESSION STIGMA IN PREGNANT MOTHERS

ERIN J HENSHAW (DENISON UNIVERSITY)

The purpose was to evaluate the role of previous treatment effectiveness on current perceptions of personal and public depression stigma among pregnant women. It was hypothesized that treatment effectiveness would predict lower personal, but not public, stigma beyond known predictors. A cross-sectional survey of pregnant women with a history of depression symptoms and treatment ($n = 75$) was conducted. Regression analysis support both hypotheses, suggesting public and personal stigma are differentially influenced by treatment effectiveness.

POSTER 59

BIS/BAS: ASSOCIATIONS WITH DRINKING MOTIVES, CONSEQUENCES, AND ATTENTION TO ALCOHOL-RELATED CUES.

FRANK ROBERT ROSE (HAMPDEN-SYDNEY COLLEGE)

College drinking is associated with adverse consequences. Motives for alcohol use and alcohol related consequences may relate to Gray's (1981) two-factor model of personality (i.e., the Behavioral Activation System (BAS) and Behavioral Inhibition System (BIS)). 41 male participants were administered measures of BIS/BAS, drinking motives, alcohol-related consequences, and an alcohol-Stroop task. Consistent with hypothesis, high BAS significantly predicted alcohol related consequences, drinking for social and enhancement motives, and increased interference on the alcohol-Stroop task.

POSTER 60

THE ROLE OF AVOIDANT COPING FOR AFRICAN AMERICAN YOUTH EXPOSED TO COMMUNITY VIOLENCE AND RACIAL DISCRIMINATION: PROBLEMATIC OR PROTECTIVE?

JESSICA S. HENRY, DEVIN ENGLISH, SHARON F. LAMBERT (GEORGE WASHINGTON UNIVERSITY)

Recent conceptualizations of avoidant coping as comprised of behavioral avoidance and cognitive avoidance suggest that avoidant coping can be both adaptive and maladaptive. Thus, this study examined the hypothesized differential effects of cognitive and behavioral avoidance on adjustment for African American youth exposed to community violence and discrimination. Contrary to expectation, behavioral avoidance did not protect against depression or aggression for youth exposed to community violence or discrimination. Implications for prevention and intervention are discussed.

POSTER 61

GREEK AFFILIATION AND MENTAL HEALTH AWARENESS, KNOWLEDGE, AND ATTITUDES AMONG COLLEGE STUDENTS

ADAM J. EDMUNDS (JAMES MADISON UNIVERSITY)

The current study attempted to identify differences in mental health awareness, knowledge, or attitudes between 108 members of Greek Organizations and 301 non-members on a mid-size university campus through an on-line survey. Responses among five of the 40 items surveyed attained statistical significance between members of Greek Organizations and non-members, but the low number suggests that few meaningful differences exist between the two groups. Further research with more sophisticated and psychometrically strong measures is encouraged.

POSTER 62

DEVELOPMENT, VALIDATION, AND CONFIRMATORY FACTOR ANALYSIS OF THE THERAPY PRESUPPOSITION INVENTORY (TPI)

RICHARD PAUL CONTI (COLLEGE OF SAINT ELIZABETH), WILLIAM JOSEPH RYAN (FEDERAL BUREAU OF PRISONS)

The Therapy Presupposition Inventory (TPI) is a newly developed questionnaire constructed to measure an individuals' philosophical position on worldview themes. An initial 43-item pool covering five worldview dimensions was generated through an inductive process of consultation, peer and literature review. Then, using two independent data samples, the authors psychometrically analyzed, organized, and reduced the items using a combination of exploratory factor analysis and confirmatory factor analysis. The final scale consists of 20 items across five distinct dimensions: (1) Becoming/Being; (2) Collectivist/Individualist; (3) Deontological/Eudaimonistic; (4) Voluntarist/Intellectualist; and (5) Aristotelian/Idealist. Results indicate that the final multidimensional scale is reliable and valid and that it may be useful for clinical and research applications. Implications and directions for future research will be presented.

POSTER 63

AN EXAMINATION OF TECHNOLOGICAL DIFFICULTIES AND INTERPERSONAL RELATIONSHIPS IN A REMOTE TREATMENT FOR OBSESSIVE COMPULSIVE DISORDER

STEPHANIE P. GOLDSTEIN, STEPHANIE P. GOLDSTEIN, ELIZABETH M. GOETTER, EVAN FORMAN, JAMES HERBERT (DREXEL UNIVERSITY)

Critics claim that remote treatment for obsessive compulsive disorder (OCD) may be affected by technological problems and lack of personal connection. These issues are being examined in a treatment outcome study for OCD via videoconferencing. Analyses reveal that technical problems are uncommon, but may be associated with treatment outcome. Participant buy-in and confidence of treatment are associated with improved outcome. Preliminary findings suggest that technological and interpersonal concerns may also impact treatment.

POSTER 64

THE EFFECT OF GRIEF ON MEMORY AMONG COLLEGE STUDENTS

SARAH CHRISTINE FOWLER, ANNE MURTAGH (SHEPHERD UNIVERSITY)

The present study investigated how grief affects everyday memory. It was hypothesized that participants who wrote about a grief memory would perform worse on a set of memory measures than participants who wrote about a happy memory. Participants were 72 college students, 27 males and 45 females, who were seen individually. A one-way ANOVA showed no differences between the happy-memory group and the grief-memory group.

POSTER 65

THE EFFECT OF YOGA ON MENTAL HEALTH AND BODY IMAGE

KRISTEN LEE BRUNELLO, PAIGE H. FISHER (SETON HALL UNIVERSITY)

This study investigated whether a single yoga session could have an impact on an individual's mental health and the impact full length mirrors have on an individual's feelings about their appearance and their ability to be mindful. Some participants practiced yoga in a room with a full-length mirror, others practiced in a room with no mirror, and a third condition only read about yoga. The results of three measures indicated that one yoga session increases an individual's positive well-being and that practicing in front of mirrors increases psychological distress, though body image may not be the reason.

POSTER 66

THE EFFECTS OF PERSONALITY CHARACTERISTICS AND ACADEMIC STATUS ON SOCIAL NETWORKING USE

MICHELLE DEBSKI, ALISON THOMAS-COTTINGHAM (RIDER UNIVERSITY)

Many people are using social networking sites, yet there is little research about the effect use on psychological factors. The purpose of this study was to explore the effects of academic status and personality type of social networking use. Participants consisted of 142 undergraduates who completed an online survey. Although there were no differences with regard to academic status and use, there were personality differences with extraverts using social networking sites more frequently than introverts.

POSTER 67

DIFFERING SYMPTOMOLOGIES AND THEIR RELATION TO PROBLEM SOLVING AND QUALITY OF LIFE

CHRISTINA KOEPEL, TAYLOR WILTSEE, MELISSA ACOSTA, JIM A. HAUGH (ROWAN UNIVERSITY)

This study looks at different symptomologies and how they relate to problem solving ability and quality of life. The symptomologies included in the study are depression, anxiety, and the little studied mixed anxiety and depression. Results show anxiety to be the most functional group, showing more significant positive problem solving and quality of life results and the mixed anxiety and depression group to be the least functional, with the most significantly negative outcomes.

POSTER 68

A COMPARISON OF THE WCST AND NON-STANDARD MEASURES OF COGNITIVE FLEXIBILITY

URVI J PATEL, BRITTANY BROWN (CHRISTOPHER NEWPORT UNIVERSITY)

The Wisconsin Card Sorting Task (WCST; Grant & Berg, 1948) is considered the gold standard measure of executive functions, notably cognitive flexibility. This study examined but did not find support for consistency in performance on the WCST and various non-standard self-report and performance-based measures of

cognitive flexibility. However, multiple regression indicates that non-standard measures of cognitive flexibility can be used to predict performance on the WCST. The results underscore the multidimensional aspect of cognitive flexibility.

POSTER 69

Abstract withdrawn.

POSTER 70

DEPRESSION AND BODY MODIFICATIONS: HAVE THERE BEEN CHANGES OVER TIME

LAURA OWEN CRANE (MOUNT ST. MARY'S UNIVERSITY)

This study explored the relationship between body modifications (tattoos and piercings) and depression. We hypothesized that there would be no significant relationship between amount of body modifications and depression. The survey used consisted of various body modification questions and the Becks Depression Inventory. No significant relationship was found ($r(382) = .013, p = .800$). The proposed explanation is that increased social acceptance of body modifications resulted in people getting body modifications for reasons other than depression.

Saturday, March 3, 2012

9:00am-10:20am

Paper

Somerset West

TEACHING WORKSHOP: MULTIMEDIA STRATEGIES TO IMPROVE STUDENT ENGAGEMENT

Saturday, March 3, 2012

9:00 AM - 10:20 AM

CHAIR: JENNIFER LW THOMPSON (UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE)

MULTIMEDIA STRATEGIES TO IMPROVE STUDENT ENGAGEMENT IN AN ONLINE CLASSROOM

JENNIFER LW THOMPSON (UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE)

Discussions on distance education often focus on student participation. Some students report feeling less connected with the course concepts than they do in a traditional face to face setting. A number of multimedia tools are available to help students engage with the material. In this workshop, participants will view several of these tools and discuss their use in increasing student engagement in an online classroom.

Saturday, March 3, 2012 10:30am-11:50am

Invited Speaker	Westmoreland West & Central
------------------------	--

**PRESIDENTIAL INVITED ADDRESS:
INDIVIDUAL VARIATION IN RESISTING
TEMPTATION: IMPLICATIONS FOR
ADDICTION**

**Saturday, March 3, 2012
10:30 AM - 11:50 AM**

CHAIR: ANDREW DELAMATER (BROOKLYN COLLEGE)

**INDIVIDUAL VARIATION IN RESISTING
TEMPTATION: IMPLICATIONS FOR
ADDICTION**

TERRY ROBINSON (UNIVERSITY OF MICHIGAN)

Cues associated with rewards, such as food or drugs, can acquire considerable control over behavior, for example, instigating actions to obtain the reward. There are, however, large individual differences in the motivational properties of reward cues, and the extent to which they can be resisted. This presentation will address the implications of individual differences in cue-evoked motivational processes and in cognitive control in the development of impulse control disorders, including addiction, and possible neurobiological substrates.

Saturday, March 3, 2012 12:00pm-1:20pm

Symposium **Washington**

**INVITED SYMPOSIUM: A SOCIAL-
PSYCHOLOGICAL LOOK AT VIOLENCE
AGAINST WOMEN**

**Saturday, March 3, 2012
12:00 PM - 1:20 PM**

CHAIR: FLORENCE DENMARK (PACE UNIVERSITY)

**A SOCIAL-PSYCHOLOGICAL LOOK AT
VIOLENCE AGAINST WOMEN**

Violence against women is pervasive and global. This panel will provide a social psychological view of the causes and patterns of violence against women in the US and globally. Alexandra Rutherford will look at the history of various types of violence. Irene Frieze will look at dating and marital violence, Maureen McHugh will discuss sexual assault and, Andrew Simon will examine cultural aspects that perpetuate violence against women in East Africa. Discussants Janet Sigal and Mercedes McCormick will examine the commonalities of these presentations and note other types of violence reported against women of all ages.

Presentations

History of Violence Against Women
by Alexandra Rutherford (York University)

Dating and Marital Violence Against Women
by Irene Frieze (University of Pittsburgh)

Sexual Assault Against Women
by Maureen McHugh (Indiana University of Pennsylvania)

Culture and Violence Against Women
by Andrew Simon (Seton Hall University)

Discussant(s): Janet Sigal, Mercedes McCormick (Fairleigh Dickinson University, Pace University)

Saturday, March 3, 2012 12:00pm-1:20pm

Paper

Fayette

PSI CHI: PREPARING FOR GRADUATE SCHOOL IN PSYCHOLOGY: MINI-WORKSHOP I

**Saturday, March 3, 2012
12:00 PM - 1:20 PM**

CHAIR: JOHN NORCROSS (UNIVERSITY OF SCRANTON)

PREPARING FOR GRADUATE SCHOOL IN PSYCHOLOGY: MINI-WORKSHOP I

This mini-workshop draws on accumulated wisdom, literature reviews, and recent studies to prepare students for applying to graduate school in psychology. Designed for both prospective graduate students and faculty advisors, the panelists will present strategies on preparing for admission requirements, acquiring research and practical experiences, and selecting compatible graduate programs. Handouts adapted from Graduate Study in Psychology, the Insider's Guide to Graduate Programs in Clinical and Counseling Psychology, and the Complete Guide to Graduate School Admission will supplement the presentations.

Presentations

The Numbers: GPAs, GREs, Admission Criteria, and Acceptance Rates

by John C. Norcross (University of Scranton)

Acquiring Research and Practical Experience

by Susan K. Whitbourne (University of Massachusetts)

Identifying and Targeting Compatible Graduate Programs

by Carlos A. Escoto (Eastern Connecticut State University)

Saturday, March 3, 2012 12:00pm-1:20pm

Invited Speaker

Westmoreland East

TEACHING INVITED SPEAKER: SCIENTIFIC LITERACY: A CENTRAL GOAL OF UNDERGRADUATE EDUCATION

**Saturday, March 3, 2012
12:00 PM - 1:20 PM**

CHAIR: ANDREW PECK (THE PENNSYLVANIA STATE UNIVERSITY)

SCIENTIFIC LITERACY: A CENTRAL GOAL OF UNDERGRADUATE EDUCATION

DANIEL CORTS (AUGUSTANA COLLEGE)

Scientific literacy includes the ability to understand scientific methods, critically evaluate information, and see its relevance to personal and civic issues. Literacy in psychological science should generalize to many related fields. In addition, Introductory Psychology is the only scientific course many students take. In this presentation, I describe why my department chose scientific literacy as a central goal for our curriculum and how we developed assignments and assessments around this goal.

Saturday, March 3, 2012 12:00pm-1:20am

Symposium

Crawford East

INCORPORATING HISTORY OF PSYCHOLOGY INTO OUR TEACHING: THE PAST IS PRESENT

**Saturday, March 3, 2012
12:00 PM - 1:20 AM**

CHAIR: BERNARD C. BEINS (ITHACA COLLEGE)

Psychology is a dynamic discipline that undergoes constant revision. Understanding the historical roots of current concepts will help students understand that former ideas paved the way for current ideas and that our current ideas will one day be historical. This symposium will present examples of the relevance of history to teaching current concepts. The topics will include the role of research with nonhuman animals in psychology, the relevance of Clever Hans to current controversies, and how neuroscientists have recycled ideas of neural transmission.

Presentations

Clever Hans: Psychology's Trojan Horse
by Thomas Heinzen (William Paterson University)

Bringing Back the Animals, or Forgotten History of Personality and Social Psychology
by Suzanne C. Baker (James Madison University), Dana S. Dunn (Moravian College)

Neuroscience in History: Recycling the Concept of the Synapse
by Bernard C. Beins (Ithaca College)

Discussant(s): Theodore N. Bosack (Providence College)

Saturday, March 3, 2012 12:00pm-1:20pm

Symposium Somerset East

COGNITIVE SYMPOSIUM (INVITED): WHAT FLASHBULB MEMORIES CAN REVEAL ABOUT AUTOBIOGRAPHICAL MEMORY PROCESSING

**Saturday, March 3, 2012
12:00 PM - 1:20 PM**

CHAIR: JENNIFER M. TALARICO (LAFAYETTE COLLEGE)

WHAT FLASHBULB MEMORIES CAN REVEAL ABOUT AUTOBIOGRAPHICAL MEMORY PROCESSING

In the 35 years since Brown & Kulik published their groundbreaking work on flashbulb memories, we have learned that memories can contain inconsistencies even when they are exceptionally vivid, detailed, and when we don't recognize those errors; we have learned that media imagery can intrude on our memories without our recognizing it; and much more. This symposium hopes to add to our understanding of autobiographical memory through the study of memories for important public events.

Presentations

Memory for 9/11: Ten Years Later
by Robert Meksin & William Hirst (The New School for Social Research)

Younger, Middle-Aged, and Older Adults' Memories for the 2008 Presidential Election
by Alisha Holland & Elizabeth A. Kensinger (Boston College)

Memories for the Assassination of Osama bin Laden
by Jennifer M. Talarico (Lafayette College), Amanda Kraha (University of North Texas), Adriel Boals (University of North Texas)

Saturday, March 3, 2012 12:00pm-1:30pm

Poster Alleghany Ballroom I-IV

APPLIED, HISTORY, INTERNATIONAL POSTERS

**Saturday, March 3, 2012
12:00 PM - 1:30 PM**

CHAIR: DIANE FINLEY (PRINCE GEORGE'S COMMUNITY COLLEGE)

POSTER 1

CLOSE CALLS: RISK PERCEPTION AND RISK FACTORS AMONG COLLEGE STUDENTS WHO USE CELL PHONES WHILE DRIVING

CHRISTOPHER P. TERRY (ELMIRA COLLEGE),
DANIELLE L. TERRY (SYRACUSE UNIVERSITY)

Cell phone-induced driver distraction is a major concern among young drivers. The aims of this study were to a) measure college students' perceptions of risk regarding cell phone use while driving, and b) identify risk factors related to experiencing near-accidents. Students thought that sending texts was just as risky as driving while legally intoxicated, yet 68% of college drivers admitted doing so. Frequency of calling and texting both predicted near-accidents, along with self-reported driver distraction.

POSTER 2

EMOTIONAL DISTRESS OF INDIVIDUALS EXPOSED TO TERMINAL ILLNESS: THE ROLES OF COPING AND HOPELESSNESS

NATANYA HOCHSZTEIN, SARA CHIARA HADEN
(LONG ISLAND UNIVERSITY)

Palliative care has primarily focused on patients and primary caregivers. Little research has addressed non primary caregivers. This research investigated symptomatology, and the roles of coping, social support and hopelessness. Results show that with non-primary caregivers, more hopelessness predicted greater the emotional distress. Less social support and greater hopelessness predicted more emotional distress. Those who reported using avoidant coping styles exhibited significantly more emotional distress. Terminal illness has a significant impact on non-primary caregivers.

POSTER 3

PAUSES IN SPEAKING DISABLED USERS OF SYNTHESIZED SPEECH ENHANCES LEVEL OF CREDIBILITY

STEVEN STERN, JOHN W. MULLENNIX,
KATHERINE STIENSTRA, ERICA WILEY, MONICA
ROHRABAUGH, MATTHEW HASSETT (UNIVERSITY
OF PITTSBURGH-JOHNSTOWN)

Participants viewed video clips of people with disabilities delivering persuasive appeals using computer synthesized speech under one of three conditions: speech delivered without pauses; with 5 second pauses; and with 10 second pauses. Participants completed questionnaires assessing persuasion, perceptions of voice, speaker, and message. Disabled speakers rated as more honest,

straightforward, and sincere, and messages were seen as more convincing when longer pauses were inserted in the persuasive appeal. Future studies will examine mid-sentence pauses.

POSTER 4

FIRST-YEAR COLLEGE STUDENTS' USE OF LEARNING STRATEGIES AND THE RELATION TO COLLEGE ADJUSTMENT AND PERFORMANCE

COLLEEN J. SULLIVAN (SAINT JOSEPH'S COLLEGE
OF MAINE), LINDA BAKER (UNIVERSITY OF
MARYLAND, BALTIMORE COUNTY)

The goal of this study was to determine whether first-year students' learning strategies predict college adjustment and academic performance. Cognitive processing, metacognitive processing, and resource management learning strategies predicted end of the semester college adjustment and academic performance. Mid-semester use of learning strategies, regardless of low strategy use prior to college, positively relates to college adjustment and academic performance. These findings are valuable to institutional programs designed to support students as they progress in college.

POSTER 5

EDWARD L. THORNDIKE: PIONEER IN LEARNING WITHOUT AWARENESS AND "UNCONSCIOUS" STATES

EMILY M. SEEBERGER, SUSAN P. LUEK, RITA R.
SMITH-WADE-EL (MILLERSVILLE UNIVERSITY)

Edward L. Thorndike, known as the first learning theorist, established his place in the history of psychology through forty years of research. Two underdeveloped areas that Thorndike explored were learning without awareness and the "unconscious" states. An experiment done by Thorndike and referenced in Learning Theory (Bolles, 1979) furthered the search for information in this field. This paper reviews Thorndike's contributions to the field of learning without awareness and "unconscious" states.

POSTER 6

CELL PHONE USE AND GRADE POINT AVERAGE AMONG UNDERGRADUATE UNIVERSITY STUDENTS

BRITTANY ALYCE HARMAN, TORU SATO
(SHIPPENSBURG UNIVERSITY)

The present study examined whether cell phone use frequency is correlated with overall academic performance as measured by grade point average among undergraduate university students. Results revealed that text message frequency was negatively correlated with grade point average and academic level while cell phone call frequency was not. In contrast, grade point average was positively correlated with level of comfort with text messaging during class. No significant results were found in regards to phone calls.

POSTER 7

PERCEIVING RACISM WHEN MORALLY CONTAMINATED BY HATE GROUPS

ANDREW L STEWART, FELICIA PRATTO, COLIN WAYNE LEACH (UNIVERSITY OF CONNECTICUT)

We explored how people react with moral outrage and moral cleansing toward hate groups and consequences for being vigilant to racism. Across two experiments, we found that people perceive hate groups as immoral, and they evoke moral outrage. People who were morally contaminated by hate groups perceived more racism in their environments than people who are not. We discuss implications for confronting prejudice and theoretical debates on moral licensing and moral cleansing.

POSTER 8

UNIVERSITY STUDENTS' KNOWLEDGE OF NONPRESCRIPTION PAIN MEDICATIONS

CECILIA M. ACOCELLA, ANTHONY SLENKOVICH
(SALISBURY UNIVERSITY)

We investigated how knowledgeable university students were of the main ingredients and recommended dosages of nonprescription pain medications they reported to use most often. Most participants did not know the active ingredient(s) of these products. For products where one tablet not two was the recommended dose, most reported two tablets. Previous research showed most students read labels of their nonprescription medications. Either they do not remember this information or they do not read labels.

POSTER 9

PERSONAL PREDICTORS OF DRIVER SPACE PREFERENCE

REBEKAH GENEVIEVE WHITED, DWIGHT HENNESSY (BUFFALO STATE COLLEGE)

This study investigated the relationship between personality and driver space preference. Participants viewed video clips taken through the windshield of a car and also through the rearview mirror and used a "stop method" to indicate space preference where they stopped each video at the point they would prefer when they drive. It was found that fatigue proneness and dislike of driving predicted less rear driver space preference and extraversion predicted less front space preference.

POSTER 10

DO LEARNING STYLES AFFECT MEMORY, COMPREHENSION AND ENJOYMENT OF AUDIO BOOKS?

DUNJA TRUNK (BLOOMFIELD COLLEGE)

The present research investigated whether learning styles affect memory, comprehension and enjoyment of audio books. Participants listened to a story and then completed questionnaires to assess their learning style, memory, comprehension and overall satisfaction with the story. Results revealed that auditory learners had superior memory and comprehension for the story relative to visual learners. Furthermore, auditory learners reported focusing more on the story as well as finding it more enjoyable than visual learners.

POSTER 11

STUDENTS' ATTITUDES ABOUT USING OTHERS' PRESCRIPTION DRUGS

KATHERINE MOLLING, CECILIA ACOCELLA
(SALISBURY UNIVERSITY)

We investigated students' attitudes about the use of others' prescription medications (e.g. Adderall, opiates). Most of the undergraduate student participants rated statements on the Likert-type scale as unsafe and illegal to use others' prescription medications. Participants rated this practice as more illegal than unsafe. Females tended to report that it was more illegal and unsafe than did males. The results are

surprising considering the prevalence of this practice, particularly by college students.

POSTER 12

TRAIT DIFFERENCES IN BELIEFS ABOUT FREE WILL AFFECT TASK PERFORMANCE

MARK E. SIBICKY (MARIETTA COLLEGE), MARK E. SIBICKY, ABBEY SPRADLING, ELIZABETH GREEN (MARIETTA COLLEGE)

This study investigates whether trait differences in free will beliefs can improve performance on a task. Based on free will belief trait scores participants (N=57) were designated as high or low. Participants performed a motor task (maze game). As hypothesized, higher belief in free will participants outperformed low belief participants and were less likely to attribute their performance to situational factors. The findings support growing evidence that free will beliefs can improve task performance.

POSTER 13

MINDFULNESS AND MEANING IN LIFE: A COLLEGE SAMPLE

SAMANTHA LEE GARRETT, KYE PORONSKY, JESSICA NICKLIN (UNIVERSITY OF HARTFORD)

Mindfulness and meaning in life was examined in an undergraduate college sample. Prior literature has supported meaning in life as being significantly correlated with tender and open-mindedness (e.g. Steger & Kashdin, 2007; Steger, Kashdin, Sullivan, Lorentz, 2008); however, research to date has not examined the relationship between mindfulness and meaning in life. As hypothesized, correlation and regression analyses demonstrated that those who were more mindful have greater meaning in life. This adds to the developing field of positive psychology, as extant research has not assessed the relationship between these variables. Implications are discussed.

POSTER 14

MEDIA AND FORENSIC EVIDENCE: WHAT AFFECTS THE JURY?

CLARENCE C. ROHRBAUGH (FAIRMONT STATE UNIVERSITY)

While attorneys and Judges have suggested that viewing investigative television programming like CSI seems to reduce the number of trial prosecutions (Robbers, 2008), the research on this topic has been mixed (Podlas, 2006, Shelton, 2006, Cole & Dioso-Villa, 2009). The current study investigated whether jury instructions regarding forensic or any other evidence would have an effect on the decisions of jurors who watched investigative programming. Significant results were found across different crime scenarios.

POSTER 15

THE RELIABILITY AND VALIDITY OF THE ESTIMATED DAILY INTAKE SCALE FOR FAT

GREGORY J. PRIVITERA, CHANEL FREEMAN (ST. BONAVENTURE UNIVERSITY)

Reliability and validity of an Estimated Daily Intake Scale for Fat (EDIS-F) used to measure daily intake of fat in a participant's diet was tested. A 13-item EDIS-F was found to be reliable using a Chronbach's alpha. Scores on the scale positively correlated with ratings of liking for a high fat cream cheese cracker and BMI, consistent with the assertion that the scale measures daily intake of fat. Implications for using this scale are discussed.

POSTER 16

TEACHER CONCRETE REPRESENTATION USE DURING MATHEMATICS INSTRUCTION WITH LOWER- AND HIGHER-ACHIEVING STUDENTS

NANCY D. GILES (BLOOMSBURG UNIVERSITY OF PENNSYLVANIA)

Use of concrete representations (CR) to foster student understanding is widely encouraged in mathematics education, especially in the elementary grades; however, recent research indicates that instructional CR use is not inherently effective and can, in fact, hinder learning. Most studies so far have concerned students' unguided CR use. This study addresses a gap in the research by investigating when and how teachers use CR and whether use differs when teaching lower- versus higher-achieving students.

POSTER 17

VIEWER PERCEPTIONS OF BLACK AND WHITE ARTISTIC PHOTOGRAPHS

JOHN WESLEY MULLENNIX, LAURA FOYTIK, LAUREN, PIPCHOK (UNIVERSITY OF PITTSBURGH AT JOHNSTOWN)

Participants viewed 100 different black and white artistic photographs. They rated each photograph on 27 semantic differential scales related to five attributes: Hedonic Tone, Expressiveness, Familiarity, Uncertainty, and Dynamics. A factor analysis of the results showed that two major factors, "Spirit" and "Familiarity," account most heavily for viewers' ratings. The results are discussed in terms of differences in perceptions of color versus black and white photographs.

POSTER 18

OUT-OF-CLASS COMMUNICATION IN HIGHER EDUCATION: IDENTIFYING PREDICTORS OF FACULTY HELPING BEHAVIOR

SARAH KERPER, TIMOTHY KENNEDY, AMORY COX, VANESSA MORRIS, SAREENA FREEMAN, JENESSA C. STEELE (RADFORD UNIVERSITY)

The study examined possible predictors of instructor helping behavior in out-of-class interactions with students who disclose personal, non-academic problems. The study revealed that internal causal attributions for the student's problem had a negative relationship with instructor prosocial tendencies. However, instructors' empathic concern and self-efficacy were both positively related to prosocial tendencies. Implications for these findings will be further discussed.

POSTER 19

INFLUENCE OF CANINE ASSISTED PLAY THERAPY ON SOCIAL BEHAVIORS OF THREE YEAR-OLD BOY

BETH LEWIS (RHODE ISLAND COLLEGE)

The present study focuses on the influence of animal-assisted play therapy on the behaviors of a three and a half year old boy who presented with significant aggression, impulsivity and speech delay. Treatment

occurred within a community-based mental health center located in a poorer community on the outskirts of the capital city. At the close of treatment (1.5. years), client was demonstrating significantly more spontaneous gestures of affection, decreased impulsivity and improved speech.

POSTER 20

LACK OF A "CSI" OR "TECH EFFECT" IN AN ACTUAL JUROR SAMPLE

DANTE E. MANCINI (INDIANA UNIVERSITY OF PENNSYLVANIA)

Anecdotes and popular media claim that a "CSI effect" influences jurors' verdicts in criminal trials, and recently an overarching "tech effect" has been suggested. Previous research has relied on undergraduate mock jurors or has poor ecological validity. Using a sample of 80 actual jurors, no influence of forensic television viewership (the "CSI effect") or technological device usage was found on verdicts, although viewership was associated with familiarity with forensic investigation and threshold for finding guilt.

POSTER 21

LOCATION, LOCATION, LOCATION: DOES WHERE A STUDENT LIVES ON CAMPUS INFLUENCE ATTENDANCE AT SCHOOL-SPONSORED EVENTS?

KATRINA L. COOPER, EVAN MARMIE, JOHNATHAN HENRY FOSTER (BETHANY COLLEGE)

Students who live on campus are more involved than those who commute. If proximity to events is the reason for student involvement, we should see that students who live close to the center of campus are more involved than those who live farther away. 151 students reported on attendance to a variety of events, and their living situation. Results indicated partial support for our hypothesis. However, students living mid-distance may face unique geography challenges.

POSTER 22

BRIDE-GROOM OR BRIDE-DRESS: SEMANTIC ASSOCIATION DIFFERENCES BETWEEN MONOLINGUAL AND BILINGUAL CHILDREN

MARYELLEN HAMILTON (SAINT PETER'S COLLEGE), SYLVIA MOREIRA (FREEPORT SCHOOL DISTRICT), YANITSA TONEVA (SAINT PETER'S COLLEGE)

The experiment examined the semantic associations produced by bilingual and monolingual children. Each child was presented with 56 words in English and asked to produce the first word that came to mind when they heard it. Their responses were coded for typicality based on the Nelson et al. (1988) semantic association data base norms. A significant difference was found between the typicality ratings. First grade Bilinguals produced lower frequency semantic associations than first grade Monolinguals.

POSTER 23

EFFECT OF DISTINCTIVE FRAMES ON MEMORY FOR PICTURES AND FRAMES

KAITLIN ENSOR (TOWSON UNIVERSITY), MARYELLEN HAMILTON (SAINT PETER'S COLLEGE)

Frames are important in art, yet Koutstaal (1998) found frames were not remembered unless the frame was integrated using verbal cues. Two experiments were conducted in an attempt to use the distinctiveness effect to integrate the frame with the picture and improve memory. However, it was found that distinctive frames had a negative impact on memory for pictures. Implications of these findings for both the art community and cognitive theories of distinctiveness will be discussed.

POSTER 24

SEXUAL BEHAVIOR AND CONDOM USE IN 4 COHORTS OF COLLEGE FRESHMEN

CARLOS A. ESCOTO, GEETA PFAU (EASTERN CONNECTICUT STATE UNIVERSITY)

College students are a high risk group for all sexually transmitted infections (STI's). Condoms can prevent many STI's. However, research shows inconsistent condom use in this population. The present study examined the sexual behavior, condom use and condom attitudes in 4 cohorts of college freshmen. Results show that the majority of students have engaged in sexual behavior and 30% use condoms "occasionally" to "never." Gender and ethnic differences were also found.

POSTER 25

GENDER DIFFERENCES IN THE 16 PF IN INDIAN COLLEGE/UNIVERSITY STUDENTS

MAZNEEN CYRUS HAVEWALA, M.A. (AMERICAN UNIVERSITY), SUDIPTA ROY, M.PHIL (MAHARAJA SAYAJIRAO UNIVERSITY, BARODA, INDIA)

This study examines gender differences in personality in an Indian sample (N=150; 75 males, 75 females) of university students (18-25 years). The results were analyzed using MANOVA. Females scored significantly higher on warmth, rule consciousness, sensitivity, anxiety, self-control; while males scored significantly higher on social boldness and tough mindedness.

POSTER 26

MOTHERS' REFLECTIONS ON WORK AND FAMILY: COMPROMISES, LOSSES AND TRADEOFFS

MARIA EVANS, MEREDITH LEEMAN, TALYA WOLFSON, TOVAH KLEIN (BARNARD COLLEGE)

This qualitative, interview study explored mothers' (N=139) experiences of negotiating careers and early parenting. Mothers discussed compromises, losses and gains encountered in order to manage the often clashing domains. Changes and loss to identity were particularly salient. Findings highlight the dynamic interplay between work, family and self as work-family is negotiated. The expectation that women can seamlessly "have-it-all" is discussed in light of the unavoidable compromises and losses that working mothers described.

POSTER 27

ALCOHOL, THC AND METHYLPHENIDATE USE AND THE COLLEGE HEALTH EXPERIENCE

MAXINE JEAN QUERRY, MICHAEL D. SMITH, ADAM CARBONNEAU, WHITNEY CHAPPELL, JAWANA MARSHALL (SUSQUEHANNA UNIVERSITY)

Alcohol, marijuana and methylphenidate use were studied as they relate to sleep, stress and GPA. 200 college students were surveyed. GPA was negatively related to alcohol use; marijuana and methylphenidate were not related. Use was not related to sleep. Stress was not related to substance use, but was negatively

related to GPA. Results suggest that local norms may impact use. Stress and alcohol were most related to GPA and had the greatest impact.

POSTER 28

WHAT IS OLD IS NEW AGAIN: TMT EXPLANATIONS FOR INCREASES IN BIGOTRY.

MICHAEL J. BAYLY, MARTHA S. SPIKER
(UNIVERSITY OF CHARLESTON)

Mortality salience's influence on expression of prejudiced attitudes and racist beliefs was tested in a 2 (MS present or absent) by 2 (exposure to Tea Party content or not) by 2 (Black or White essay author) design. Participants evaluated essays and completed an IAT assessment. Results revealed that prejudiced attitudes toward the essay author based on ethnicity were heightened by MS. Participants' self-report assessments of various author attributes were partially contradicted by IAT results.

POSTER 29

SELF-CONSCIOUSNESS AND CARDIOVASCULAR REACTIVITY TO THE TRIER SOCIAL STRESS TEST

CHRIS WALLER, JONATHAN BELLINO, ELIZABETH J. VELLA, BILL THORNTON (UNIVERSITY SOUTHERN MAINE)

The current study investigated cardiovascular reactivity to the Trier Social Stress Test (TSST) as related to public and private self-consciousness and social anxiety with a sample of 62 participants. The TSST resulted in significant elevations in heart rate (HR) and blood pressure (BP), with women showing elevated HR to speech and math stress and men showing elevated BP to the math stressor. Public, but not private, self-consciousness predicted elevated systolic BP reactivity to speech stress.

POSTER 30

PLUGGED IN OR STRESSED OUT? THE EFFECT OF EMAIL USE ON WORK-FAMILY CONFLICT

LINDSEY STEPHENS, JENNIFER BUNK, COURTNEY DELIA, CARLEE LEWIS (WEST CHESTER UNIVERSITY OF PENNSYLVANIA)

The very limited extant literature researching the intersection between technology and the work-family interface has been inconclusive in providing information about how the use of technology can affect work-family conflict. The present study thus investigates the moderating effects of two personal factors – gender and attitudes toward technology – with an understudied yet prolific (Chesley, 2006) technology – Email. Our results suggest that email may be a burden for females, but not for males.

POSTER 31

PARTICIPATION IN A PRIMING TASK PREDICTS PERSISTENCE

DIANE B. V. BONFIGLIO, JESSICA L. BATES, NICOLLE R. VALENTINE (ASHLAND UNIVERSITY)

This study investigated the influence of an optimism priming condition, a pessimism priming condition, and a neutral condition on persistence on a task. Optimism condition participants persisted longer on puzzles than did neutral condition participants, but this effect was not associated with a detectable difference in dispositional optimism. The failure to detect differences in optimism may be related to the timing of the optimism assessment and the transience of the effect of the priming manipulation.

POSTER 32

COMPARATIVE RESEARCH ON PHYSICAL ATTRACTIVENESS RATINGS BY OLDER ADULTS USING HIGH STATUS CARS

KRISTIN HOMAN, ARIELLE BOYLE, EMILY GARTNER, HANNAH HELFER, JOANNA STACK (GROVE CITY COLLEGE)

Evolutionary psychology predicts that men will be drawn to potential reproductive partners based solely on physical attractiveness, whereas women place emphasis on wealth and status. This experiment tested whether women who are past the age of reproduction still note status cues when rating the physical attractiveness of a male target model. Results were consistent with the hypothesis that women who are 55 and older are not influenced by wealth and status cues.

POSTER 33

HOSTILITY, SOCIAL SUPPORT, & ATTACHMENT STYLE: PSYCHOSOCIAL

CORRELATES OF HYPERCOMPETITIVENESS

SHARAYA GROOM, ELLEN BEAN, ELIZABETH J. VELLA, BILL THORNTON (UNIVERSITY OF SOUTHERN MAINE)

A study investigating the psychosocial predictors of hypercompetitiveness was completed with 104 undergraduate students (30 males, 74 females) at the University of Southern Maine. Hypercompetitiveness was associated with a poor psychosocial profile as indicated by elevated levels of dispositional hostility and social anxiety, coupled with a fearful-avoidant attachment style and low levels of perceived social support. Results also revealed men to display significantly higher levels of hypercompetitiveness and hostility compared to women.

POSTER 34

MESSAGE SENT: AN ANALYSIS OF TIME PERSPECTIVE ON TEXTING AND RISKY BEHAVIORS

MATTHEW R. COUTURE (CASTLETON STATE COLLEGE)

Is time-perspective a predictor of who texts in class and risky behaviors in individuals? There has been little research done in the area of predictors of deviant texting. By texting students amidst a lecture, the current study found that future-oriented individuals are less likely to text in class and engage in significantly fewer risky behaviors than presently oriented individuals

POSTER 35

RACIAL DISPROPORTIONALITY IN MIDDLE SCHOOL ACCELERATED CLASSES AND PERCEPTIONS OF SCHOOL ENVIRONMENT

ANDREW B.G. FISCHER, HEATHER L. MORIHARA, SEREN M. OZKAN, KATHERINE E. TWITCHELL (ITHACA COLLEGE)

This study examines middle school students' perceptions of school disciplinary practices and school climate and the relationship between these perceptions and participation in accelerated classes from two middle schools in central New York. We found that although, overall, students' had positive perceptions of their school environment and disciplinary practices, Black students tended to have less positive perceptions

than Whites and Asian Americans, and had a smaller proportion of students enrolled in accelerated classes.

POSTER 36

GO FOR GOAL: A STUDY OF ATHLETE MINDSET AND PERFORMANCE FEEDBACK

AMANDA R. GRIFFITH, ANNA VANCHE, ANDREW KREGER (GROVE CITY COLLEGE)

Following Kim et al.'s 2010 study, self-handicapping is incurred by both inflated and deflated self-assessments. We propose that athletes who are "mentally tough" as defined by the Athletic Coping Skills Inventory (ACSI) would not practice self-handicapping despite the positive or negative feedback that they are given. While we did not find evidence to support our hypothesis, we did find interactions between ACSI subscales and the remainder of our variables.

POSTER 37

COMPARISON OF USA AND INTERNATIONAL IRT PARAMETERS ON TIMSS MATHEMATICS ITEMS

KATHERINE MARINO, THOMAS P. HOGAN (UNIVERSITY OF SCRANTON)

Using TIMSS 2007 international mathematics assessment, the current study compares performance of USA students and the entire international sample focusing on released items in terms of IRT item parameters at grades 4 and 8. The analyses cross-reference data using XCALIBRE 4.1 software. Noting variations in strict applicability of the IRT unidimensionality assumption, the study identifies patterns in item content for items showing discrepancies between USA and international performance.

POSTER 38

THE EFFECTS OF MUSIC ON SHORT TERM WORD RETENTION.

KIMBERLY FARAH, BRETT WALBERG, MEREDITH HESSLER (LASELL COLLEGE)

With the emergence of new technologies, individuals are able to listen to music as they move through their daily lives. This research examined the potential effects

of listening to music by exploring the impact of different types of music on short term word retention in a group of college students. Three different conditions were manipulated: silence, jazz instrumental music, popular familiar vocal music. Results indicated that silence yielded the highest rate of words recalled. Listening to popular familiar vocal music yielded the lowest rate of word retention. Results are discussed in light of the potential interference effects of music.

POSTER 39

HOW MUCH EVIDENCE IS ENOUGH? BIASED THRESHOLDS IN JUDGMENTS OF SCIENTIFIC CONCLUSIONS

MARCELLA ROSE SHROUT, GEOFFREY D.
MUNRO, JEFF TAULBEE (TOWSON UNIVERSITY)

People tend to discount information that contradicts personally held beliefs, even when presented with strong scientific evidence. We tested whether the threshold to accept scientific conclusions was higher for evidence that opposed one's beliefs relative to evidence that supported one's beliefs. Our data demonstrate that when we read scientific articles that support our beliefs, we form conclusions about the state of the evidence more quickly than when we read scientific articles that challenge our beliefs.

POSTER 40

THE EFFECT OF STRESS ON DIET, GPA, MOOD, AND EXERCISE

HANNAH DRISKELL, COURTNEY MILLER, NICOLE
HEIM, MICHAEL D. SMITH (SUSQUEHANNA
UNIVERSITY)

In college, students face a great deal of pressure to succeed academically, athletically and socially. Such stress impacts diet, exercise, mood, and GPA. 200 college students were surveyed to test hypotheses that stress would negatively affect GPA, diet, and mood and positively affect exercise. We determined that our hypotheses were supported, except in the case of exercise. The data showed that stress did not have a negative impact on exercise as we had expected.

POSTER 41

BUSINESS CHEATING: THE ROLE OF FINANCIAL LOSS

CHRISTINE HENRY, MONICA VELASCO, JOSHUA
FEINBERG (SAINT PETER'S COLLEGE)

Participants were presented with a description of someone who engaged in illegal insider trading (i.e., cheated) which varied by the amount of financial loss averted by condition (control, small loss, medium, or large). Participants' evaluations of the cheater showed evidence of ambiguous feelings towards the cheater who benefitted the most. While participants indicated they were more accepting of this perpetrator, they also felt it was a more severe form of cheating that deserved greater punishment.

POSTER 42

COLLEGE STUDENTS' KNOWLEDGE OF BINGE DRINKING

STACEY C SCHOONMAKER, CECILIA ACOCELLA
(SALISBURY UNIVERSITY)

We examined university students' knowledge of binge drinking. Most correctly reported that 80% of college students binge drink and binge drink more than any other group, binge drinking is associated with liver disease, and it is linked to risky behavior. Participants did not know that freshmen binge drink more than other undergraduates, that most binge drinkers are alcohol dependent, and that 75% of alcohol consumed by adults is in the form of binge drinking.

POSTER 43

ATTITUDES TOWARDS PHYSICAL AND VERBAL BULLYING IN MIDDLE SCHOOL

ELISABETH ISKANDER, JANE BRADEN-MAGUIRE,
SAMUEL FEINBERG, SHALINI NAIR (FAIRLEIGH
DICKINSON UNIVERSITY), JOSHUA FEINBERG
(SAINT PETER'S COLLEGE)

Ninety-nine college students read a vignette depicting a male or female bully who was either verbally or physically abusive towards another child of the same gender. Participants judged that the physical bullying was more serious, regardless of gender, and that the victim in the male physical scenario was less moral. Participants felt that the bully should be punished, and the majority of those who would intervene reported that they would confront the bully.

POSTER 44

SPORT RETIREMENT ANXIETY IN A DIVISION THREE ATHLETE POPULATION: AN EXPLORATORY STUDY

MEREDITH MCGINLEY, MARY JO LOUGHRAN, ALIX CROOP, DEXTER HU, RHEA MILES, KRISTIN PODBOY (CHATHAM UNIVERSITY)

This study explored sport retirement anxiety in a sample of female NCAA Division III collegiate athletes. Participants completed measures of athletic identity, career development, and sport retirement anxiety. Athletic identity rooted in external factors (e.g., social approval) significantly predicted sport retirement anxiety, whereas private athletic identity (e.g., internal motivation) did not. Athletes for whom sport identity overshadowed career development scored higher in sport retirement anxiety. Implications of these findings are discussed.

POSTER 45

THE IMPACT OF RACIAL IDENTITY ON ACADEMIC ACHIEVEMENT

ANICA CAMELA MULZAC, LATRELLE JACKSON, (REGENT UNIVERSITY)

Research showed that academic achievement among racial minority and majority groups is profoundly disproportionate. This study examined the relationship between academic achievement (GPA), racial identity (MEIM), and academic self-concept (ASCS). A sample of 143 students revealed a significant positive relationship between ASCS and GPA. The majority group displayed a significant relationship between ASCS and GPA, but the minority group did not. The groups significantly differed on GPA. No differences were observed between GPA and MEIM.

POSTER 46

TESTING A SOCIAL STEREOTYPE: DO FEMALES HAVE HIGHER EMPATHY THAN MALES?

RICHARD W. WILLIAMS, LYDIA L. EISENBRANDT (STATE UNIVERSITY OF NEW YORK AT POTSDAM)

We examined the relationship between sex, empathy and Big Five personality traits. We measured traits with the BFI-44 (Benet-Martinez, 1998) and empathy with

the Interpersonal Reactivity Index (IRI, Davis, 1980). We found significant correlations between sex and perspective taking, empathic concern, and personal distress, with females showing higher levels of each. There was also a significant correlation between sex and neuroticism (females higher), but sex was not significantly correlated with any other traits.

POSTER 47

THE RELATIONSHIP BETWEEN FACEBOOK USE AND INTERPERSONAL COMMUNICATION IN FEMALE COLLEGE STUDENTS

RENA WALLACE, SHARON HIMMANEN (CEDAR CREST COLLEGE)

The use of social networking websites, such as Facebook, has increased in recent years. The motivation to use this form of communication may be related to social skills. Female undergraduates were surveyed on their Facebook use, emotional intelligence, and motivations for interpersonal communication. Facebook use positively correlated with both emotional intelligence and motivation for interpersonal communication. Users of social networking websites may benefit from the greater opportunity for social interactions this type of service provides.

POSTER 48

GENERAL LABELED MAGNITUDE SCALE DOES NOT CORRELATE WITH A MEASURE OF SENSATION SEEKING

MARK A. AFFELTRANGER, MICHAEL MUKLEWICZ (BETHANY COLLEGE)

Participants define the verbal labels on sensory scales differently preventing direct comparisons between participants. The gLMS scale employs a visual standard to correct for this difference in definitions. We had 77 college students rate one minute of zingerone using the gLMS and take the Zuckerman-Kuhlman Personality Questionnaire as a validity test. We found a non-significant correlation but we discuss the potential problem of using correlations to this sensation seeking measure.

POSTER 49

NEGATIVE HUMOR STYLES PREDICT HOSTILE WORLD ATTRIBUTIONS

CHARLES CASLE, MICHAEL BERNSTEIN, JACOB BENFIELD (PENN STATE ABINGTON)

We investigated whether different humor styles could predict the tendency to make hostile attributions about the world. Participants completed an online survey that assessed various constructs including the Humor Styles and Buss and Perry Aggression Questionnaire. Hierarchical regressions revealed support for the original hypothesis which was that two negative dimensions of humor would both positively relate with perceptions of hostility even after accounting for other variables that may relate to aggression.

POSTER 50

INTRINSIC AND EXTRINSIC MOTIVATION: RELATIONSHIP BETWEEN SCHOLARSHIP STATUS AND ACADEMIC YEAR

KELSEY ERLINBAUGH (XAVIER UNVIERSITY)

This study examined whether student-athletes' scholarship status and academic year were related to differences in motivation styles (i.e. intrinsic, extrinsic, and amotivation). Division-1 athletes (N = 120) from various sports completed the Sports Motivation Scale (Mallet, Kawabata, Newcombe, Otero-Forero, & Jackson, 2007). Results indicated that scholarship-athletes and non-scholarship-athletes reported similar levels of intrinsic and extrinsic motivation. Additionally, upperclassmen and underclassmen student-athletes reported similar levels of intrinsic and extrinsic motivation.

POSTER 51

COLLABORATIVE RECALL OF EYEWITNESS EVENT INCREASES MISINFORMATION EFFECT AT 1 WEEK

MARK G. RIVARDO, ANNA T. RUTLEDGE, CORTNEY L. CHELECKI, BROOKE E. STAYER, MACIE L. QUARLES, ASHLEY N. KLINE (SAINT VINCENT COLLEGE)

Collaborative recall has been shown to reduce misinformation effects on recall of eyewitness events but the duration of these effects is unknown.

Participants watched a video of a hit-and-run accident and recalled the event three times. At one week participants who had initially recalled collaboratively reported misinformation more frequently than those who recalled individually at all 3 tests. Results are explained by theories of social influence and source attribution.

POSTER 52

ADJUSTMENT TO COLLEGE IN EMERGING ADULTS: CHANGES IN HEALTH BEHAVIORS AND SOCIAL SKILLS AS POSSIBLE MEDIATING FACTORS

DEVIN MICHAEL RACHAEL (LYCOMING COLLEGE)

We report on data collected at a small liberal arts college in Pennsylvania with a high prevalence of first generation college students (N = 279; 65% first generation). First generation and non-first generation students did not differ significantly on substance use, alcohol beliefs, or social skills at baseline. At follow-up, we assess whether first generations display greater change in alcohol, tobacco, and caffeine use than non-first generations, with alcohol expectancies and social skills as mediators.

POSTER 53

SOCIAL DOMINANCE ORIENTATION AND GENDER ROLES PREDICT NORMS RELATED TO EMOTIONAL EXPRESSION IN EGYPTIAN FAMILIES

MEGAN HOFFMAN (WESTMINSTER COLLEGE)

The purpose of this study was to determine the relationship between two predictor variables, social dominance orientation (SDO) and gender role attitudes of Egyptians, and one outcome variable, emotional expression within an Egyptian family. This study hypothesized that Egyptians with a high SDO and strong traditional gender role attitudes will believe in the appropriateness of expressing anger down and fear up the Egyptian family hierarchy. For example, an Egyptian with a high SDO and strong traditional gender role attitude will believe it is more appropriate for a father to express anger to his wife or child than the other way around. This study also hypothesized that SDO will relate to gender role attitudes. The SDO Scale and the Personal Attributes Questionnaire (PAQ) were used to measure participants' SDO and gender roles. A scale for emotional expression was developed for this study. 19 men and 22 women from an Egyptian

university completed these surveys. The results indicated no significant correlations between emotional expression and SDO or gender role attitudes. The results also indicated no significant correlation between SDO and gender role attitudes.

POSTER 54

VICARIOUS TRAUMA AND BURNOUT: OCCUPATIONAL HAZARDS OF WORK WITH VICTIMS OF TRAUMA

LINDA Z. SOLOMON, NAOMI A. SOLOMON, KERIN ROBINS (MARYMOUNT MANHATTAN COLLEGE)

This study assessed personal trauma experience as a risk factor for burnout and vicarious trauma in human service workers. Survey data were gathered from 228 workshop participants who worked with trauma victims. Results indicated that workers who had personal experience with trauma reported more frequent symptoms of burnout and vicarious trauma but did not report more frequent use of coping behaviors. Results suggest the need for specific support and self-care education for those with personal trauma experience.

POSTER 55

THE EFFECT OF TEXT MESSAGES ON ORAL HYGIENE PRACTICES: A PILOT STUDY

ALISON THOMAS-COTTINGHAM, JORDANNA ANTONOFF, MELANIE CHASE, SONAL KUMAR, ALLISON LENAHAN, MORGAN MERRITT, CHARLES ROTUNNO (RIDER UNIVERSITY)

According to the Pew Research Center, 72% of Americans have texting capabilities. This form of communication is suitable for disseminating prevention messages. The purpose of the study was to explore the effect of text messages on oral-hygiene practices. Participants were randomly assigned to receive messages specific to oral hygiene or generic health messages. No quantitative group differences were discovered, but qualitative data can be used to inform future studies which utilize texting as an intervention.

POSTER 56

HYDRATION STATUS, MOOD, WELL-BEING, AND PERFORMANCE OF A WOMEN'S VARSITY LACROSSE TEAM

LAWRENCE T. GUZY, KAYLA BRANTMEYER, LISA BURDICK, GREGORY KWASNEY, KATHRYN LORENZ, CHRISTINE LUZZI, LOUIS STOIO (STATE UNIVERSITY OF NEW YORK AT ONEONTA)

Changes in hydration status, positive and negative mood, and physical well-being were identified pre- and post-activity for two practice sessions and a game. Twenty-three members volunteered. Hydration status was identified using a freeze-point depression osmometer and mood was measured with the Positive and Negative Affect Scale. Results showed players were hydrated pre-activity and less so post-activity. Mood changes varied depending on type of activity. Significantly more physical symptoms were reported post-game (loss) than pre-game.

POSTER 57

SUMMER AT THE FAIR: CORNDOGS AND A DRIVER BEHAVIOR SURVEY

JESSICA E LADAGE, BRYAN E PORTER (OLD DOMINION UNIVERSITY)

Conducting research in the community continues to be vital, allowing us access to large, diverse samples of individuals. For this exploratory project, participants were attendees at three Virginia County Fairs. Managing our booth, "Survive the Drive", we promoted traffic safety and administered a driving behavior survey to fairgoers. Across the three fairs, the majority of participants were: White; female; wear their seatbelts 'every time'; and 'never' drive impaired. Implications and future directions are discussed.

POSTER 58

TECHNOLOGY IS GRATIFYING?: THE EFFECTS OF WORK-BASED COMPUTER USE ON JOB SATISFACTION

SASKIA FRIEDRICHS, ROBERT TYLER, JENNIFER BUNK (WEST CHESTER UNIVERSITY OF PENNSYLVANIA)

Technological progression in the workplace has spawned a wide range of research investigating the impact of technology on various job-related outcomes. The present study explored how work-based technology use, gender, and age can affect job satisfaction. Challenging the "male computer geek" stereotype, we found that increased technology use at work had a significantly greater positive effect on the job satisfaction of women as compared to men.

POSTER 59

STUDENT MOTIVATION: CORRELATING PERSONAL, INTERPERSONAL AND ENVIRONMENTAL FACTORS WITH MOTIVATION TO LEARN

HAYA ABDEL-LATIF, JOSEPH A. WISTER
(CHATHAM UNIVERSITY)

Correlations of the Big Five Personality Inventory, The Teacher Immediacy Behavior Scale and class environment variables with student motivation was conducted on 40 undergraduate women. Findings indicated that more agreeable and open students recorded higher motivation levels. Teacher verbal immediacy behavior and support were also significantly correlated with motivation. However, when the moderating effects of student personality was included in the analysis, many more teacher and environmental variables had significant effects.

POSTER 60

WHY DO OLDER ADULTS SHOW LOW INTEREST IN HEALTH PROMOTION PROGRAMS?

SIMONE WESTERMAN, NANCY DORR, RICHARD T. PULICE (THE COLLEGE OF SAINT ROSE)

Examined explanations for why older adults living in the Albany Neighborhood Naturally Occurring Retirement Community have previously showed low interest in health promotion programs. One hundred sixty-three older adults completed self-report measures of health locus of control, trust in physician, attitudes toward aging, well-being, and interest in health promotion programs. Results showed that interest in health promotion programs was inversely predicted by external locus of control scores and positively predicted by attitude toward aging scores.

POSTER 61

STUDENT JUDGMENTS OF PROFESSORS' COMPETENCE

MARIE ELISE FUGA, KRISTINE SLANK (SAINT VINCENT COLLEGE)

Student judgments of professors' competence were assessed based on physical appearance. Participants viewed four images that varied in gender (male or

female), weight (overweight or thin), and attire (professional or casual) for 5 s each and then rated them using a competency scale. Results showed main effects for gender, weight and attire. An interaction was also found between weight and attire.

POSTER 62

PERSONALITY FACTORS AND THEIR EFFECTS ON SITUATION AWARENESS AND DRIVING HAZARD DETECTION

DANIEL P DEVER, JASON VOGT, CHELSEA SHEEHAN, ANDREW R. DATTEL (MARYWOOD UNIVERSITY)

Thirty four undergraduate students participated in a study that compared inattentive blindness, situation awareness (SA), driving hazard detection (DHD), and personality traits. While watching driving videos, participants answered SA questions and were tested for DHD. Higher conscientiousness indicated longer RT for relevant questions. More openness was associated with better DHD. Those with IB for irrelevant stimuli took longer to answer irrelevant questions about the driving environment, but not for relevant questions about the driving environment.

POSTER 63

DOES THINKING ABOUT THE PSYCHOSOCIAL CONSEQUENCES OF HUMAN PAPILLOMAVIRUS PRODUCE STRONGER PREVENTIVE BEHAVIORAL INTENTIONS?

VALERIE J. DUFFANY, NANCY DORR (THE COLLEGE OF SAINT ROSE)

Examined the impact of psychosocial information about HPV on intended preventive behavior. One hundred one participants read a pamphlet about HPV; the pamphlets contained either (a) facts and psychosocial consequences of HPV, (b) facts and medical consequences, or (c) just facts. Results showed that women who had not been vaccinated perceived HPV as the most serious when presented with the medical consequences pamphlet and as the least serious when presented with the psychosocial consequences pamphlet.

POSTER 64

INTERNALIZED HOMONEGATIVITY AMONG GAY MEN: MEASUREMENT OF A MINORITY STRESSOR

MICHAEL A COHEN (TEMPLE UNIVERSITY)

Recent discussions call into question the role of internalized homonegativity (IH) as a behavioral and mental health risk among gay men. The current study focuses on the psychometric properties of the Nungesser Homosexual Attitudes Inventory, used as the primary measure of IH for nearly 30 years without substantial revision or investigation of its properties. Analyses of 486 NHA I responses suggest that IH research and theory may be compromised by inadequate measurement.

POSTER 65

REALLY, NO ISN'T FUNNY: REJECTION SENSITIVITY AFFECTS SARCASM, COPING, AND HUMOR USE

JOSHUA E. PARIS-SANTANA, JACOB A. BENFIELD, MICHAEL J. BERNSTEIN (PENNSYLVANIA STATE UNIVERSITY)

Humor and Rejection Sensitivity are both important to social and interpersonal success. The current study tests the relationship between those two concepts using measures of rejection sensitivity, humorous coping, sarcasm, and multidimensional humor style. The results and implications will be discussed in the context of both future directions and everyday interpersonal interactions.

POSTER 66

HELPING BEHAVIOR AND THE INVISIBILITY OF THE PHYSICALLY DISABLED

MARY KATE JANISKO, MINDY KOROL (MOUNT ST. MARY'S UNIVERSITY)

The physically handicapped are a highly stigmatized group of individuals and are viewed as different from the able-bodied individual (Weinberg, 1983). Recently, it has been speculated that the physically disabled are seen as invisible. People may consciously or unconsciously ignore the physically disabled and this could in turn, effect helping behavior. A field experiment was conducted using 56 passerby's to determine if a

disabled confederate would receive less help than a disabled confederate accompanied by an able-bodied confederate. More help was given in the latter condition. A difference of proportions test showed no significance but, clear trends were observed among the interactions that took place during the study. This study may indicate that disabled individuals receive more help when in the presence of an able-bodied person and may point to an existence of invisibility toward the highly stigmatized group.

POSTER 67

STUDENT ATTITUDES TOWARDS PRESCRIPTION NEUROENHANCER ABUSE

MATTHEW STEVEN DEL GROSSO, AL WITKOF SKY (SALISBURY UNIVERSITY)

Abuse of prescription neuroenhancers such as Adderall or Ritalin has become a rising trend among college students. We set out to gauge student knowledge and attitudes towards these drugs with a survey. Our results show a propensity for situational dependent usage of prescription neuroenhancers among nearly 20% of college students surveyed, despite adequate knowledge of drug information and possibly addictive properties. This raises the possibility for an epidemic of abuse among this population.

POSTER 68

PHYSICAL FITNESS AS IT EFFECTS MOTIVATION AND BODY SHAPE SATISFACTION

MAE REDHA, BRIANNA HOWARD, MARIE PREPTIT, CHASITY ASHMORE (BELMONT UNIVERSITY)

The current study investigated how physical fitness was related to body shape satisfaction and motivation. It was predicted that a high score on the fitness assessment would show a zero difference on the perception scale for body shape satisfaction, and a high score for more intrinsic motivations on the exercise motivations inventory, however; this was not the case. Future research should focus on gender between exercise motivations and incorporate the full presidential fitness assessment.

Saturday, March 3, 2012 12:00pm-1:20pm

Paper Cambria East

DEVELOPMENTAL INVITED SPEAKER: DO SPATIAL ABILITY AND NAVIGATION SKILLS BENEFIT FROM COMMERCIAL VIDEO GAME EXPERIENCE?

Saturday, March 3, 2012 12:00 PM - 1:20 PM

CHAIR: AMY LEARMONTH (WILLIAM PATERSON UNIVERSITY)

DO SPATIAL ABILITY AND NAVIGATION SKILLS BENEFIT FROM COMMERCIAL VIDEO GAME EXPERIENCE?

BRIAN VERDINE (UNIVERSITY OF DELAWARE)

Map-based navigation is a skill used regularly by adults, but that many find difficult. Video games may provide a safe and cheap opportunity to practice navigating. This talk covers two studies focused on using commercially available video games for teaching spatial abilities. The results are placed in the context of a growing body of literature indicating that the effects of video games on spatial skills may be smaller and more specific than previously suggested.

Saturday, March 3, 2012 12:00pm-1:20pm

Paper Butler East

Saturday, March 3, 2012 12:00pm-1:20pm

Invited Speaker Westmoreland West & Central

LEARNING KEYNOTE: APPLIED ASSOCIATIVE LEARNING

Saturday, March 3, 2012 12:00 PM - 1:20 PM

CHAIR: MARK BOUTON (UNIVERSITY OF VERMONT)

APPLIED ASSOCIATIVE LEARNING

IAN P.L.MCLAREN (UNIVERSITY OF EXETER)

My thesis is based on the premise that associative learning is everywhere, it informs everything we do and attempt to do. So when I refer to "Applied Associative Learning", I mean that these processes are ubiquitous in human mental life. The application will be to other areas of psychology, and I will illustrate this by reference to domains not normally associated with associative learning. I begin, however, with a core area for associative learning – Pavlovian conditioning. By studying human fear conditioning we can demonstrate a clear role for associative processes in human learning. I then go on to consider the role that these processes may play in memory for faces (perceptual learning has a part to play here), memory for recency (where we can explain interference effects in associative terms) and sequence learning (which again can be shown to often rely on associative processes), before tackling domains such as performance in task switching experiments which take me well away from standard applications of associative theory. My conclusion is that we cannot understand the minds of humans and other animals without an appeal to associative processes, and that it is for associative theorists to make this case, and demonstrate how modern associative theory can inform our understanding of behavior in all areas of psychology.

Saturday, March 3, 2012 12:00pm-1:20pm

Paper Cambria West

CLINICAL PAPERS V: CLINICAL PHENOMENOLOGY

Saturday, March 3, 2012 12:00 PM - 1:20 PM

CHAIR: CHAUNCY T BRINTON, (JAMES MADISON UNIVERSITY)

12:00pm - 12:15pm

PHENOMENOLOGY OF GENERALIZED ANXIETY VERSUS PANIC DISORDER

ALAN F. DUBRO (NONE), JARED D. DUBRO (JOHN JAY COLLEGE)

The characteristic features of both Panic Disorder and Generalized Anxiety Disorder are symptoms of anxiety and avoidance behavior. These two disorders differ in symptom presentation. The essential features of panic disorder are discrete periods of intense fear or discomfort which are not triggered by situations in which the person is the focus of other's attention. The "unexpected" aspect of the panic attack is an essential feature of the disorder. In contrast, the essential feature of Generalized Anxiety Disorder is unrealistic or excessive worry about two or more life circumstances. When the person is anxious, there are many signs of motor tension, autonomic hyperactivity, and vigilance and scanning. Panic attacks typically begin with the sudden onset of intense apprehension, fear, or terror. Often there is a feeling of impending doom. In contrast, Generalized Anxiety Disorder reflects the gradual development of unrealistic worry and anxiety. The DSM-IV TR criteria indicate that to make a diagnosis of Panic Disorder one or more attacks occur over a short period of time. In contrast, the DSM criteria for Generalized Anxiety Disorder occur over a period of 6 months or longer. Given the differences in presentation, it is hypothesized that individuals with these two disorders will present with different recollections of these disorders' onset. The Panic Disorder patients are hypothesized to have a clear and distinct recollection of their first panic attack. In contrast, patients with Generalized Anxiety Disorder are hypothesized to not have clear recollections of the onset of their disorders given its gradual onset. 100 Panic Disorder patients and 100 Generalized Anxiety Disorder patients were evaluated by the first author for disability purposes. Each was assessed clinically regarding recollections of the onset of their anxiety disorder. The Panic Disorder patients were significantly more likely to recall the onset events surrounding their first panic attack. In contrast, patients with Generalized Anxiety Disorder could not clearly recall the onset of their symptoms. Implications for treatment, based on these findings, are discussed.

12:20pm - 12:35pm

UNDERSTANDING AND UTILIZING THE INFLUENCE MATRIX IN PSYCHOTHERAPY

MARK MENZIES (JAMES MADISON UNIVERSITY)

The Influence Matrix (IM) is one of four integral parts of a unified theory of psychology (Henriques, 2011, 2003). The IM provides a motivational frame for relational behavior that integrates theory on self-esteem, self and other orientations, affective signaling, as well as the competitive/ cooperative frame offered before (Wiggins, 1991; Bakan, 1966). Use of the IM in psychotherapy, as well as the development of a scale measure to assess clinical dynamics will be discussed.

12:40pm - 12:55pm

SELF-ESTEEM AND SOCIAL INFLUENCE: AN EMPIRICAL COMPARISON OF TWO THEORETICAL MODELS

CHAUNCY T BRINTON, CHAUNCY BRINTON, GREGG HENRIQUES (JAMES MADISON UNIVERSITY)

The relationship between social influence and self-esteem was examined from the lens of Leary's sociometer theory and Henriques' Unified Theory of Psychology (HUTP). Whereas sociometer theory contends that self-esteem functions completely as a barometer of relational value, HUTP posits that one's cultural context also influences self-esteem, especially the extent to which self-enhancement is justified. Based on HUTP, we hypothesized that individuals socialized to self-enhance should demonstrate higher levels of self-esteem after controlling for social influence.

**Saturday, March 3, 2012
1:30pm-2:50pm**

Invited Speaker **Westmoreland West & Central**

PRESIDENTIAL ADDRESS: ON THE RICHNESS OF PAVLOVIAN LEARNING

**Saturday, March 3, 2012
1:30 PM - 2:50 PM**

CHAIR: RUTH COLWILL (BROWN UNIVERSITY)

ON THE RICHNESS OF PAVLOVIAN LEARNING

ANDREW DELAMATER (Brooklyn College – CUNY)

The study of Pavlovian learning provides us with a rich framework for understanding the psychological and neural mechanisms of rudimentary associative/cognitive and emotional processes. At the heart of the phenomenon is the simple idea that stimuli serve as cues that enable organisms to anticipate future events. However, just what is meant by the term “anticipate” is subject to varied interpretations. I will suggest that much research illustrates that Pavlovian cues can cause changes in emotional and motivational states, have direct influence on perception, convey specific meaning about various cognitive dimensions of stimuli (what they are, when they should occur, and where they will occur), and that learning about these distinct dimensions may involve distinct underlying processes. Furthermore, I will also suggest that connectionist modeling can serve as an important tool to further our understanding of more complex context-dependent forms of learning. In short, Pavlovian learning continues to be a ripe area of research that lies at the intersection of several different research domains spanning different levels of analysis.

**Saturday, March 3, 2012
3:00pm-4:20pm**

Poster **Alleghany Ballroom I-IV**

COGNITIVE POSTERS

**Saturday, March 3, 2012
3:00 PM - 4:20 PM**

CHAIR: NANCY KIM (NORTHEASTERN UNIVERSITY)

POSTER 1

CYBERSICKNESS AND IMMERSION IN 3D TELEVISION VIEWING

ANDREA BUBKA, FREDERICK BONATO, KAITLYN GALL, MOLLIE CURRAN, CHARLYNE EMMANUEL, CLARICE PERDOMO, VIANNELLY CORTORREAL (SAINT PETER'S COLLEGE)

Can 3D television produce cybersickness? Wearing 3D glasses, participants viewed provocative and non-provocative 10-minute scenes in 2D and 3D. The Simulator Sickness Questionnaire (SSQ) was presented before and after viewing in order to assess any developed symptoms, such as dizziness, headache, and even nausea. They were also asked if they experienced immersion. The purpose of developing 3D television, movies, and video games is to induce immersion, however, cybersickness may also occur.

POSTER 2

RELATING DIVERGENT THINKING FLUENCY AND THE SENSATION SEEKING PERSONALITY TRAIT

SUSAN SNYDER, LAUREN LITTLEFIELD, GEORGE SPILICH (WASHINGTON COLLEGE)

The purpose of this research is to explore the relationship between divergent thinking fluency and the personality trait, sensation seeking. A correlation was shown between the sensation seeking subscale, Disinhibition, and verbal fluency, a factor of divergent thinking. These results suggest that those with a higher level of verbal fluency produce more spontaneous

ideas because they are less likely to overthink concepts; however, results did not show a higher degree of novelty in their responses.

POSTER 3

IMPROVING THE ACQUISITION AND RETENTION OF VOCABULARY THROUGH THE USE OF IMAGERY

MARISA TAMAR COHEN (ST. FRANCIS COLLEGE)

This study examined the effect of imagery interventions for the presentation of novel science vocabulary. Eighty-nine students were randomly assigned to four interventions: Picture Presentation, Image Creation- No Picture, Image Creation- Picture, and Word Only. Results demonstrated that students in the imagery groups scored higher on the outcome measures at immediate and delayed recall. It was also shown that the deeper the students processed the vocabulary words, the higher they scored on the outcome measures.

POSTER 4

COMPARISON OF SEXUAL AND FEAR WORDS ON ENCODING

JAMES H. GEER, CHARLOTTE E. CARROLL, BRITTANY E. KURTZ, MELISSA A. ZIMMERMAN (FRANKLIN AND MARSHALL COLLEGE)

Recall for emotional words has been found greater than recall for neutral words. Undergraduate participants (N=74) were shown three repeating lists. Lists that included sets of 16 sexual, fear, kitchen, and neutral unrelated words equated on familiarity. Participants after each trial were asked to recall the words. Enhanced encoding was found for related words and across trials. Recall was highest for sexual words. Higher levels of arousal enhanced recall for both types of emotional words.

POSTER 5

EFFECTS OF SOCCER BALL HEADING ON SCENT IDENTIFICATION AND OLFACTORY FUNCTIONING

BRYAN RAUDENBUSH, LPHARM, AUGUST CAPIOLA (WHEELING JESUIT UNIVERSITY)

Head injury decreases scent identification ability and olfactory functioning. The present study examined the effects of soccer ball heading on scent identification. Correlations for scent identification loss and various actions are: $r = .75$ for heading frequency, $r = .47$ for heading intensity, $r = .80$ for concussion, and $r = .58$ for dizziness. In a multiple regression analysis, these variables accounted for 75% of the decreased ability to identify scent and olfactory functioning.

POSTER 6

EFFECTS OF NINTENDO WII TENNIS VIDEO GAME PLAY ON PAIN DISTRACTION

JONATHAN KOLKS, KRISTIN MCCOMBS, ALEXANDRA HAMILTON COTTER, BRYAN RAUDENBUSH (WHEELING JESUIT UNIVERSITY)

Thirty participants completed a session in which Wii Tennis was played during a cold pressor pain task and a session and a no game control condition. Participants tolerated the pain significantly longer in the play condition and thought they performed better. Physiological measures showed increased arousal during the play condition, and the play condition was rated more physically and mentally demanding. Implications for such research include providing an adjunct to pharmaceuticals for pain management techniques.

POSTER 7

EFFECTS OF SHAM INTOXICATION ON PHYSICAL PERFORMANCE USING THE NINTENDO WII FIT

MEGAN FOUTTY, TIM WRIGHT, KEITH FLEISHMANN, BRYAN RAUDENBUSH (WHEELING JESUIT UNIVERSITY)

The present study examined the effects of sham intoxication on balance via the Nintendo Wii Fit. In the experimental condition, participants consumed 48 ounces of non-alcoholic beer and played a series of four balance games. Results showed significance between the sham alcohol and control Tight Rope times, Table Tilt points, and Table Tilt level reached. In all cases, performance diminished in the "alcohol" condition when compared to the control condition.

POSTER 8

TEXTING INSINCERELY: THE ROLE OF PUNCTUATION IN TEXT MESSAGING

DANIELLE N. GUNRAJ, APRIL M. DRUMM, ERICA M. DASHOW, CELIA M. KLIN (BINGHAMTON UNIVERSITY)

We examined whether text-message punctuation influenced readers' comprehension. Participants read text messages: The sender's message included an invitation (e.g., Dave gave me his extra tickets. Wanna come?). The recipient's message was an affirmative one-word response (e.g., Sure). After reading each exchange, participants rated the sincerity of the recipient's message. Text messages that ended with a period were rated as less sincere than those that did not, suggesting that punctuation influenced readers' interpretation of texts.

POSTER 9

Abstract withdrawn

POSTER 10

PICTORAL ILLUSIONS INFLUENCE VISUALLY GUIDED REACHING WHEN VIEWED MONOCULARLY

THOMAS CHRISTOPHER GASIEWSKI, RICHARD WESP, SEAN RYAN (EAST STROUDSBURG UNIVERSITY)

Studies showing that grasping and reaching are not influenced by visual illusions have been seen as evidence that separate visual systems control object recognition and visually guided motor activity (Milner and Goodale, 1995). Some studies fail to show this dissociation. We demonstrated that a variation of the Ponzio illusion influenced reaching only when viewed monocularly. These findings support the view that studies failing to show illusion-influenced reaching may have required ventral-stream depth processing.

POSTER 11

SOCIAL IDENTITY MAGNIFIES REGULATORY FIT EFFECTS IN STANDARDIZED TEST PERFORMANCE

LISA R. GRIMM, EMILY BRAHAM, BENJAMIN LEWIS, ERIN HAUGHEE, KRISTIN MARTIN (THE COLLEGE OF NEW JERSEY)

We examine how awareness of one's social group influences regulatory fit effects in standardized test performance. A demographic form was completed prior to or after testing to prime group identification and a regulatory focus prime induced either a promotion or a prevention motivational state. Participants completed problems from the math GRE, either gaining or losing points, to create fit or mismatch states. Results showed a significant interaction between Focus and Reward for group-primed participants only.

POSTER 12

PROCESSING FLUENCY IMPROVES COGNITIVE PERFORMANCE

ALAN SEARLEMAN, SERGE ONYPER, LISA VANDERVOORT (ST. LAWRENCE UNIVERSITY)

Processing fluency, which can be manipulated through varying the legibility of fonts, is the subjective sense of ease or difficulty when processing information. Participants were presented with the Shipley-2 Vocabulary Test (measuring crystallized intelligence), the Shipley-2 Reasoning Test (measuring fluid intelligence), and the Remote Associates Test (measuring verbal reasoning and creativity) in either an easy-to-read or difficult-to-read font. Performance on these tasks was better when participants completed them in the easy-to-read font.

POSTER 13

PROCESSING FLUENCY EFFECTS: FOOD TASTES WORSE IN CURSIVE BUT IS JUDGED HEALTHIER

SERGE ONYPER, ALAN SEARLEMAN, MAIA SCHIERBER (ST. LAWRENCE UNIVERSITY)

We provide evidence that processing fluency (subjective ease or difficulty people have performing mental tasks) affects value judgements about food. Participants viewed different menus (for gourmet or basic food) in either easy-to-read (fluent) or difficult-to-read (disfluent) fonts. Both gourmet and basic foods were judged to taste better when presented in the fluent font, but healthier when presented in the disfluent font. Additionally, basic food was estimated to cost more when presented in the disfluent font.

POSTER 14

PREFERENCE MAGNITUDE AFFECTED BY CONTEXT AND CATEGORIZATION

MATTHEW D FORSYTHE, DEBRA ZELLNER, (MONTCLAIR STATE UNIVERSITY), ELIZABETH COGAN (MICHIGAN STATE), SCOTT PARKER (AMERICAN UNIVERSITY)

Presenting pairs of unattractive faces after pairs of attractive faces reduced preferences between the unattractive faces (hedonic condensation). However, presenting the unattractive faces first resulted in enlarged preferences between the attractive faces (hedonic expansion). Saying that the unattractive and attractive faces belonged to people in different categories eliminated hedonic expansion but did not eliminate hedonic condensation. This suggests that condensation and expansion might have different sources and mechanisms.

POSTER 15

HAND GESTURES AND MNEMONICS: EFFECTS OF VIEWING AND ENACTING

JENNIFER A. MCCABE, LEORA S. CHEFITZ, BLAIR R. K. SHEVLIN, SAMANTHA TURPIN (GOUCHER COLLEGE)

Researchers examined the impact of adding hand gestures to keyword mnemonics when learning new terminology. On a 10-minute-delayed test, recall was significantly higher for the gesture compared to the no-gesture condition, and also compared to a control condition using repetition. The enactment condition, in which participants performed gestures, showed no additional advantage. In sum, viewing (but not necessarily enacting) gestures may facilitate memory when using the keyword method, at least in the short term.

POSTER 16

NOT ALL ISOLATION EFFECTS ARE CREATED EQUALLY: THE EFFECT OF DIVIDED ATTENTION

TAMRA J BIRETA, COLLEEN M MAZZEI (THE COLLEGE OF NEW JERSEY)

Items that differ from their context are better remembered than consistent items, the isolation effect (von Restorff, 1933). Research suggests that some

isolates might require greater processing than others (Smith, 2011). The current study examined physical (Exp. 1) and semantic (Exp. 2) isolates under full and divided attention. Divided attention eliminated the semantic isolation effect, but had no effect on the physical isolation effect. The current theories need to be revised to address these findings.

POSTER 17

ERROR DETECTION IN SKILLED TYPING: OUNCE OF PREVENTION, A POUND OF CURE

MATTHEW CRUMP (BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK)

I discuss explicit and implicit error detection processes, which have previously been dissociated in skilled typing (Logan & Crump, 2010). Two continuous typing experiments examined speed and reliability of explicit and implicit error detection. Surprisingly, post-error speeding was observed when typists were allowed to correct their mistakes, but post-error slowing occurred when mistakes could not be corrected. The results lend new insight into the relationship between error detection and correction.

POSTER 18

PERCEPTION OF PERSONALITY TRAITS FOR A PERSON-COLOR SYNESTHETE

CATHERINE CRAVER LEMLEY (ELIZABETHTOWN COLLEGE), CAROLINE DILLON (TEMPLE UNIVERSITY HARRISBURG), JENNIFER HEIMBACH, AMANDA KOWALSKY (ELIZABETHTOWN COLLEGE)

We report a rare case of synesthesia in which people elicit color percepts. Specifically, we investigated accounts that these color percepts are associated with personality traits. DR, a person-color synesthete, completed personality inventories and provided descriptions of her synesthetic colors based upon her first and second impressions of 12 undergraduate students. Comparisons between DR's ratings and student self-ratings suggest that experience plays a role in this form of synesthesia.

POSTER 19

CONTINUOUS TRACKING OF CHANGING CONTINGENCIES

KEVONTE M. MITCHELL, MATTHEW J. C. CRUMP
(BROOKLYN COLLEGE - CUNY)

We look at contingency learning patterns using a modified streamed trials procedure. Participants provided continuous ratings to contingency values vacillating between strongly negative, zero and strongly positive. We report that participants accurately distinguished contingency valence and contingency strength. Further, we report that participants successfully tracked contingency reversals using either of two strategies: gradual tracking over longer time; or, a sharp quick change. We suggest methods for determining temporal window size in contingency decision-making.

POSTER 20

VIDEO GAME PLAYING, AGGRESSION, AND THE EFFICIENCY OF ATTENTIONAL NETWORKS

SUSAN T. ZIMNY, ABRAM KNARR (INDIANA UNIVERSITY OF PENNSYLVANIA)

The effects of video game playing (VGPlay) and trait aggression on the efficiency of the alerting, orienting, and conflict attentional networks were measured. Survey results indicated significant positive correlations between amount of VGPlay and aggression scales. A subgroup of survey participants did/did not VGPlay and performed the ANT task (Fan et al. 2005). Regression analyses indicated that anger, physical aggression, and VGPlay negatively predicted efficiency of the conflict network. VGPlay positively predicted efficiency of alerting and orienting networks.

POSTER 21

THE PERILS OF PASSIONATE LOVE: EFFECTS ON MEMORY

CHELICIE PIASIO, JESSICA DOOLEY, KELSEY CORRIGAN, MICHELE LOPRESTI, GARY W. LEWANDOWSKI, JR. (MONMOUTH UNIVERSITY)

This study investigates the effects that companionate love and passionate love have on an individual's memory. We randomly assigned 91 participants to write about each love type through a series of prompts. Next,

all participants memorized the same artificial list of their partner's positive and negative traits. Results indicate that those primed with passionate love recalled more negative traits, while those primed with companionate love recalled more positive traits.

POSTER 22

DOES THE FEELING OF SUSPENSE MAKE YOU MORE VULNERABLE TO MISINFORMATION?

MATT E. CRUZ (BOSTON UNIVERSITY MEDICAL CENTER), NANCY FRANKLIN, MICHAEL GREENSTEIN (STONY BROOK UNIVERSITY)

Susceptibility to post-event information can vary, and the risks of accepting misinformation can be serious. The current work investigated how experiencing suspense affects such susceptibility. On the one hand, suspense may increase information-seeking, thus increasing vulnerability to misinformation. On the other hand, it may increase vigilance, protecting against misinformation. Our results showed that participants who were induced to feel suspense were less suggestible than participants who did not feel suspense, supporting the increased vigilance view. Keywords: Suspense, misinformation, false memory, source memory, event memory

GESTURE FACILITATES SECOND LANGUAGE ACQUISITION, COMMUNICATION, AND RETENTION

LAURA MORETT (UNIVERSITY OF PITTSBURGH)

In this study, we investigate the role of gesture in second language (L2) learning using a novel teaching-and-learning task. The results indicate that L2 learners produce more iconic gestures after viewing iconic gestures themselves, as well as when their interlocutor is visible. Additionally, word recall was predicted by iconic gestures viewed and produced. These findings will be discussed with reference to the Gesture-Simulation Bootstrapping Hypothesis, a new theory that explains gesture's role in L2 acquisition.

POSTER 23

CAN GESTURE ENHANCE SECOND LANGUAGE WORD LEARNING?

LAURA MORETT (UNIVERSITY OF PITTSBURGH)

This study investigates whether second language (L2) words can be learned more effectively via iconic gesture than via other methods. The results show that enactment of iconic gestures facilitates L2 word learning to a greater degree than other active learning methods, including mental imagery, hand motion, and oral repetition. In contrast, no advantage of viewing iconic gesture was observed in comparison to other methods of passive L2 word learning, including beat gesture, images, and text.

POSTER 24

COGNITIVE PROCESSING AND TREATMENT DECISIONS: SINGLE FRAMEWORK VERSUS DUALIST APPROACH

KELLY L SCHULLER, NANCY HITT (BETHANY COLLEGE), JONELL STROUGH (WEST VIRGINIA UNIVERSITY)

One-hundred thirty-four women read a hypothetical vignette describing a form of breast cancer. Framing of treatment options was consistent with the classic framing study by Tversky and Kahneman (1979). Results showed when cognitive processing was examined as a single framework there was no association with treatment decision. However, when cognitive processing was examined as dual processes, faith in intuition was not associated with treatment decisions but need for cognition was associated with treatment decision.

POSTER 25

JUSTIFICATION REDUCES THE RELATIONSHIP BETWEEN PERFORMANCE DIFFICULTY AND SIZE PERCEPTION

JOHN ALEXANDER GASPER, RICHARD WESP (EAST STROUDSBURG UNIVERSITY)

Those who have poorly performed sporting activities involving targets estimate the target to have been small. A recent study suggested anxiety disrupts that relationship but left open the specific mechanism. We proposed that anxiety can serve as an excuse for poor performance thus requiring no need to see the target as smaller. We found that those given an excuse for poor dart throwing performance were less likely to see the target as smaller.

POSTER 26

CONTEXTS OF POSITIVE EMOTION CONCEPTS

WALTER CHARLES (NORTH CAROLINA CENTRAL UNIVERSITY)

Linguistic contexts of positive emotion nouns were analysed in paired sortings. Contextual discriminability correlated with conceptual and connotative meanings. The data supported a contextual hypothesis for the meanings of emotion concepts. Theories of emotion must account for the role of linguistic context in conceptual and connotative representations.

POSTER 27

HAPPINESS, JUST WORLD BELIEF AND MORAL DILEMMAS

LING-CHUAN CHU (QUINEBAUG VALLEY COMMUNITY COLLEGE)

This study was designed to explore the relationships among variables such as happiness, moral judgment, and just world belief. One hundred and five college students were recruited to make decisions on two moral dilemmas and to respond measures of happiness and just world belief. There were significant correlations found between happiness, and belief in just world. The patterns of the decision on moral dilemmas were also examined.

POSTER 28

THE RELATIONSHIP OF JUDGMENTS OF INTEREST TO METACOMPREHENSION

KERIN L. SCHMID, MATTHEW SCHWEIGER, HANNAH E. LAPP, MATTHEW C. SHAKE (SAINT BONAVENTURE UNIVERSITY)

Humans are notoriously poor at monitoring their learning; sources of this deficit remain unclear. We investigated the role of perceived topic interest in the ability to monitor one's memory. Subjects read and recalled passages, and made judgments of interest and learning. Results indicate that interest (a) is more predictive of recall than perceived learning, and (b) is negatively affected by poor recall. Results are discussed in terms of the importance of affect in metacognition. *74 words

POSTER 29

MODERATING INFLUENCE OF STATE-TRAIT ANXIETY ON THE ATTENTIONAL BLINK

BRYAN R. BURNHAM, MICHELLE A. PASTER, RORY A. PFUND (UNIVERSITY OF SCRANTON)

Studies have shown that individuals with high anxiety show impaired performance on tasks requiring top-down control (antisaccade tasks) and executive working memory (Corsi Blocks). We examined whether anxiety influences attentional control in the attentional blink task, which requires shifting attention and inhibiting stimuli in a single focus. Our results showed that high anxiety moderated the attentional blink, primarily during the recovery period, suggesting that anxiety interferes with shifting attention and inhibiting irrelevant stimuli.

POSTER 30

COVERT TRANSPOSED-LETTER NEIGHBORHOOD EFFECTS IN PURE ALEXIA

LINDSAY L. SCHMITT, REBECCA L. JOHNSON (SKIDMORE COLLEGE)

Covert transposed-letter (TL) neighborhood effects were investigated in GJ, an individual with pure alexia. In a lexical decision task, GJ demonstrated a facilitative effect of TL words (e.g., angle) in comparison to control words (e.g., alien). In a primed naming task, GJ showed an inhibitory effect of TL word primes (e.g., calm ? clam) in comparison to substituted-letter (SL) word primes (e.g., chum ? clam), suggesting that TL neighborhood information was activated from covert presentations.

POSTER 31

THE EFFECT OF SPACING FOLLOWING PERIODS AND COMMAS DURING READING

BECKY BUI (SKIDMORE COLLEGE)

The most recent edition of the American Psychological Association Manual states that two spaces should follow the punctuation at the end of a sentence. This update is in contrast to the one-space requirement from previous editions. Using eye-tracking methodologies, we examined the effects of spacing following periods

and commas on reading performance. The results suggest that the presence of two spaces significantly facilitated reading performance in both local and global measures.

POSTER 32

EFFECTS OF EXPECTATIONS ON LOUDNESS DIFFERENCE JUDGMENTS

JULIANNE M MOORE, SCOTT PARKER (AMERICAN UNIVERSITY), SARA BAHRAINI (VIRGINIA TECH CARILLION SCHOOL OF MEDICINE), KATHLEEN GUNTHER (AMERICAN UNIVERSITY), DEBRA ZELLNER (MONTCLAIR STATE UNIVERSITY)

Subjects rated the difference in loudness in each of two pairs of tones having been told to expect loud sounds, to expect soft sounds, or neither (Conditions L, S, and Control). Control subjects rated differences greater than did Condition S subjects, who rated them greater than did Condition L subjects. These results are consistent with the existence of top-down gain control in the auditory system combined with an adaptation of Parducci's Range-Frequency theory.

POSTER 33

MENTAL REPRESENTATION OF PLURALS

GERRET E GEORGE (UNIVERSITY OF PITTSBURGH), NIKOLE D. PATSON (THE OHIO STATE UNIVERSITY), TESSA WARREN (UNIVERSITY OF PITTSBURGH)

We investigated mental representations of plural NPs. Participants read sentences ending with a singular/plural NP (e.g., "The farmer picked the apple/apples"), then saw a singular/plural picture (e.g. apple(s)). RTs to judge whether the pictured item(s) were mentioned in the sentence were numerically faster to a number-mismatching picture in the plural NP condition, but significantly faster to a number-matching picture in the singular NP condition. This highlights differences between mental representations for singulars vs. plurals.

POSTER 34

A BEHAVIORAL INTERPRETATION OF PERFORMANCE UNDER INSTRUCTIONS TO IMAGINE

MICHAEL A. KIRKPATRICK, SARAH MOGAN,
ARIADNE B. CERRITELLI (WHEELING JESUIT
UNIVERSITY)

Thirty participants observed a 21-second (s) videotaped basketball scene over three consecutive trials. Fifteen people timed a 6.75 s shot sequence centered within the scene, while another 15 instead completed a "content" questionnaire after each observation. All were then instructed to imagine the observed scene, time the shot, and complete the questionnaire. Times and questionnaire answers differed between conditions, supporting a behavioral interpretation of imagery as generalization of visually discriminated learning.

POSTER 35

COMPARISON OF HUMOR ABILITY AND INSIGHT PROBLEM-SOLVING ABILITY

LARRY NELSON, VIRGINIA GONSMAN (MOUNT ALOYSIUS COLLEGE)

Insight problem solving and the Gestalt theory of humor are characterized by a sudden restructuring of thought configurations that reveals a productive solution. To look for evidence that the two may be part of the same cognitive process, a comparison of humor abilities and insight problem-solving ability was conducted. Humor comprehension ability was found to be positively correlated with insight problem-solving ability. Humor appreciation was not found to be significantly related to insight problem-solving ability.

POSTER 36

INEFFICIENT VISUAL SEARCH IN A THREE-DIMENSIONAL "REAL-WORLD" DISPLAY

THOMAS G. GHIRARDELLI, TAYLOR MARCUS,
ANNIE COSGROVE-DAVIES, KATE LAWSON,
GABRIELLA COAKLEY (GOUCHER COLLEGE)

In a typical visual search task, participants view a two-dimensional display of items on a computer screen and report if a target is presented among nontarget items. In this experiment, the items were three-dimensional "T's" and "L's" made from Lego blocks, randomly dispersed on a tabletop apparatus. Participants retrieved the target item and we measured RT as a function of set size. We found a significant effect of set size, replicating previous 2D search results.

POSTER 37

RUMINATION, EMPATHIC DISTRESS AND DEPRESSIVE SYMPTOMS, ANXIETY, AND POOR FRIENDSHIP QUALITY

LILLIAN ALEXANDER, ASHLEY BORDERS (THE COLLEGE OF NEW JERSEY)

Empathic distress involves feeling upset or alarmed by emotional problems or emergencies and is associated with poor psychological functioning. The purpose of this study was to examine whether rumination, or repeated thinking about negative experiences, may be one mechanism for these negative consequences of empathic distress. Results with an undergraduate sample showed that rumination partially mediated the relationship between more empathic distress and greater depressive symptoms and anxiety, as well as poor friendship quality.

POSTER 38

HUMILITY OF A PERSUASIVE SOURCE

FELICIA F.J. WRIGHT, GEOFFREY MUNRO
(TOWSON UNIVERSITY)

Previous research indicated information consistent with one's beliefs is convincing whereas, information inconsistent with one's beliefs is dismissed. Proponents and opponents of homosexuality listened to a recording of a speaker either supporting or opposing the Don't Ask, Don't Tell policy. Tone of voice of the speaker was also manipulated. Results suggest that tone of voice influenced credibility of belief-inconsistent sources. Findings are discussed relating to how tone of voice can influence resistance to belief-inconsistent information.

POSTER 39

THE EFFECT OF MNEMONIC STRATEGIES AND TIME ON FALSE MEMORIES

KATHARINE WOLFE, CHRISTOPHER KLEIN, JENNY WORTHINGTON (MARIETTA COLLEGE)

This study examined the effect of mnemonic strategies and time on the production of false memories. The amount of study time affected both the number of words recalled and the production of a false memory. The use of a mnemonic strategy also lowered the rate of false memory. In sum, longer study time and the use

of mnemonic strategies lowered the chance of a false memory while it increased recall.

POSTER 40

CAN THE DRM MODALITY EFFECT BE ACCOUNTED FOR BY LIST CHARACTERISTICS?

HEATHER M. BEAUCHAMP, MEGAN SLATER, MORGAN PESCHKO (SUNY POTSDAM)

In the present study, participants were presented with aural and visual DRM lists. The probability of false recall was examined as it relates to DRM list characteristics such as familiarity and concreteness ratings for visual and aural lists. A regression analysis revealed that concreteness was a significant predictor for false recall of visual stimuli. This work shows that future researchers should control list characteristics such as concreteness when they examine modality effects in the future.

POSTER 41

ASSOCIATIVE RECOGNITION MEMORY

CHI THAO NGO, NICOLE RUSER, MARIANNE LLOYD (SETON HALL UNIVERSITY)

One experiment examined whether speeded recognition tests impact associative recognition. Participants were given either a speeded or non-speeded recognition test and encoded word pairs (e.g., VETO-FALL; BRAIN-LOSS; CRISIS-RISE) as definitions or embedded in sentences (e.g., Quamme & Yonelinas, 2005). The results showed that speeded recognition tests impaired associative memory to a lesser degree for intact (e.g., VETO-FALL) than for rearranged (e.g., BRAIN-RISE) word pairs.

POSTER 42

USING COLOR-CODED WORD FAMILIES FLASHCARDS TO FACILITATE WORD RECOGNITION IN KINDERGARTENERS

CHERYL CISERO-DURWIN, DINA MOORE (SOUTHERN CONNECTICUT STATE UNIVERSITY)

We report two experiments investigating the effectiveness of color-coded word-families flashcards for facilitating kindergarteners' word recognition development. Experiment 1 compared an 8-week at-

home intervention group to a wait-list control group which received no intervention. Experiment 2 was a 16-week in-school intervention comparing the word-families group to a vocabulary-building control. Results suggest that the flashcard intervention may facilitate word recognition development and that factors such as SES and readiness skills moderate the effectiveness of this approach.

POSTER 43

THE EFFECT OF SPATIAL PREDICTABILITY AND TRAINING HISTORY ON MOTOR RESPONSE ORGANIZATION

COLLEEN MCSWEENEY, NICHOLAS BERNHARDT, DARIUS ROWELL, KR BAILEY (SUSQUEHANNA UNIVERSITY)

The effect of spatial predictability on response organization and execution was examined in a serial reaction time task. Counterbalanced groups completed random response sequences, spatially-predictable repeating sequences and spatially-unpredictable repeating sequences. Training order significantly affected performance on random sequences but not repeating sequences. In spatially-unpredictable trials, performance was significantly faster completing repeating sequences compared to random sequences. When the stimulus location was predictable, prior experience completing unpredictable sequences impaired performance on repeating trials.

POSTER 44

HOW COULD I MISS THAT? CHANGE BLINDNESS IN A REAL-WORLD PERSON SWAP.

KATHERINE A. CAMERON, NIOKA ALLEN, JEANETTE CAMPBELL, KRISTINA CHAPPLE, TIEARRA LEWIS, OLUMIDE OGUNWONOJU, OMA AMADI, COREY MURPHY, ALONDRA SILLS (COPPIN STATE UNIVERSITY)

Change blindness is an inability to detect changes in visual scenes, even for attended items. Here we replicated a person-swap experiment by Dan Simons in which participants experienced a change in conversation partner. They found that 75% of Caucasian participants missed the change, and we find that 69% of African-American participants do. Males were more likely to notice females swapping than males, but neither participant sex, stress, nor self-reported characteristics predicted noticers.

POSTER 45

USING EYE GAZE DATA TO EVALUATE HOW METACOGNITION INFLUENCES DECISION MAKING

PHILIP M. REEVES, RAYNE A. SPERLING (THE PENNSYLVANIA STATE UNIVERSITY)

This study examined the roles of prior knowledge and metacognition in decision making. Within- and between-participant analyses of think-aloud protocols taken during five decision making tasks, a knowledge screening assessment, a domain knowledge test, and a metacognition inventory were analyzed with decision making time and eye gaze location data. Findings demonstrated both unique and cumulative roles of metacognition and knowledge for decision making. Group analyses as well as characteristics of representative cases were reported.

POSTER 46

EXPERTISE IN ARTISTIC PHOTOGRAPHY

JOANNA SERAFIN (GRADUATE CENTER CUNY)

Empirical literature on the psychological processes involved in professional and artistic photography is extremely scarce. We studied superior performance in photography as a function of principles of expertise operating in other domains like chess. Photography experts and non-experts were differentially sensitive to four types of photographic flaws, with photographers outperforming non-photographers in flaw detection. The two groups also exhibited different aesthetic judgment criteria pertinent to photography; experts mostly valued originality, while non-experts valued pleasantness.

POSTER 47

EFFECTS OF EMOTIONAL SCENES ON MEMORY AND SUSCEPTIBILITY TO MISINFORMATION

ANNA T. RUTLEDGE, MARK G. RIVARDO (SAINT VINCENT COLLEGE)

Memory is greatly influenced by postevent information. Images from the International Affective Picture System rated as highly positive, negative, or neutral were viewed and followed by leading questions. Recall memory for the pictures was measured in an initial session and approximately 1 week later. Emotional arousal, rather than valence, showed greater effects on

memory and susceptibility to misinformation in emotional scenes.

POSTER 48

A SELF-RELEVANCE ANALYSIS OF SAFER-SEX COGNITIONS

NISHTHA LAMBA, WARREN.A.REICH, ANDREA VIAL, JASON YOUNG (CUNY, HUNTER COLLEGE)

One hundred eleven urban college students described themselves in 14 identities and six sexual scenes. They then composed a persuasive safer sex message which was rated by three judges. A scene's embeddedness was indexed by the number of identities with which it shared traits: its self-relevance. Embeddedness of the sex-with-condom scene was correlated with condom self-efficacy, supporting the measure's construct validity. Participants high in condom and abstinence scene embeddedness wrote messages lower in loss/fear content.

POSTER 49

INTERNAL AND EXTERNAL ENCODING STYLES PREDICT COGNITIVE FAILURES

JENNIFER PERRY, ASHLEY ABRAHAM, MARY FRAME, KATHLEEN SZYMCZUK (BALDWIN-WALLACE COLLEGE)

Cognitive failures are "failure to complete a task that one is ordinarily able to do," such as losing one's keys (Wallace, 2004). Encoding style refers to how individuals perceive environmental stimuli. Internal encoders rely more heavily on schemas and refer to them more hastily than external encoders. Our results showed that internal encoders had more cognitive failures than external encoders. Relying on preexisting schemas may cause internal encoders to be more susceptible to cognitive failures.

POSTER 50

METADISPOSITIONS IN COLLEGE STUDENTS: FURTHER EVIDENCE FOR A BIAS BLIND SPOT?

D. ALAN BENSLEY, CHRISTINE BARRY, TERRY BURROUGHS, RUSSELL COLLINS, NICOLE JACOBS, SAMANTHA SCHREIBMAN (FROSTBURG STATE UNIVERSITY)

Students rated how open-minded they thought they were as well as how open-minded they thought the average student in their class was. These ratings were then compared to their scores on an open-mindedness scale, a flexible thinking scale, and on need for cognition, all thought to measure open-mindedness. The results showed that students rated themselves significantly higher than their classmates on all three measures, further supporting the existence of a bias blind spot.

POSTER 51

REVISITING THE DUAL-CODE: IMAGES MAY BE TRI-CODED IN WORKING MEMORY

SARA C. WECHLER, LOGAN KIENHOLZ, TESS HOPSON, MICHAEL SKELLY (EDINBORO UNIVERSITY)

The effect of stimuli (word vs. image) and the effect of articulatory suppression (silent vs. suppression) on the proportion of items recalled correctly was investigated using a between groups design. The findings suggest that articulatory suppressed images are encoded both orthographically and pictorially in working memory. Accordingly, this supports the conjecture that images may be represented pictorially, phonologically, and orthographically in working memory; a tri-coding hypothesis.

POSTER 52

VISUAL SCANNING AND HAZARD DETECTION BY DEAF AND HEARING DRIVERS

D ALFRED OWENS, TRAVIS ANTHONY CATANIA, KATHLEEN ANNA HOFFMAN (FRANKLIN & MARSHALL COLLEGE)

This study used a realistic driving simulator to compare hazard detection performance of deaf and hearing drivers, who ranged in age from 22 to 68 years. Visual scan paths and braking responses to a variety of common hazards were recorded as participants "drove" through urban, suburban, and rural environments. Results from age-matched drivers show that the detection performance of deaf drivers was significantly faster than that of hearing drivers.

POSTER 53

THE VISUAL PERCEPTION OF AFFECTIVE VALENCE IN THE MATERIAL PROPERTIES OF OBJECTS

DEBORAH JOHNSON (CARNEGIE MELLON UNIVERSITY), SOPHIE LEBRECHT (BROWN UNIVERSITY), MICHAEL TARR (CARNEGIE MELLON UNIVERSITY)

We know that individuals readily perceive affective information in their visual environment, which in turn influences behavior. Yet it remains unclear what image properties are used to derive affective information from images. We examined whether individuals perceive affective valence in material properties. Critically, to render these properties independent of a coherent object images, we measured object valence with both coherent objects and their scrambled counterparts. We find that observers can derive valence from material properties.

POSTER 54

PRIMING OF MANUAL ACTIONS BY THEIR RELATED SOUNDS

NICOLAS ZUNIGA-PENARANDA, GUILLAUME LEMAITRE, LAURIE M. HELLER (CARNEGIE MELLON UNIVERSITY)

We studied the priming of manual actions by the sounds they produce. Previous studies used visual-motor priming and TMS studies to show that a link between vision and action can cause priming, and that the sound of an action can increase motor activation of areas related to the action. Using three behavioral auditory-motor priming experiments we demonstrated that such priming for natural and arbitrary sound-action pairings is possible, mediated by the strength of the pairing.

POSTER 55

IDENTIFICATION OF THE CAUSES OF SOUNDS: EQUATING ACTIONS AND MATERIALS

JAYANT BHAMBHANI, CLARA CHARLOTTE BARON-HYPPOLITE, GUILLAUME LEMAITRE (CARNEGIE MELLON UNIVERSITY), ANDREA R. HALPERN (BUCKNELL UNIVERSITY), LAURIE M. HELLER (CARNEGIE MELLON UNIVERSITY)

This study was designed to create and test sounds that would have equally identifiable action and material causes. As seen in previous research, this is difficult, as the actions that cause a sound are easier to identify than the material. We crossed actions and materials of hollow cylinders and tested the listener's ability to discriminate between them with high accuracy. This may be useful for fMRI research focusing on differential activations for action and material.

POSTER 56

STATISTICAL APPROACHES TO MAPPING PERCEPTUAL SOUNDS CATEGORIES AND ACOUSTIC PROPERTIES

CLARA BARON-HYPPOLITE, LAURIE HELLER (CARNEGIE MELLON UNIVERSITY)

This analysis was conducted to predict the psychological group that a sound belongs to simply by knowing its acoustic features. In order to identify the individual acoustic features that are most heavily weighted in these judgments of causality we compared the effectiveness of a series of statistical analyses, which consisted of canonical correlation, cluster analysis, and Flexible Discriminant analysis. A small set of features had predictive value.

POSTER 57

DOES WM LOAD PREDICT LONG-TERM IMAGE RECALL? DIFFERENTIABILITY TRUMPS MEANINGFUL ASSOCIATIONS.

ANNE GILMAN (JUNIATA COLLEGE), ERIN MCVICAR (JOHNS HOPKINS UNIVERSITY)

Elaborative processing aids in later recall of material, given similar memoranda. What is the effect of stimulus differences in meaningfulness for long-term retention? A set of six simple shapes (e.g. oval, rectangle) and 12 photographs of small objects (e.g. butterfly, apple) were compared in a free-recall paradigm. After preparing to provide three associations for each image, participants were more likely to list the shapes than the more-meaningful pictured objects. More-extended associations preferentially benefited shape recall.

POSTER 58

THE EFFECTS OF SUPRA-POSTURAL TASK DIFFICULT ON POSTURAL SWAY

NICHOLAS T. LEIGH, ROBERT MAHONEY, SCOTT H. BONNETTE, MICHAEL A. RILEY (UNIVERSITY OF CINCINNATI)

Humans' capability for upright stance is a unique action that allows a diverse range of behaviors. In this study we investigated this interplay between posture and supra-postural behaviors. The current study's results reinforce the idea that supra-postural tasks constrain the organization of postural sway. In addition, the findings also support the use of novel analysis methods that characterize the overall structure of the variability instead of just providing a raw index.

POSTER 59

THE JOINT HEMISPHERIC LATERALIZATION FOR WORDS AND FACES

EVA DUNDAS, DAVID PLAUT, MARLENE BEHRMANN (CARNEGIE MELLON UNIVERSITY)

Neuroimaging studies with adults have consistently demonstrated that a region of the right inferior temporal cortex is highly face-selective and that a homologous region in the left inferior cortex is highly word-selective. What has not been determined is how this pattern of mature hemispheric specialization emerges. The current study examined the development of lateralized selectivity for faces and words in children, adolescents and adults by using half-field presentation and electrophysiological measures.

POSTER 60

VISUAL-SPATIAL WORKING MEMORY LOAD AND CONTROL OF VISUAL ATTENTION

CATHERINE G. LANGAN, MATTHEW T. SABIA, BRYAN R. BURNHAM (UNIVERSITY OF SCRANTON)

Research has shown a relationship between working memory and attention. Previous studies have focused on the central executive and how it can influence attentional control. The present study examined the relationship between visual-spatial working memory and attentional control. Subjects completed a visual search task alone or while engaged in a visual or spatial working memory depleting task. The results revealed a relationship between visual working memory and control of attention and no relationship between spatial working memory and attention.

POSTER 61

EFFECTS OF WORD FREQUENCY AND CONTEXT VARIABILITY ON EPISODIC MEMORY

JESSICA FONTAINE, WILLIAM AUE, AMY CRISS (SYRACUSE UNIVERSITY)

Research has shown that how often a word is encountered (i.e. word frequency) influences how well it is remembered. Recent research has shown that the variety of situations a word is encounters (i.e. context variability) can also influence how word it is remembered. In two experiments, we investigated the influence of word frequency and context variability on single item and associative recognition performance. Results and theoretical implications are discussed.

POSTER 62

THE ROLE OF IMAGINAL ENCODING IN FALSE MEMORY USING UNASSOCIATED WORD LISTS

CHIEMEKA EKWEGHARIRI, MARYELLEN HAMILTON (SAINT PETER'S COLLEGE)

Foley et al. (2006) showed that false memory rates were higher when using guided imagery scripts with the DRM paradigm. The current experiment tried to replicate this finding using non-associated word lists to see if the increase in false memories was dependent on the content of the lists or could it be driven purely by imaginal encoding. The results suggest that false memory rates were increased by guided imagery script regardless of list structure.

POSTER 63

GENDER STEREOTYPES AND FALSE RECOGNITION

MEGAN O. SLATER, AMANDA COLLINS (STATE UNIVERSITY OF NEW YORK AT POTSDAM)

Twenty-four undergraduates viewed a slideshow of labeled pictures of people representing different occupations. Six occupations were represented by the gender that was inconsistent with the stereotype for that occupation. Participants took a recognition test circling 'male', 'female', or 'not presented' for the occupations listed and rated their confidence. Participants showed significantly more false recognition

for the gender-inconsistent labels than for the gender-consistent and neutral non-presented labels. These findings support that stereotypes influence false recognition.

POSTER 64

THE EFFECTS OF SOURCE MONITORING ERRORS OF MISINFORMATION

STEPHANIE LEE, MARYELLEN HAMILTON (SAINT PETER'S COLLEGE)

This experiment was conducted in order to test source monitoring errors and misinformation. After watching a video, participants were presented with correct or incorrect information verbally. At test, participants identified whether information they recalled was from the video, the experimenter, or both. A significant interaction was found between the source of information and response of participants. More correct responses came from the video whereas the opposite was true for incorrect responses.

POSTER 65

CROSS-MODALITY PRIMING USING ODORS WITH A STROOP LIKE TASK

CIARA N. MENDEZ, MARYELLEN HAMILTON (SAINT PETERS COLLEGE)

An experiment was conducted to determine if items are better primed with an odor that is associated with the item using a Stroop like task. The results yielded a significant interaction between the category of the list items and the odor that that was presented to the participants. These results indicate that the participants were much faster at identifying items when the odor matched the list category and were slower for incongruent scents.

POSTER 66

OBJECT-BASED SELECTION TRUMPS SPACE-BASED SELECTION DURING VISUAL SEARCH

KAYLA ZAMORA, ADAM S. GREENBERG, MAYA ROSEN, ELIZABETH CUTRONE, MARLENE BEHRMANN (CARNEGIE MELLON UNIVERSITY)

We examined the effects of visual search strategy on object-based attention. Subjects searched for a target

letter among distracters, after spatial cueing of a rectangular object in the display. Results showed a significant same object advantage during both serial and parallel search. Surprisingly, a robust RT advantage was observed for on-object targets even when off-object targets were spatially closer to the cue. We conclude that object-based selection is considerably resistant to spatial distraction.

POSTER 67

MOTIVATIONAL FACTORS OF FOOD CHOICES

JULIA BAKER, HAILEE HUNT, OLIVIA BRUNSON, ELIZABETH GASTON, KRISTEN COOKE (BELMONT UNIVERSITY)

This experiment examined the influence of nutritional knowledge, body satisfaction, and self-awareness as motivational factors for food choices. The presence of mirrors in half of the sessions was used to elicit self-awareness. Undergraduate students (n = 83) completed 3 self-report measures of nutritional knowledge and body satisfaction. Food selections in three categories (milk, chips, and fruit) were made by each participant. Results did not support the hypotheses that higher levels of nutritional knowledge, lower body satisfaction, and self-awareness will increase healthier food choices.

POSTER 68

INATTENTIONAL BLINDNESS AND AGE

KELLY A. BROWN (SAINT VINCENT COLLEGE)

Inattentional Blindness (IB) is the failure to perceive an unexpected stimulus because attention is directed to another object or task (Mack & Rock, 1998). Despite the growing amount of research on this phenomenon, to our knowledge this study is the first to compare IB in normal populations of children and adults. Children and adults did not differ in their susceptibility to IB and attentional set affected noticing for adults but not children.

**Saturday, March 3, 2012
3:00pm-4:20pm**

Paper

Crawford East

HISTORY: THEORY AND PRACTICE IN THE HISTORY OF PSYCHOLOGY

**Saturday, March 3, 2012
3:00 PM - 4:20 PM**

CHAIR: SHAWN GALLAGHER (MILLERSVILLE UNIVERSITY)

3:00pm - 3:15pm

ALFRED NORTH WHITEHEAD ON PARTICLES, EVENTS AND THE HISTORY OF SCIENTIFIC PSYCHOLOGY: DOES IT MATTER 'WHAT WE ARE MADE OF?'

LAURA HYATT EDWARDS (EAST CAROLINA UNIVERSITY)

Past and recent theorizing among physicists (e.g., Epperson, 2004; Griffiths, 2002) does not support what Whitehead (1926) framed as the 'fallacy of misplaced concreteness.' A lingering effect of Newtonian physics, to this day, the implicit scientific materialism engendered by this fallacy contributes to habits of thinking among psychologists, such as confounding theories and concept definitions, which may be imposing unnecessary limits on progress towards understanding behavior and mental processes.

3:20pm - 3:35pm

WARREN WEAVER: AN INTEGRATIVE THEORETICAL APPROACH TO THE HISTORY OF PSYCHOLOGY

SANFORD LOPATER (CHRISTOPHER NEWPORT UNIVERSITY)

Thomas Kuhn's "The Structure of Scientific Revolutions" (1970) stimulated psychologists to explore the relevance of this seminal book to the emergence and development of the social and behavioral sciences. These attempts were largely unsuccessful. In recent years there have been few attempts to formulate a useful integrative approach to the history of

psychology, especially for instructional purposes. In the late 1940s Warren Weaver suggested a little-known approach to the development of science which has high relevance to our understanding of the history of psychology and to a coherent approach to instructional strategies.

3:40pm - 3:55pm

**PSYCHOLOGY: BRIEFER COURSE....
REVISED?**

ERIC P. CHARLES (THE PENNSYLVANIA STATE
UNIVERSITY, ALTOONA)

William James's Psychology: Briefer Course was the standard introductory text in psychology for decades. However, James's late career philosophy of radical empiricism revised many of his earlier ideas. Following James's death Edwin Bissell Holt, a James protégée, was enlisted to revise the Briefer Course. Holt sought to make the book consistent with James's later thoughts, but never completed the revision. The revised Briefer Course may be one of the History of Psychology's lost great works.

**Saturday, March 3, 2012
3:00pm-4:20pm**

Invited Speaker	Westmoreland West & Central
----------------------------	--

**CLINICAL KEYNOTE: A NEW UNIFIED
THEORY OF PSYCHOLOGY: OVERVIEW
AND IMPLICATIONS FOR
PSYCHOTHERAPY**

**Saturday, March 3, 2012
3:00 PM - 4:20 PM**

**A NEW UNIFIED THEORY OF
PSYCHOLOGY: OVERVIEW AND
IMPLICATIONS FOR PSYCHOTHERAPY**

GREG HENRIQUES

The field of psychology is fragmented. It lacks a clear definition and subject matter, and there are many perspectives that compete about foundational issues

with no current way to combine and integrate them into a coherent whole. In a recently published book, A New Unified Theory of Psychology (Henriques, 2011), Dr. Gregg Henriques outlines a system of thought that can solve psychology's philosophical problems and unite the various approaches into a single unified approach. In this talk, Dr. Henriques will provide an overview of the four key pieces that make up the unified theory, explain how it solves the problems of fragmentation in psychology and will provide an overview of a unified approach to conceptualizing people in psychotherapy that students are being trained to use and apply.

**Saturday, March 3, 2012
3:00pm-4:20pm**

Symposium

Cambria West

**CLINICAL SYMPOSIUM: THE FUTURE OF
PSYCHOLOGICAL PRACTICE**

**Saturday, March 3, 2012
3:00 PM - 4:20 PM**

CHAIR: ARTHUR C EVANS (PHILADELPHIA
DEPARTMENT OF BEHAVIORAL HEALTH AND
INTELLECTUAL DISABILITY SERVICES)

**THE FUTURE OF PSYCHOLOGICAL
PRACTICE – OPPORTUNITIES AND
CHALLENGES – AMIDST MAJOR
HEALTHCARE REFORM**

This symposium will highlight how psychologists can both change and contribute to an improved healthcare system. We will first review the major emerging trends in healthcare reform and demonstrate the opportunity for psychology to redefine itself. We will next show how healthcare changes will impact the role of psychologists and the training needed to successfully position psychology graduates. Finally, we will examine specific competencies needed for psychologists to succeed in an integrated healthcare system.

Presentations

The Future of Psychological Practice
by Arthur C. Evans (Philadelphia Department of
Behavioral Health and Intellectual Disability Services)

Healthcare Reform New Directions in Professional Psychology: Remaining Relevant/Assuming Leadership

by Astrid Beigel (County of Los Angeles Department of Mental Health)

Psychology Training and Integrated Healthcare: Competencies for New Realities

by Bruce S. Zahn (Philadelphia College of Osteopathic Medicine)

Discussant: Arthur C. Evans, PhD (Philadelphia Department of Behavioral Health and Intellectual Disability Services)

**Saturday, March 3, 2012
3:00pm-4:20pm**

Paper **Butler East**

**LEARNING PAPERS:
EXTINCTION/INTERFERENCE II**

**Saturday, March 3, 2012
3:00 PM - 4:20 PM**

CHAIR: RALPH MILLER, PHD (STATE UNIVERSITY OF NEW YORK AT BINGHAMTON)

3:00pm - 3:15pm

STIMULUS-SPECIFIC CONDITIONED INHIBITION AND EXPERIMENTAL RENEWAL

MARIO A. LABORDA, CODY W. POLACK, RALPH R. MILLER (STATE UNIVERSITY OF NEW YORK AT BINGHAMTON)

Nelson et al. (2011) recently reported data that they interpreted as evidence of renewal without the contexts playing conditioned stimulus-like roles. Based in previous work in our laboratory, here we entertain an alternative account for Nelson et al.'s results and we report data consistent with our interpretation. Centrally, our results suggest that the renewal effect is, at least in part, due to the extinction context becoming a stimulus-specific conditioned inhibitor.

3:20pm - 3:35pm

THE NEUROBIOLOGY OF FORGETTING: INHIBITION OF THE PUTATIVE MEMORY-ERASURE MECHANISMS PREVENTS FORGETTING.

KARIM NADER (MCGILL UNIVERSITY)

The neurobiology of everyday forgetting is unknown. Using location recognition memory, we show that rats forget over time because the biological substrate of memory vanishes from hippocampus. We show that new learning, and thus interference, does not mediate this forgetting, which thus resembles decay. Our data further indicate that this decay seems mediated by signaling processes also involved in synaptic plasticity, suggesting a possible functional role of forgetting as an integral memory system maintenance mechanism.

3:40pm - 3:55pm

GETTING RID OF RESURGENCE

MARK E. BOUTON, NEIL E. WINTERBAUER (UNIVERSITY OF VERMONT)

In resurgence, an extinguished operant behavior recovers when a second behavior that was reinforced during extinction is itself put on extinction. Its strength is increased by extended Phase 1 training (and by using ratio rather than interval schedules). It is not eliminated by a nine-fold increase in Phase 2 training. It is weakened, however, if the reinforcement rate for the second behavior is thinned during Phase 2, although early resurgence can occur during thinning.

4:00pm - 4:15pm

SPONTANEOUS RECOVERY OF LATENT INHIBITION IS DEPENDENT OF THE PREEXPOSURE-ACQUISITION INTERVAL

WHITNEY KIMBLE, MARTHA ESCOBAR, (AUBURN UNIVERSITY), AARON PLITT (UNIVERSITY OF TEXAS SOUTHWESTERN)

In two experiments using rat subjects, CS preexposure was followed by CS-US pairings either immediately (12-minute interval) or after a delay (24-hour interval). Both groups acquired the response equivalently, but Immediate conditioning resulted in less fear (i.e., more spontaneous recovery) than Delayed conditioning, independent of whether testing occurred 72 hours

(Experiment 1) or 7 days (Experiment 2) following acquisition. These results differ from similar extinction studies in which the acquisition-extinction and extinction-test intervals interact to determine spontaneous recovery.

Saturday, March 3, 2012
3:00pm-4:20pm

Paper

Somerset East

COGNITIVE PAPERS: MEMORY II

Saturday, March 3, 2012
3:00 PM - 4:20 PM

CHAIR: VIRGINIA L. GONSMAN (MOUNT ALOYSIUS COLLEGE)

3:00pm - 3:15pm

**RETRIEVAL ENHANCED SUGGESTIBILITY:
TESTING DIRECTS ATTENTION DURING
POST-EVENT INFORMATION PROCESSING**

LEAMARIE T. GORDON, AYANNA K. THOMAS,
(TUFTS UNIVERSITY), JOHN B. BULEVICH
(STOCKTON COLLEGE)

Recently, Chan et al. (2009) found that taking a test after witnessing an event increases susceptibility to post-event misinformation. We explore two possible explanations of what is termed retrieval enhanced suggestibility (RES), the attentional allocation and feedback hypotheses. Our results indicate that RES cannot be explained from a feedback viewpoint. Rather the initial test serves to direct attention to relevant aspects of the post-event narrative, thus enhancing learning of later information.

3:20pm - 3:35pm

**PROSPECTIVE MEMORY IS RESISTANT TO
BUILD-UP OF PROACTIVE INTERFERENCE**

JOYCE M. OATES, ZEHRA F. PEYNIRCIOGLU
(AMERICAN UNIVERSITY)

Proactive interference (PI) has been studied extensively in retrospective memory (RetroM). In three experiments, we examined whether similar results would also be observed in prospective memory (ProM), which involves memory for future intentions. A typical build-up and subsequent release from PI was observed in RetroM. However, there was no evidence of a decrement across related lists in ProM, suggesting that discrimination of ProM cues may rely on a different mechanism from that in RetroM.

3:40pm - 3:55pm

**FAST, CONFIDENT, AND RELATIVELY
ACCURATE 58-DAY MEMORIES OF BRIEF
CINEMATIC ROBBERIES**

VIRGINIA L. GONSMAN, JOSEPH A. BOBAK
(MOUNT ALOYSIUS COLLEGE)

Accuracy for details of short video clips of two robberies (bank and personal) after a 58-day delay was much better than was expected given previous research and popular theories of memory. In addition, correct responses were provided faster and more confidently than incorrect responses, which may have implications for models of memory and ways to predict the potential accuracy of longer term memories in applied settings.

4:00pm - 4:15pm

**WORKING MEMORY, SOURCE
MONITORING, AND FALSE MEMORY: AN
INDIVIDUAL DIFFERENCES PERSPECTIVE**

TASHA HOLDEN (TOWSON UNIVERSITY)

The present study examined the relationship of working memory (WM) and false memory (FM) with source monitoring (SM) as a mediator. WM tasks included operation and reading span. FM was assessed using a modified DRM paradigm, with words presented via audio and visual sources (SM). The "high span advantage" was directly related to SM, for reading span only. SM was inversely related to intrusions, not critical lures. Explanations based on activation-monitoring (Gallo, 2010) are discussed.

**Saturday, March 3, 2012
3:00pm-4:20pm**

Symposium

Westmoreland East

**TEACHING SYMPOSIUM:
CHARACTERISTICS OF EXCELLENCE IN
UNDERGRADUATE RESEARCH**

**Saturday, March 3, 2012
3:00 PM - 4:20 PM**

CHAIR: DEBRA A. ZELLNER (MONTCLAIR STATE UNIVERSITY)

**CHARACTERISTICS OF EXCELLENCE IN
UNDERGRADUATE RESEARCH**

The Council on Undergraduate Research (CUR) defines undergraduate research as "an inquiry or investigation conducted by an undergraduate in collaboration with a faculty mentor that makes an original intellectual or creative contribution to the discipline." The collaboration should benefit both the faculty member and the student. CUR psychology councilors will discuss characteristics of excellence in undergraduate research. What can be done at the institutional, departmental/program, and faculty/student level to produce excellent outcomes will be discussed. (FB NOTE)

Presentations

**Bryan Raudenbush (Wheeling Jesuit University),
He Len Chung (The College of New Jersey)**
by

Discussant(s): Debra A. Zellner (Montclair State University)

**Saturday, March 3, 2012
3:00pm-4:20pm**

Paper

Cambria East

DEVELOPMENTAL PAPERS II

**Saturday, March 3, 2012
3:00 PM - 4:20 PM**

CHAIR: ROBERT PASNAK (GEORGE MASON UNIVERSITY)

3:00pm - 3:15pm

**EFFECTS OF UNDERSTANDING PATTERNS
ON READING AND MATHEMATICS**

ROBERT PASNAK (GEORGE MASON UNIVERSITY)

First graders are commonly taught to understand patterns of colors, shapes, letters, and numbers, in hopes that cognitive gains followed by improved academic achievement will result. However, there is little evidence that achievement does improve. In the present research, extensive instruction on patterns was compared with equivalent instruction directly in reading, mathematics or social studies. The patterning instruction produced superior scores in both mathematics and reading, as measured by standardized tests.

3:16pm - 3:31pm

**PERSONAL MODELS OF DEVELOPMENT: A
LIFE DRAWING ANALYSIS**

JOANN M. MONTEPARE, PETAR M. PETROV
(LASELL COLLEGE)

Adults' internal, personal models of development were examined using the Life Drawing technique. A "coming of age" progression which characterized development as a systematic, goal-oriented process concluding in an adult state was the most common conceptualization, in comparison to "circle of life" or more chaotic models. Positive developmental attitudes were evidenced, and the self and family were recurrent focal points of development. The role of these personal models in subjective age identification is discussed.

3:32pm - 3:47pm

PHYSICAL FEATURES AND MATE CHOICE PREFERENCES: A CORRELATIONAL ANALYSIS

JACK DEMAREST (MONMOUTH UNIVERSITY),
MICHAEL ZAUROV (RUTGERS UNIVERSITY)

This study of mate choice examines the relationships between characteristics of the participant: body satisfaction, BMI, self-esteem, socio-sexuality, ovulation status, and the physical traits of the opposite sex. These physical characteristics include various facial features, body shape features, WHR, SHR, body fat, muscularity, and leg/trunk ratio. Research reveals that these features in isolation influence mate choice. This study examines how they influence mate preferences for a short term and long term partner in combination.

3:48pm - 4:03pm

PREFERENCE ASSESSMENTS WITH INFANTS: A COMPARISON OF DIRECT ASSESSMENT AND PARENT REPORT

KARENA RUSH (MILLERSVILLE UNIVERSITY),
BRUCE MORTENSON (TOWSON UNIVERSITY),
MELISSA HORGER, ELISSA SCHWARTZ
(MILLERSVILLE UNIVERSITY), SARAH BIRCH
(CUNY GRADUATE CENTER)

The ability to identify reinforcers is essential in the learning process. Most research on preference assessments has been with school age children; little exists with young children. This study examined the psychometric properties of the forced choice preference assessment with infants and toddlers in comparison to parent report. Results indicated that the children identified more salient reinforcers via a preference assessment than reinforcers identified by parent report suggesting the utility of a direct assessment.

4:04pm - 4:19pm

SIBLING ABUSE: PREDICTION OF LATER ANTISOCIAL AND DEVIANT BEHAVIORS

ALLISON M. BORLAND (UNIVERSITY OF NORTH CAROLINA-GREENSBORO), JUDITH SIMS-KNIGHT
(UNIVERSITY OF MASSACHUSETTS-DARTMOUTH)

Although much is understood about the effects of parental abuse, little is known about sibling abuse. The current study examined the link between sibling abuse and antisocial behaviors in 197 undergraduate students. Participants reported abuse experiences using a computerized, self-report inventory. Results indicated that both physical and emotional abuse predicted antisocial behaviors and that the unique combination of severe abuse by a younger sibling was more predictive than abuse by older or same age siblings.

**Saturday, March 3, 2012
3:00pm-4:20pm**

Paper

Somerset West

**EPAGS & APA SCIENCE DIRECTORATE
SPONSORED ACADEMIC CAREER
WORKSHOP**

**Saturday, March 3, 2012
3:00 PM - 4:20 PM**

CHAIR: KELSEY KANGOS (EPAGS)

**APA SCIENCE DIRECTORATE SPONSORED
ACADEMIC CAREER WORKSHOP**

This workshop will introduce graduate and postdoctoral students to the nuts and bolts of pursuing an academic career. Discussion topics range from the differences in academic culture across institutions to the pragmatics of the recruiting and hiring process. Faculty from institutions ranging from R1 research institutions to community colleges will share their experiences.

Saturday, March 3, 2012
3:00pm-4:20pm

Event **Butler West**

**APS SPONSORED INVITED WORKSHOP:
BAYESIAN STATISTICS**

Saturday, March 3, 2012
3:00 PM - 4:20 PM

CHAIR: JOHN KRUSCHKE (INDIANA UNIVERSITY
BLOOMINGTON)

**INVITED WORKSHOP ON BAYESIAN
STATISTICS**

JOHN KRUSCHKE

This workshop shows you how to do Bayesian data analysis, hands on (with free software called R and BUGS). The intended audience is grad students, faculty, and other researchers who want a ground-floor introduction to Bayesian data analysis. No mathematical expertise is presumed. Agenda: [Very briefly if time: The perils of p values. More reasons to go Bayesian are linked below. See also Figure 1.] Bayes' rule, grid approximation, and R. Markov chain Monte Carlo and BUGS. This does not involve any physical restraints or insects. Unfortunately, it also does not involve Monte Carlo. Bayesian comparison of means and Bayesian ANOVA with multiple comparisons. Bayesian comparison of means avoids fatal flaws in null hypothesis significance testing. Strongly recommended textbook: Doing Bayesian Data Analysis: A Tutorial with R and BUGS <http://www.indiana.edu/~jkkteach/WorkshopEPA2012.html>

Saturday, March 3, 2012
3:00pm-4:20pm

Paper **Fayette**

**PSI CHI: APPLYING TO GRADUATE
SCHOOL IN PSYCHOLOGY: MINI-
WORKSHOP II**

Saturday, March 3, 2012
3:00 PM - 4:20 PM

CHAIR: JOHN NORCROSS (UNIVERSITY OF
SCRANTON)

**APPLYING TO GRADUATE SCHOOL IN
PSYCHOLOGY: MINI-WORKSHOP II**

This mini-workshop draws on faculty experience and research studies to provide evidence-based advice on applying to graduate school in psychology. The panelists will present anxiety-reducing strategies for completing graduate applications, securing letters of recommendation, writing personal statements, mastering the admission interview, and making final decisions. Handouts adapted from the Insider's Guide to Graduate Programs in Clinical and Counseling Psychology and the Complete Guide to Graduate School Admission supplement the presentations.

Presentations

**Applying to Graduate School & Securing Letters of
Recommendation**

by John C. Norcross (University of Scranton)

Writing Personal Statements

by Thomas P. Hogan (University of Scranton)

Mastering the Interview and Making Final Decisions

by Susan K. Whitbourne (University of Massachusetts)

Saturday, March 3, 2012
4:30pm-5:50pm

Invited Speaker **Westmoreland West & Central**

**VIRGINIA SEXTON INVITED SPEAKER:
MENTORING: A TRIBUTE TO VIRGINIA
STAUDT SEXTON**

Saturday, March 3, 2012
4:30 PM - 5:50 PM

CHAIR: MERCEDES MCCORMICK (PACE UNIVERSITY)

**MENTORING: A TRIBUTE TO VIRGINIA
STAUDT SEXTON**

FLORENCE DENMARK (PACE UNIVERSITY)

Virginia Staudt Sexton was known as a historian of psychology and as an international psychologist. She was president of EPA, Psi Chi, and many other organizations. However, what many may not know is that she was an outstanding mentor. In fact, I learned from her how to be a mentor. This presentation will briefly note some highlights of Virginia Staudt Sexton's career and then focus on mentoring. Topics include what is mentoring, how does one become a mentor, peer, career, and other types of mentoring, the benefits of mentoring, and how does mentoring lead to success.

Saturday, March 3, 2012
6:00pm-6:30pm

Event **Westmoreland West & Central**

EPA BUSINESS MEETING

Saturday, March 3, 2012
6:00 PM - 6:30 PM

CHAIR: ANDREW DELAMATER

Saturday, March 3, 2012
6:30pm-8:30pm

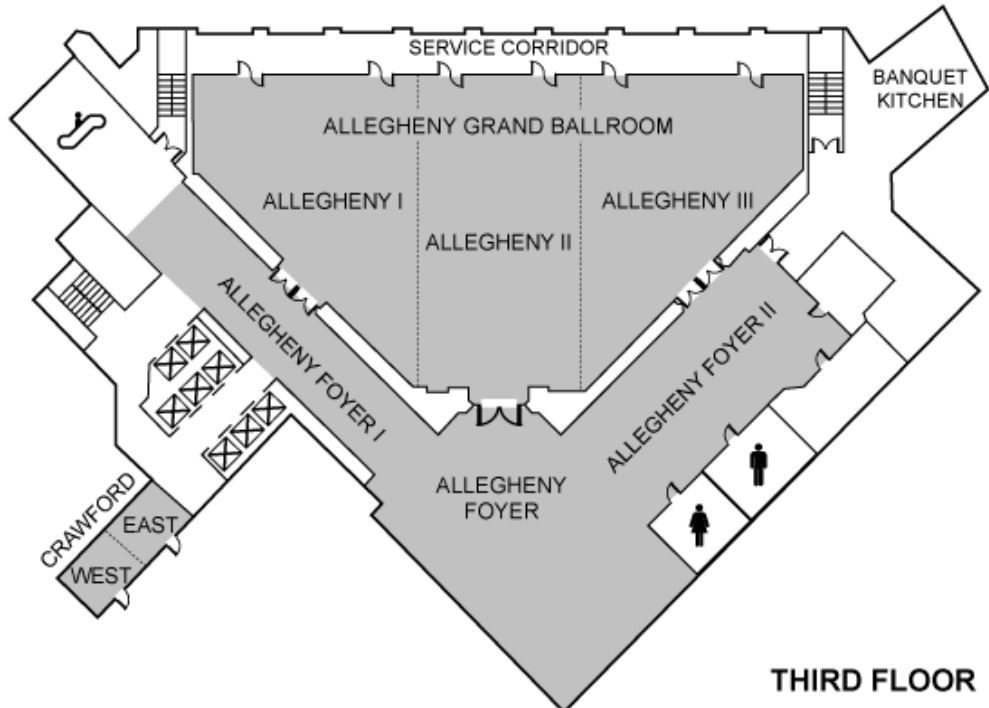
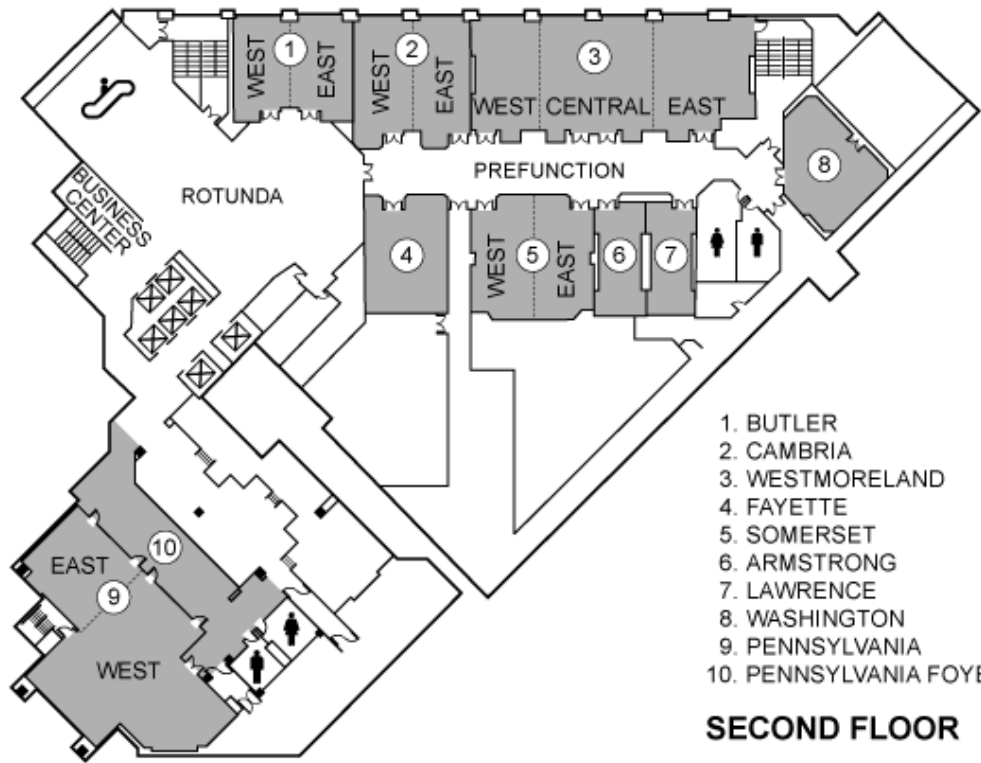
Event **Butler**

CUNY + FRIENDS SOCIAL

Saturday, March 3, 2012
6:30 PM - 8:00 PM

HOSTS: ANDREW DELAMATER, & MAUREEN O'CONNOR

Alumni, faculty, and students of the City University of New York and their friends are invited to come schmooze at this cash bar social. Maureen O'Connor (executive officer of the psychology program at the CUNY graduate center) and Andrew Delamater will co-host this event.





Become a Psychologist

**Antioch University New England's
PsyD in Clinical Psychology
has been accredited since 1986 by the
American Psychological Association.**

At AUNE, PsyD students:

- Prepare for multiple roles: not only therapy and assessment, but also supervision, management, applied research, administration, consultation and public policy.
- Deepen clinical and research skills at our three on-campus centers.
- Work with outstanding student-focused faculty.

**The unique five-year, full-time schedule is designed
so regional students may continue living in their
home communities.**

- On-campus classes one or two days a week.
- Start clinical training in your second year.
- Includes a fifth-year off-site internship.

AUNE prepares practitioner-scholars to be reflective clinicians. Our academic community shares a social vision committed to diversity and social justice. Applicants with bachelor's or master's degrees can apply.

**AUNE also offers clinical master's degrees in Marriage
and Family Therapy, Dance Movement Therapy and
Clinical Mental Health Therapy.**

Contact Ellen Keech, 603.283.2132, ekeech@antioch.edu

**Learn more at www.antiochne.edu/cp
admissions.ane@antioch.edu**

**ANTIOCH
UNIVERSITY**
NEW ENGLAND
Keene, New Hampshire
800.552.8380
www.antiochne.edu

aps SPONSORED EVENTS



2012 Eastern Psychological Association Meeting

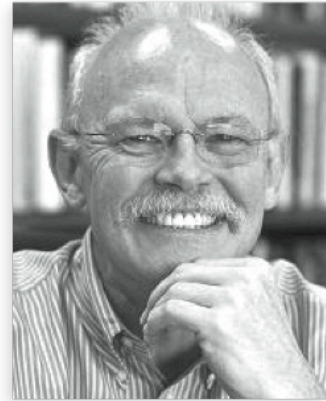
BAYESIAN STATISTICS

Friday, March 2, 2012

10:30 AM - 11:50 AM Washington

Chair: **James McClelland**, *Stanford University*

John Kruschke, *Indiana University
Bloomington*



James McClelland

Workshop

BAYESIAN STATISTICS

Saturday, March 3, 2012

3:00 PM - 4:20 PM Butler West

Chair: **John Kruschke**, *Indiana University*

Bloomington

For complete details about this workshop, including software,
see <http://www.indiana.edu/~jkkteach/WorkshopEPA2012.html>



John Kruschke


your partner in psychological science

www.psychologicalscience.org

The Personal Choice for Your Professional Journey

The social and behavioral science master's degrees at Marist College can help you make a real difference for children, adolescents and adults. Our graduate programs provide both on campus and online courses, professional field experiences in community agencies and schools, and a strong academic preparation for licensure and NYSED certification. Graduate Assistantships are available.

School Psychology

- Meets NYSED education requirements for certification as a school psychologist
- Evening classes that allow students opportunities to work and/or study during daytime
- Small classes that enhance student/faculty interaction
- Full and part-time faculty holding certification as school psychologists

Mental Health Counseling

- Meets NYSED education requirements for licensing as a mental health counselor
- About 70% of the counseling faculty are highly experienced, doctoral-level licensed psychologists
- Unique counseling courses such as:
 - Family & Couples Counseling
 - Crisis & Trauma Intervention
 - Psychopharmacology
 - Chemical Dependency Counseling
 - Counselor Supervision

www.marist.edu/graduate | 888-877-7900 | graduate@marist.edu

MARIST

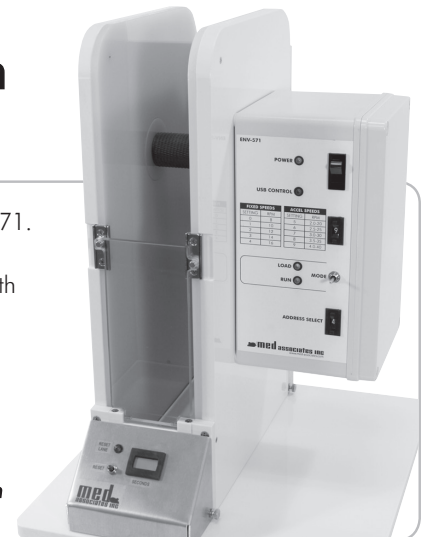
Proudly serving the Behavioral Research community for over 40 years.

Med Associates has been designing and manufacturing tools for Behavioral Research since 1971. As the leading supplier to research laboratories around the world, Med Associates offers full product lines for animal behavior, learning and memory, and motor coordination studies all with unparalleled product support.



Visit www.med-associates.com to view our full product line or contact us at 802.527.9724 or sales@med-associates.com with your specific needs.

Be the first to hear the latest news and special offers from Med Associates. Follow our BLOG, Twitter feed [@MedAssociatesVT](https://twitter.com/MedAssociatesVT), or join our email list at www.med-associates.com or scanning the barcode shown with your web enabled mobile device.



med associates inc
Instrumentation and software for research.

PO Box 319, St Albans, Vermont, 05478
p: 802.527.2343 | f: 802.527.5095 | med-associates.com

SETON HALL UNIVERSITY

Department of Psychology
Master of Science in Experimental Psychology

Are you interested in earning a Masters in Psychology but aren't sure what field you'd like to pursue yet? The Department of Psychology offers the Master of Science (M.S.) in experimental psychology. The program is designed specifically for students seeking to gain a solid foundation in empirical research for eventual entry into Ph.D. programs in the field, including experimental psychology, neuroscience, clinical, or cognitive psychology. Graduates may also go on to such related areas of employment as laboratory assistants, market researchers, science writers, and community college teachers.

Details:

- Concentrations in general psychology and behavioral neuroscience
- Experimental Research Thesis or non-thesis tracks
- 36 credits, or twelve courses
- Courses offered include biological bases of behavior, foundations of neuropsychology, developmental psychology, conditioning and behavior, and many others.
- Program curricula are designed such that students can complete degree requirements in two years with full-time enrollment (9 credits per semester).

Requirements for admission include a minimum of 18 credits in psychology with at least a 3.0 grade point average. Come visit our booth at EPA, or see our website for more details: <http://www.shu.edu/academics/artsci/ms-psychology/index.cfm> . Contact us!

Janine P. Buckner, Ph.D., Director of Graduate Studies, Department of Psychology, Seton Hall University
400 South Orange Avenue, South Orange, New Jersey 07079 Phone: 973-275-2708

PSYCHOLOGY SOFTWARE TOOLS

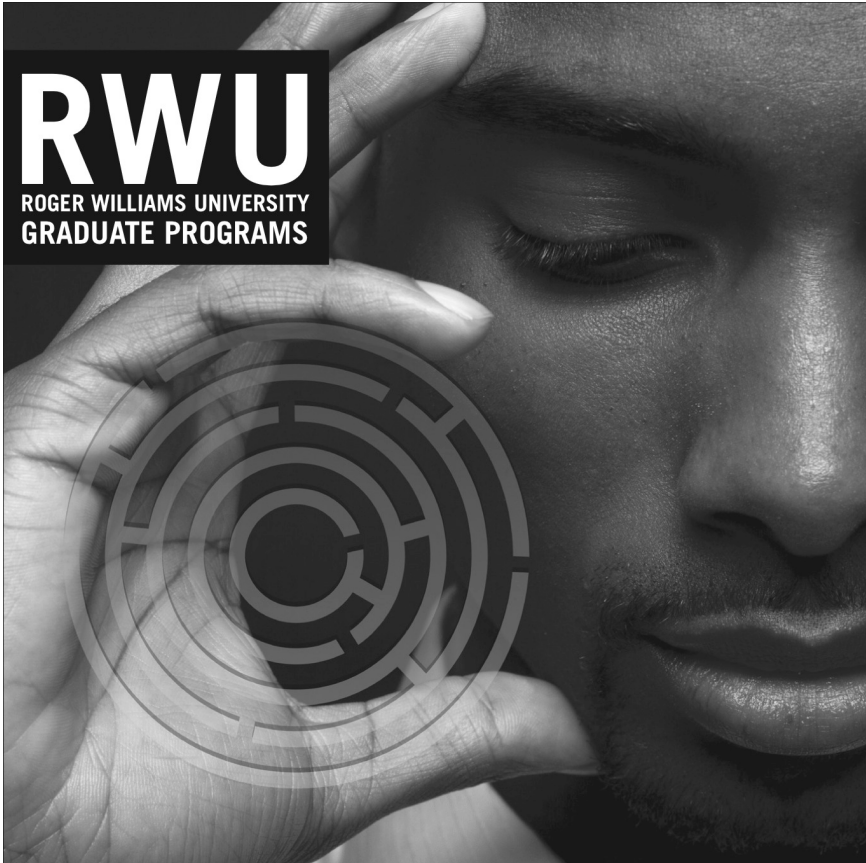


**Solutions for
Research, Assessment, and Education**

**Providing resources to more than 3,000 research institutions
and laboratories throughout the world for over 20 years**



**Stop by our booth to ask us about E-Prime Workshops
New Features/Basic/Advanced**



RWU
ROGER WILLIAMS UNIVERSITY
GRADUATE PROGRAMS

PROGRAMS

**MASTER OF ARTS
FORENSIC
PSYCHOLOGY**

**MASTER OF ARTS
CLINICAL
PSYCHOLOGY**

- Expert faculty
- Rigorous training
- Research and collaboration
- Research-based internships

INFORMATION: 401.254.6200 • 888.674.8479 TOLL FREE
GRADADMIT@RWU.EDU • WWW.RWU.EDU

Go Further.

**Roger Williams
University**
Learning to Bridge the World

Index

- Abate, Jacqueline, F, 48
Abbi, Bhavna, 100
Abbott, Rebecca D., 80
Abdel-Latif, Haya, 174
Aboukhalil, Matthew, 133
Abraham, Ashley, 187
Abrams, Milliann Amber, 71
Acevedo, Alexis, 31
Acocella, Cecilia M., 164, 170
Acosta, Melissa, 156, 159
Adams, Cam, 74
Adams, Lea T., 102
Affeltranger, Mark A., 171
Agiurgioaei Boi, Fabian, 38
Agiurgioaei Boie, Alina, 38
Ahn, Janet, 53
Ainsworth, Mary, 63
Aisha, Charla, 57
Albanese, Kelsey, 113
Albert, Lucy, 30
Albohn, Daniel, 25
Albowicz, Che, 53
Aldom, Jenna Kristen, 75
Alexander, Lillian, 185
Alfadhhi, Khalifah, 92
Algona, Victoria K., 153
Aliza Howitt, 34
Allen, Joshua, 33
Allen, Nioka, 186
Allison, Kasi, 99
Almeida, Liliana, 100
Almonacid, Ricardo Perez, 79
Alogna, Victoria K., 47, 64
Althouse, Casey Lynn, 54, 129
Altidor, Leodor, 78
Altilio, Nicole, 71
Alvarez, Elphys, 31
Amadi, Oma, 186
Amadio, Dean, 184
Amy, Katherine, 113
Anagnostopoulos, Vasiliki, 49
Anatra, Angelica, 50
Ancona, Matthew, 133
Anderson, Matthew, 77, 78, 79, 80, 126
Andrasik, Frank, 154
Andre, Jeffrey, 29
Angelone, Bonnie, 97
Angelone, David J., 46, 97, 122, 124, 127, 147
Anglin, Deidre, 45
Anmuth, Lindsay M., 156
Antoinette, Alaina, 84
Antonelli, Christina, 97, 147
Antonio, Nicole M., 112
Antonoff, Jordanna, 173
Appelson, Jessica, 95
Araiba, Sho, 77
Armeli, Stephen, 44
Arndt, Jason, 95
Arnold, Maggie, 153
Arpaio, Melanie, 60, 145
Arrington, Catherine, 37
Arruda, James, 154
Asher, Amy, 66
Ashmore, Chasity, 175
Ashton, William, 47
Ashy, Majed, 133
Asselin, Graig, 101
Assini, Andrew, 147
Astor-Stetson, Eileen, 146
Athanasopoulou, Angeliki, 68
Atrashewski, Nicole, 71
Aue, William, 190
Auerbach, Randy P., 153
Austin, Crystal Lynn, 102
Avery, Timothy, 148
Avolio, Anthony, 104
Ayad, Elizabeth, 72
Ayers, Jean F., 95
Ayzenberg, Vladislav, 71
Azar, Sandra T., 155
Azorlosa, Jillian E., 79
Azorlosa, Julian L., 79
Babey, Calandra, 86, 119
Bageon, Kellye N., 32
Bahraini, Sara, 184
Bailey, Graig S., 69
Bailey, Kr, 186
Bailey, Thomas C., 35, 139
Bajaj, Amoha, 26
Baker, David B., 143
Baker, Julia, 191
Baker, Linda, 163
Baker, Suzanne, 83, 162
Ball, Faith, 129
Bannon, Samuel, 32
Baptiste, Chelsea E., 49
Barbaritz, Kaitlynn, 156
Barber, Teresa A., 78, 135
Barbour, Laura, 81
Barch Jr., Daniel H., 88
Barcus, Karina-Mikayla C., 97
Barker, David James, 27, 31, 81
Barnes, Alicia M., 79
Barnwell, Zachary, 78
Baron-Hyppolite, Clara Charlotte, 188, 189
Baroni, Rita, 100
Barr, Rachel, 41, 91, 94, 125
Barreto, Heather, 134
Barry, Christine, 187
Barry, Elaine, 75
Barry, Ian, 137
Barstow, Ryan Z., 127
Bartone, Anne S., 128
Bates, Jennifer May, 135
Bates, Jessica L., 168
Batraki, Donna M., 69
Baugh, Stacey, 103
Baumann, Aletha, 94
Bayly, Michael J., 168
Bean, Ellen, 169
Beard, Brittany M., 107

Beauchamp, Heather M., 186
 Beaudette, Nikki, 156
 Becker, Lawrence, 35
 Bedwell, Sarah A., 34
 Behrmann, Marlene, 42, 189, 190
 Beideck, Alissa, 72
 Beigel, Astrid, 193
 Beinfeld, Suzanne, 91
 Beins, Bernard C., 52, 53, 143, 161, 162
 Bellino, Jonathan, 168
 Belour, Mary G., 38
 Beltran, Gregory N., 105
 Benfield, Jacob A., 122, 126, 127, 137, 140, 172, 175
 Benn, Katherine M., 99
 Bennion, Kelly, 95
 Bensley, Alan D., 103, 104, 187
 Benz, Rebecca, 97, 125
 Bercovicz, Danielle, 27
 Berman, Garrett L., 109
 Berman, Marcie Anastazia, 108
 Bernhardt, Nicholas, 187
 Bernhardt, Paul C., 102
 Bernstein, Lee, 95
 Bernstein, Michael J., 61, 122, 126, 127, 130, 140, 172, 175
 Berthod, Arielle, 153
 Betensky, Julia D., 26
 Bevilacqua, Rachel, 67
 Beziat, Tara Lynne Romes, 93
 Bhambhani, Jayant, 188
 Bianco, Nicole, 129
 Billington, Alexandria, 53
 Binette, Aja, 41
 Birch, Sarah E., 85, 196
 Bireta, Tamra J., 181
 Bishop, Charla A., 57
 Bishop, Christopher L., 57
 Bishop, Mckinzie, 57
 Bista, Ayasha, 117
 Bivens, Joy, 117
 Bizub, Anne L., 148
 Black, Katelyn, 25
 Blackford, Meagan E., 52
 Blaisdell, Aaron P., 39
 Blanchfield, Olivia, 91
 Bleistein, Kevin A., 33
 Blevins, Cara L., 55
 Blimline, Kendall, 82
 Bloss, Andrew, 111, 114
 Blumberg, Fran, 58
 Blume, Victoria, 55
 Boals, Adriel, 162
 Bobak, Joseph A., 194
 Bobrowski, Miranda E., 107
 Bockes, Tim C., 77
 Boeve, Taylor, 26
 Bohlander, Robert W., 104
 Bolton, Chris, 55
 Bonato, Frederick, 86, 178
 Bonday, Brittany Leigh, 151
 Bonfiglio, Diane B., 168
 Bonnette, Scott H., 189
 Borczon, Eileen S., 116
 Borders, Ashley, 100, 102, 155, 185
 Borland, Allison M., 196
 Bosack, Theodore, 143, 162
 Bothe, Leah, 75
 Bottom, Todd L., 38, 39
 Bourque, Samantha, 137
 Bouton, Mark E., 81, 109, 176, 193
 Bowers, Thomas G., 57
 Bowler, Gianna M., 128
 Bowling, Megan E., 116
 Boyle, Arrielle, 140, 168
 Boyles, Samuel, 68
 Boysen, Guy A., 46
 Brabender, Virginia, 152
 Braden-Maguire, Jane, 170
 Brady, Jennifer, 47
 Braham, Emily, 180
 Brand, Bethany, 148
 Brantmeyer, Kayla, 173
 Branyon, Emily, 105
 Braymiller, Jessica, 131
 Brearly, Timothy, 100, 101
 Bremser, Jennifer, 90
 Bridges, K. Robert, 94, 125
 Brigatta, Carleena Lara, 30
 Brinton, Chauncy T., 70, 177
 Brito, Natalie, 91
 Brock, Laura B., 69
 Brockman, Diane Diclemente, 113
 Brodsky, Anne, 41
 Brooks, D. Cody, 79
 Brophy, Erin, 105
 Brosnan-Watters, Gayle, 134
 Brown, Brittany, 159
 Brown, Christina, 117
 Brown, Kelly A., 191
 Brown, Kelsey, 129
 Brown, Michael J., 51, 118
 Brown, Taylor, 74
 Brunello, Kristen Lee, 158
 Bruney, Judith, 54
 Brunson, Olivia, 191
 Bruzzese, Danielle, 70, 136
 Bubka, Andrea, 178
 Buckingham, Mary, 71
 Buckley, Anne, 113
 Buckner, Camille E., 101
 Bui, Becky, 184,
 Bujalski, Ashley Scarlett, 100
 Bulevich, John B., 194
 Bumar, Caitlin A., 34
 Bunk, Jennifer, 26, 30, 129, 168, 173
 Buntin, Mary Catherine, 137
 Burch, Melissa M., 67
 Burdick, Lisa, 173
 Burk, Lisa, 120
 Burke, Allison, 46
 Burnham, Bryan R., 184, 189
 Burns, Daniella, 113
 Burns, Megan M., 66
 Burpee, Tara, 79
 Burroughs, Terry, 187
 Burston, Daniel, 43
 Burton, Courtney, 28, 126, 137
 Busby, Danielle R., 118
 Bush, Maryann, 45
 Butler, Amanda Lynn, 86, 119
 Butler, Edward Martin, 45
 Byrne, Andrew, 80
 Cabral, Gail, 115
 Caforio, Ruth, 123
 Calton, Jenna, 41
 Calzada, Eshter, 40
 Camacho, Isaac, 79

Cameron, Katherine A., 117, 186
 Campanello, Patrick, 105
 Campbell, Alicia, 35, 120
 Campbell, Hannah, 70
 Campbell, Jeanette, 186
 Campbell, Jamonn, 50
 Caperton, Amanda, 94
 Capiola, August A., 84, 146, 147, 179
 Caplan, Paula, 63
 Caplandies, Fawn, 53
 Caputi, Rachel, 95
 Carbonneau, Adam, 167
 Cardello, Armand, 23
 Cardoso, Miguel A., 31
 Carlson, Abby, 69
 Carrington, Kylie, 103
 Carroll, Charlotte E., 179
 Carson, Rachel Ea, 29, 51
 Carter, Michele M., 49
 Casazza, Stephen P., 45
 Casle, Charles, 172
 Cassel, Emily, 89
 Cass, Noah A., 152
 Castaldi, Amanda Elizabeth, 130
 Castellani, Angelina, 46
 Castorina, James, 149
 Caswell, Cassondra, 31
 Cataldi, Lauren, 93
 Catania, Travis Anthony, 188
 Cattai, Ashley, 146
 Cattaneo, Lauren, 40, 41
 Cavanaugh, Brianna, 140
 Cavanaugh, James, 131
 Cerce, Stephanie, 119
 Cerritelli, Ariadne B., 185
 Chalecki, Cortney L., 172
 Chalmers, Natalie, 94, 125
 Chambers, Adelyn, 67
 Chambliss, Catherine, 146
 Chanda, Raaj, 116
 Chang, Alicia, 68
 Chang, Jyh-Hann, 55, 108
 Chang, Li-Yun, 145
 Chapman, Daniel A., 25
 Chappell, Whitney, 167
 Chapple, Kristina, 117, 186
 Charfadi, Melissa, 149
 Charles, Eric P., 192
 Charles, Walter, 183
 Chase, Melanie, 173
 Chebotareva, Anastasia, 142
 Chebotareva, Elena Ju., 110
 Chechile, Richard A., 88
 Chefitz, Leora S., 181
 Chen, Hsueh-Chih, 145
 Cherrick, Rachel, 53
 Chesanek, Katherine E., 25, 152
 Chiaravalloti, Nancy, 82
 Chinchilla, Brian Michael, 122
 Chiu, Trista, 127, 152
 Choate, Victoria Ross, 98, 99
 Choe, Katherine S., 74
 Christie, Charlene, 136
 Chruscial, Melanie, 125
 Chu, Ling-Chuan, 183
 Chu, Marissa, 117
 Chu, Samantha, 72
 Chung, He Len, 72, 75, 195
 Ciccocioppo, Melinda, 43
 Cinque, Alexa R., 66
 Cipilewski, Michael, 65
 Cisero-Durwin, Cheryl, 186
 Clark, Danielle Christine, 126
 Clarke, Craig J., 35
 Clayman, Carly, 89
 Claypool, Heather M., 61
 Coakley, Gabriella, 185
 Cochrane, Kelley, 53
 Coffey, Kevin Robert, 27, 81
 Cogan, Elizabeth, 181
 Cohen, Marisa Tamar, 179
 Cohen, Michael A., 175
 Cohen, Shuki J., 109
 Colbert, Stephanie, 70, 136
 Coldren, Jeffrey T., 66
 Cole, Raymond, 92
 Coleman, Priscilla, 145
 Collins, Amanda, 190
 Collins, Russell, 187
 Colucio, Inae, 132
 Colwill, Ruth, 59, 178
 Concors, Monica, 99
 Condemi, April, 27
 Conklin, Cynthia A., 154
 Conn, Kathryn L., 48
 Connine, Cynthia M., 138
 Conti, Richard Paul, 109, 158
 Contrada, Richard J., 26
 Conway, Francine, 70
 Cook Jr., Richard, 83
 Cook, Shaun, 24
 Cooke, Jonathan, 55
 Cooke, Kristen, 132, 191
 Cooper, Katrina, 127
 Cooper-Lehki, Christi, 154
 Coppola, Stephanie, 96, 147
 Coppola, Vincent J., 97
 Corning, Scott, 103
 Corrigan, Kelsey T., 48, 182
 Cortorreal, Viannelly, 178
 Cortts, Daniel, 161
 Cosgrove-Davies, Annie, 185
 Cotter, Alexandra Hamilton, 179
 Cotter, Joan V., 84
 Cottle, Jacqueline L., 53
 Coursen, Elizabeth, 128
 Couture, Matthew R., 169
 Covill, Amy E., 92
 Cox, Amory, 166
 Craig, Robert, 99
 Crane, Laura Owen, 159
 Crawford, Jarrett, 47
 Crawford, Jessica, 109
 Crevar, Nicole, 125
 Criss, Amy, 190
 Crocker, Lindsey, 31
 Crockett, Audrey, 101
 Crockett, Suzanne, 115
 Croop, Alix, 171
 Crosby-Currie, Catherine A., 72
 Crowe, Emily, 50
 Crump, Matthew J. C., 181, 182
 Cruz, Matt Enri, 182
 Culianez, Virginia, 124
 Cully, Marcy, 41
 Cumberpatch, Liz, 126
 Cupo, Romina G., 80
 Curby, Timothy W., 69

Curran, Mollie, 178
 Curtin, Elizabeth H., 89
 Curtis, Debra, 112
 Cutrone, Elizabeth, 190
 Czerniak, Carolyn D., 148
 Daisey, Katlyn, 105
 Daly, Julia, 85
 Dalzon, Melynda, 78
 Dambra, Caryn, 71
 Dams-O'Conner, Kristen, 80
 Danks, David, 63
 Danner, Jeremy M., 79
 Dannibale, Gina, 28
 Darlington, Bobby-Gay, 31
 Darosh, Angela Grace, 72
 Dashow, Erica M., 180
 Dattel, Andrew R., 33, 174
 Davidson, Carolyn, 55
 Davidson, Kimberly, 26
 Davis, Jacob, 74
 Davis, Jasmine, 73
 Davy, Colleen K., 145
 Dawson-McClure, Spring, 41
 Debono, Jillian K., 49
 Debono, Kenneth G., 49, 50
 Debski, Michelle, 159
 Del Grosso, Matthew Steven, 175
 Del Valle Siado, Johana P., 122
 Delamater, Andrew, 22, 40, 91, 111, 160, 178, 198
 Delaosa, Stephanie, 123
 Delia, Courtney, 168
 Delo, Megan, 138
 Delorme, Jenny Leigh, 156
 Delprino, Robert, 113
 Demarest, Jack, 132, 133, 196
 Demick, Jack, 74
 Denham, Susanne A., 68
 Denmark, Florence L., 40, 76, 160, 198
 Densmore, Leah Hartman, 29
 Deprez, Viviane, 139
 Deraville, Valerie, 137
 Derito, Keri, 108
 Desrosiers, Fabiana, 31
 Detine, Sopheeah G, 30
 Dever, Daniel P., 174
 Devilliers, Amanda, 94
 Dewald, Michael, 51
 Dewsbury, Donald A., 87, 106
 Dhamaji, Devika, 137
 Dhruv, Nicole, 67
 Dibella, Kaitlyn M., 112
 Dickson, Kelly, 67
 Difabrizio, Stephanie, 132
 Difeliceantonio, Alex, 59
 Digiacinto, Mark, 75
 Dilgard, Brandy, 134
 Dillard, Casey, 114
 Dillaway, Kelly A., 66
 Dillon, Caroline, 181
 Dinzeo, Thomas, 98, 117, 149
 Dipirro, Jean M., 137
 Dobrovitsky, Veronica, 81
 Dobrzanski, Natalia, 156
 Docherty, Meagan, 75
 Doerflinger, Alicia, 81, 138
 Doherty, Tracie L., 101
 Donalds, Rachel Ann, 74
 Dooley, Jessica, 51, 182
 Dooley, Thomas, 134
 Dorman, Adriane, 95
 Dorr, Nancy, 120, 174
 Dowe, Margaret A., 132
 Doychak, Kendra, 52
 Drapeau, Brianna, 131
 Driskell, Hannah, 170
 Drucker, Megan, 132
 Drucker, Philip M., 70
 Drumm, April M., 180
 Dube, Ashlynn, 149
 Dubro, Alan F., 177
 Dubro, Jared D., 177
 Duffany, Valerie J., 174
 Dumm, Brooke., 99
 Dundas, Eva, 189
 Dunlay, Jenna, 58
 Dunn, Dana., 107, 162
 Dunn, Jessica, 41
 Dunn, Sabra M., 152
 Dyba, Chloe, 156
 Dziadaszek, Shannon, 95, 99
 Eberhardt, Ashley, 26
 Eck, Julia, 58
 Edmunds, Adam J., 157
 Edwards, Jason H., 101
 Edwards, John G., 136
 Edwards, Laura, 139, 189
 Edwards, Neil, 105
 Ehrenberg, Ethan, 44
 Eisenbrandt, Lydia L., 171
 Ekeocha, Justina, 76
 Ekweghariri, Chiemeka, 190
 Ellefson, Michelle R., 63
 Elliott, Jeffrey, 105
 Ellison, Aaron, 137
 Elworthy, Anthony C., 23
 Emerick, Andrea N., 102
 Emmanuel, Charlyne, 178
 End, Christian M., 116, 119
 Endrikat, Elisabeth, 151
 Engelberg, Jeremy, 148
 Engelmann, Kylar, 83
 Englander, Stephanie L., 79
 English, Devin, 157
 Ensor, Kaitlin, 167
 Enz, Karalyn F., 24
 Erlenbaugh, Kelsey, 172
 Erny, Heather, 47
 Escano, Regina R., 124
 Escobar, Martha, 39, 110, 193
 Escoto, Carlos A., 161, 167
 Evans, Arthur C., 192, 193
 Evans, Courtney Tara, 134
 Evans, Maria, 167
 Evans, Steve, 62
 Evett, Sophia R., 120
 Fabbriatore, Anthony T., 81
 Facciponti, Kaitlyn, 24
 Fairchild, Kimberly, 44
 Fallon, Kelly Ann, 54
 Fallon, Marianne, 120
 Fandino, Jennifer, 69
 Fangio, Monica, 45
 Farah, Kimberly, 169
 Farreras, Ingrid, 85, 106
 Fast, Cynthia, 39
 Fava, Devin A., 80
 Federowicz, Lisa, 114, 119

Feinberg, Joshua, 170
 Feinberg, Samuel, 128, 170
 Feiring, Candice, 127
 Fenstermacher, Susan, 91
 Ferguson, Whitney Lynne, 124
 Fernandez, Kevin, 31
 Ferrante, Pam, 52
 Ferrari, Joseph, 38, 39
 Ferretti, Gina, 30, 169
 Ferris, Kaitlyn A., 69, 71
 Ferssizidis, Patty, 122, 123
 Fetterman, Joshua, 112
 Filipowicz, Andrew, 168
 Filoon, Lisa Ann, 22
 Finch, Jenna E., 91
 Fine, Adam, 91
 Fingerhutt, Joelle, 130
 Finkelstein, Marcia, 43
 Finley, Diane, 42, 86, 162
 Finn, Paul E., 33
 Finnegean, Jordan, 137
 Fischer, Andrew B. G., 169
 Fish, Jillian, 147, 154
 Fisher, David J., 107
 Fisher, Paige H., 158
 Fishman, Kate, 58
 Fitzpatrick, Chelsea, 131
 Fivecoat, Hayley C., 155
 Flanagan, Constance, 65
 Fleishmann, Keith, 179
 Flinn, Jennifer, 144
 Flint Jr., Robert W., 80, 82
 Flint, Jerome, 84
 Floman, James L., 122
 Florian, Jessica C., 46, 146
 Fontaine, Jessica, 190
 Foraker, Stephanie, 138
 Ford, W. Randolph, 85
 Forman, Evan, 158
 Forsythe, Matthew D., 23
 Foster, Johnathan Henry, 127, 166
 Foutty, Megan, 179
 Fowler, Sarah Christine, 158
 Foytik, Laura, 166
 Frame, Mary, 187
 Frank, Hannah, 91
 Frankel, Arthur, 112
 Franklin, Nancy, 182
 Frawley, Elizabeth, 136
 Fredericks, Jessice, 152
 Fredman, Leah, 67
 Freeman, Chanel, 165
 Freeman, Sareena, 166
 Fremouw, William, 154
 Frese, Tressa, 118
 Fried, Rachel, 157
 Friedman-Wheeler, Dara G., 153
 Friedrichs, Saskia, 173
 Frieze, Irene H., 43, 160
 Frommeyer, Camille M., 116
 Fromson, Paul M., 136
 Fruehstorfer, David B., 82
 Fuga, Marie Elise, 174
 Furlong, Bethany A., 34
 Fyock, Courtney A., 135
 Gabreski, Justine D., 46
 Gadzichowski, Marinka, 60
 Gagne, Danielle D., 75
 Gaither, Cowles, 114
 Gall, Kaitlyn, 178
 Gallagher, Shawn, 24, 103, 106, 191
 Gallo, Kaitlin P., 97
 Gallup Jr., Gordon, 90
 Garcia, Aura-Maria, 75
 Garcia, Kathryn, 69
 Gardiner, Casey K., 153
 Gardner, Jennifer M., 49, 150
 Garland, Richard, 61
 Garlick, Dennis, 39
 Garnett, Kelly G., 79
 Garrett, Samantha Lee, 165
 Gartenberg, Arielle, 65
 Gartner, Emily, 168
 Gasiewski, Thomas Christopher, 180
 Gasper, John Alexander, 183
 Gaston, Elizabeth, 191
 Gavin, Molly, 55
 Geer, James H., 179
 Genest, Megan, 30
 George, Gerret E., 184
 George, Meghan, 63
 Gerstel, Bridget, 50
 Ghiraldi, Loraina, 77
 Ghirardelli, Thomas, 6, 185
 Gianaros, Peter J., 60
 Gibson, Cynthia, 137
 Giedgowd, Grace E., 154
 Gilbert, Brittany, 47
 Giles, Nancy D., 165
 Gilman, Anne, 189
 Giordano, Victoria, 117
 Gissubel, Keith, 66
 Gladstone, Nancy D., 118
 Glaser, Robin, 82
 Glisky, Elizabeth L., 77
 Gnan, Andrew, 120
 Goble, Zach, 83
 Goddard, Allison, 77
 Goedert, Kelly M., 63
 Goetter, Elizabeth, 158
 Golas, E., 46
 Goldbronn, Samuel, 112
 Goldstein, Stephanie P., 158
 Golinkoff, Roberta, 68
 Gollwitzer, Peter M., 53
 Gonsman, Virginia, 185, 194
 Goodhart, Kimberly, 131
 Gooding, Darrin, 51
 Goolcharran, Michael, 129
 Goossens, Lauren E., 29
 Gordon, Hannah, 112
 Gordon, Leamarie T., 194
 Gorham, Caitlyn, 49
 Goris, Crystal, 31
 Gorman, Jamie L., 115
 Gormley, Katelyn, 67
 Gottdiener, William, 32
 Gottlieb, Daniel, 59, 140
 Gould, Sara, 47
 Gowdy, Kristen M., 39
 Grabowski, Katelyn, 29
 Grady, Jessica Stoltzfus, 67, 68
 Graeff, Russell, 82
 Graf, Allyson, 145
 Grahame, Kamini M., 116
 Granderson, Ricky, 156
 Grant, Kaitlin, 35, 120
 Graziano, Marissa, 154

Green, Bonnie, 29, 55, 94, 108
 Green, Elizabeth, 165
 Greenberg, Adam S., 190
 Greene-Burley, Lashonda T., 150
 Greenfield, Andrea, 113
 Greenspoon, Michelle I., 45
 Greenstein, Courtney, 112
 Greenstein, Michael, 182
 Grier, Jessica, 50
 Griffith, Amanda R., 169
 Griffith, James D., 102
 Grimm, Lisa R., 180
 Grix, Rachel E., 50
 Grohol, John M., 153
 Groom, Sharaya, 169
 Groves, Benjamin T., 123, 138
 Gruber, Craig, 89
 Gruenthal, Nicole, 100
 Guarino, Sarah N., 29, 52
 Guerrieri, Megan, 125
 Guesfeird, Tabatha, 51
 Guimond, Andrew, 81
 Gul, Pelin, 63
 Gunraj, Danielle N., 180
 Gunthert, Kathleen, 184
 Guzy, Lawrence T., 173
 Gwozdz, Kate, 117
 Habay, Erin, 67
 Haberzetil, Shannon, 47
 Haden, Sara Chiara, 98, 163
 Hafer, Carolyn, 53
 Hagen, Margaret A., 121
 Hahn, Tabatha, 92
 Haklar, Greg, 93
 Hakstian, Anne-Marie G., 120
 Hale, Robert L., 81
 Halfkenny, Schyenne, 50
 Halpern, Andrea R., 188
 Halpern, Esther, 63
 Hamel, Michael G., 46
 Hamilton, Deanna, 27, 142
 Hamilton, Maryellen, 28, 34, 167, 190
 Hammond, Brian, 46
 Hammond, Elyse, 30
 Han, Jungho J., 82
 Hanlon, Krista A., 24
 Hannah, Samuel D., 141
 Hanrahan, Amanda, 71
 Hantula, Donald A., 83
 Haq, Arsalan, 39
 Harber, Kent D., 115
 Hardesty, Samantha, 84
 Hardison, Kaitlyn, 147
 Hardway, Christina, 97
 Hardy, Sam A., 70
 Harman, Brittany Alyce, 164
 Harnish, Richard J., 94, 125
 Harrell, Jules P., 33
 Harriman, Cody, 144, 155
 Harris, Justin, 141
 Harshey, Kyle, 73
 Hartman, Ashley, 79
 Hassett, Matthew, 163
 Hastings, Brad, 130
 Haugh, Jim A., 156, 159
 Haughee, Erin, 180
 Haughton, Ainsley, 112
 Havewala, Mazneen Cyrus, 167
 Hayes, Jessica, 98
 Healy, Michael A., 137
 Heerboth, Melissa, 55, 116
 Hehman, Eric, 87
 Heidegger, Jacquelyn M., 38
 Heim, Nicole, 170
 Heimbach, Jennifer, 181
 Heinzen, Thomas, 162
 Heisler, Benjamin, 111, 114
 Helfer, Hannah, 168
 Heller, Laurie M., 188, 189
 Henkel, Kristin E., 86
 Hennessy, Dwight, 164
 Henriques, Gregg, 62, 100, 101, 146, 177, 192
 Henriquez, Ernesto, 51
 Henry, Christine, 170
 Henry, Daphne A., 74
 Henry, Jessica S., 157
 Henshaw, Erin J., 157
 Heon, Taryn, 144, 145
 Herbert, James, 158
 Herdmann, Katherine, 72
 Herland, William, 126
 Herschman, Carly, 52
 Hershberger, Thomas, 27, 89, 142
 Hession, Jillian, 115
 Hessler, Meredith, 169
 Heuer, Larry, 53, 129
 Hickman, Danielle, 101
 Hickok, Mary Ohrum, 92
 Himmanen, Sharon, 171
 Hines, Boris, 92
 Hires, Sara E., 124
 Hirsh-Pasek, Kathryn, 68
 Hirst, William, 162
 Hitt, Nancy, 183
 Hoban, Margaret, 50
 Hobbs, Curt, 37
 Hobbs, William Barclay, 27
 Hochsztein, Natanya, 163
 Hoefling, Crystal L., 103
 Hofberg, Steven L., 150
 Hoffman, Kathleen Anna, 188
 Hoffman, Megan, 172
 Hoffman-Terry, Larissa, 77
 Hogan, John, 38
 Hogan, Thomas P., 24, 47, 169, 197
 Holcombe, John Douglas, 126
 Holden, Tasha, 194
 Holland, Alisha, 162
 Holt, Lori, 146
 Homan, Kristin, 44, 140, 168
 Hoover, Jackie, 24
 Hoover, Kayla, 129
 Hopson, Tess, 188
 Horger, Melissa, 196
 Horowitz, Steven W., 133
 Horton, Joseph J., 52, 129
 Horvitz, Jon C., 82
 Howard, Brianna Danielle, 132, 175
 Howe, Katie, 89
 Howland, Traci, 86, 119
 Hu, Dexter, 171
 Huang, Keng-Yen, 40
 Huben, Lisa, 70, 136
 Hudzinski, Karen M., 54, 115
 Huelser, Barbie, 35
 Huff, Elizabeth J., 52
 Huffman, Ellen, 114

Hughes III, Robert G., 94, 125
 Huguenin, Nancy H., 84
 Hull, Debra B., 46
 Hull, John H., 55
 Hunt, Cathleen, 42, 103
 Hunt, Hailee, 28, 68, 191
 Hunter, Amy Silvestri, 80, 106, 107
 Hunter, Haley, 44
 Ialeggio, Donna M., 80
 Ialongo, Nicholas S., 118
 Inesta, Emilio Ribes, 79
 Iskander, Elisabeth, 170
 Jackson, Gregory R., 136
 Jackson, Latrelle, 171
 Jackson, Molli, 53
 Jacobs, Nicole, 187
 Jacobs, Stephanie, 172
 James, Lauren A., 114
 Jamieson, Randall K., 141
 Janisko, Mary Kate, 175
 Janoske, Kristi, 116
 Jansen, Krystin, 126
 Jao, Nancy, 149
 Jennings, Karen, 90
 Jha, Shaili C., 81
 Jiacoletti, Dawn, 29
 Jimenez, Monica, 23
 Johnson, Amanda, 119, 126
 Johnson, Anna, 91
 Johnson, Brad, 53
 Johnson, Deborah, 188
 Johnson, Dezelle, 33
 Johnson, Durell, 46, 58, 59, 65
 Johnson, Jennifer, 26, 28
 Johnson, Justin, 110
 Johnson, Matthew D., 102, 155
 Johnson, Raquel L., 48
 Johnson, Rebecca L., 184
 Jones, Alexa, 114
 Jones, James M., 87
 Jones, Rachel E., 136
 Jones, Susanna Kaitlyn, 97
 Joran, Raelene, 36
 Juffs, Alan, 146
 Julick, Jennifer, 130
 Kadilnikova, Olga A., 142
 Kalayjian, Ani, 40, 88
 Kalman, Jeffery, 70
 Kameka, Marjanne, 149
 Kanarek, Robin B., 150
 Kane, Christina, 128
 Kangos, Kelsey, 196
 Kapalka, Kelly, 60
 Kaplan, Jaime F., 95
 Karahalios, Vicky S., 38
 Karampurwala, Nargis, 25
 Karelitz, Joshua, 149, 154
 Karns, Tara E., 72
 Karpiak, Christie, 98
 Karraker, Katherine, 67, 68, 144, 145,
 Kashdan, Todd B., 55, 122, 123
 Kathryn, 104
 Kaylor, Leah, 146
 Kaze, Katherine, 88
 Kearns, David N., 40
 Keating, Margaret L., 120
 Keelan, Colleen, 154
 Keener, Emily, 47, 145
 Kelley, Jennifer C., 151
 Kelley, Kristina J., 151
 Kelly, Gabrielle M., 66
 Kennedy, Timothy, 166
 Kenny, David A., 61
 Kensinger, Elizabeth A., 162
 Kenworthy, Jared, 112
 Kerner, Adeler L., 50
 Kerner, Cynthia Lynn, 137
 Kerper, Sarah, 166
 Kertz, Sarah, 153
 Khan, Meera, 128
 Kienholz, Logan, 188
 Kilmer, Allison, 96, 147
 Kim, Nancy S., 42
 Kimble, Whitney, 110, 193
 King, Chelsea J., 23
 Kingston, Sharon, 40, 112
 Kionke, Kathryn, 56
 Kirkpatrick, Michael A., 84, 185
 Kisch, Kelly, 72
 Kiselica, Andrew Mark, 102
 Kiss, Allyson J., 24
 Kitchenoff, Ashley M., 131
 Kitchens, Michael B., 131
 Kitzrow, Andrew, 48
 Kivador, Glendora, 37
 Klapper, Natalie, 129
 Klebolt, Brooke M., 79
 Klein, Christopher, 185
 Klein, Sarah, 55
 Klein, Tovah, 167
 Klin, Celia M., 180
 Kline, Ashley N., 172
 Kloda, Katherine, 98
 Klotz, M. L., 120, 131
 Kmetz, Laura M., 137
 Knarr, Abram, 182
 Knight, Michael, 147
 Knowles, Megan L., 121
 Kobil, Kelsey, 129
 Kocsik, Stephanie, 51
 Koepfel, Christina, 159
 Kohlhofer, Adriana C., 124
 Kolks, Jonathan, 179
 Kolz, Arno R., 45, 50
 Kontos, Anthony, 42
 Korol, Mindy, 175
 Korostoliev, Anastasia, 63
 Koury, Amanda, 73
 Kowalski, Amanda, 181
 Kozlova Natalya A., 142
 Kraemer, Jessica, 103
 Kraha, Amanda, 162
 Kranjec, Alexander, 88
 Krause, Elyse, 50
 Kreger, Andrew, 169
 Kreiger, Tyson C., 64
 Krueger, Joachim I., 141
 Krum, Tiana, 133
 Kruschke, John, 58, 197
 Kudinov, Sergei I., 110
 Kudinov, Stanislav S., 110
 Kuehne, Stephanie, 104
 Kulkofsky, Sarah, 63
 Kumar, Sonal, 173
 Kumble, Sushma, 71
 Kuriansky, Judy B., 40
 Kurtz, Brittany E., 179

Kurtzman, Jennifer, 64
 Kwasney, Gregory, 173
 Laborda, Mario A., 110, 193
 Lacy, Rachel, 67
 Ladage, Jessica E., 173
 Lafirira, Brittany, 108
 Lakusta, Laura, 69
 Lamb, Geoffrey W., 66
 Lamba, Nishtha, 187
 Lambert, Sharon F., 118, 157
 Lane, Valerie, 30
 Langan, Catherine G., 189
 Langford, Kristal Candace, 76
 Lanska, Meredith, 37
 Lanson, Robert, 77
 Lapp, Hannah E., 183
 Larkin, Judith, 56
 Larson, Kathryn, 49
 Lattal, Matthew, 109
 Lauff, Morgan, 125
 Laurich, Amalie, 135
 Laveaux, Tara, 78
 Laws, Valerie L., 50
 Lawson, Chris, 72
 Lawson, Kate, 185
 Lawson-Briddell, Lois, 143, 144
 Layton, Erica, 124
 Leach, Colin Wayne, 164
 Learmonth, Amy E., 69, 75, 76, 108, 123, 176
 Lebkuecher, Amy, 33, 188
 Lebrecht, Sophie, 33, 188
 Lechner, Paige, 30
 Lee, Jerome, 114
 Lee, Nicole, 33
 Lee, Stephanie, 190
 Leeman, Meredith, 167
 Leer, Rachel, 94
 Lefevbre, Jamie, 53
 Leigh, Nicholas T., 189
 Leitner, Jordan, 87
 Lemaitre, Guillaume, 188
 Lemley, Catherine Craver, 181
 Lenahan, Allison, 174
 Leszczynski, Jennifer, 25
 Leuis, Stephanie Pierre, 133
 Levesque, Maurice J., 52
 Levine, Max E., 60
 Lewandowski Jr, Gary, W., 48, 51, 52, 107, 129, 182,
 Lewis, Andrew, 83
 Lewis, Ashley P., 133
 Lewis, Barbara A., 46, 93
 Lewis, Benjamin, 180
 Lewis, Beth, 166
 Lewis, Carlee, 168
 Lewis, Katie C., 147
 Lewis, Tiearra, 186
 Leymeister, Steven, 128
 Liben, Lynn, 108
 Liberman, Ana, 73
 Liebrecht, Sophie,
 Lightburn, Aimee, 49
 Lighty, Quenesha, 45
 Ligon, Jessica, 130
 Lim, Sung-Joo, 146
 Lin, Natalie J.,
 Lindsey, Eric, 30, 69
 Linebarger, Deborah, 91
 Linienfeld, Scott O., 103, 104
 Lips, Hilary, 63
 Listman, Erin, 55
 Litovsky, Abby Rachel, 153
 Little, Kelly Annette, 52
 Littlefield, Lauren, 28, 51, 82, 119, 178
 Livosky, Marilyn, 116
 Lloyd, Marianne E., 79, 186
 Loatman, Phillip, 83
 Locasale-Crouch, Jennifer, 69
 Locascio, Lisa, 72
 Loesch, Alexandra E., 112
 Logan, Cheryl A., 87
 Lombardi, Christopher, 96, 147
 Longo, Ashley, 154
 Lopater, Sanford, 191
 Lopresti, Michele, 182
 Lopresti-Goodman, Stacy, 94, 149
 Lorenz, Kathryn, 173
 Loschiavo, Melissa J., 27
 Loskutova, Anna S., 142
 Loughran, Mary Jo, 171
 Lovas, Gretchen S., 33
 Love, Jeff, 103
 Loverdi, Amanda M., 128
 Lowe, Rebecca L., 128
 Lucas, Carly, 47
 Lucas, Elizabeth, 135
 Lucey, Kyla, 150
 Ludvig, Elliot, 141
 Luek, Susan P., 163
 Luzzi, Christine, 173
 Lynch, Christine Marie, 148
 Ma, Sisi, 27, 31, 81
 Macdonall, James, 60
 MacKenzie, Elizabeth, 109
 MacKinnon-Lewis, Carol, 69
 MacWhinney, Brian, 146
 Mahoney, Melissa, 149
 Mahoney, Robert, 189
 Majdic, Kristen, 33
 Majeed, Jawad K., 113
 Majestro, Regina, 71
 Malcom, Jeffrey, 29
 Maley, Matthew J., 116
 Maloney, Nolan, 146
 Mammana-Lupo, Vincent, 38
 Mancini, Dante E., 166
 Mancini, Elizabeth, 45, 50
 Manganiello, Arielle, 111, 114
 Mannon, Stephanie, 46
 Mansfield, John, 112
 Manus, Erin, 122
 Manza, Lou, 23, 24, 94
 Marcantonio, Tiffany, 127,
 Marchis, Lavinia Lucia, 38
 Marciniac, Lindsay, 92
 Marcus, Taylor, 185
 Marino, Katherine, 169
 Markey, Charlotte, 66, 128
 Marmie, Evan, 166
 Marrow, Tykera, 136
 Marsh, Jessecae K., 63
 Marsh, Kerry L., 44
 Marshall, Jawana, 167
 Marsland, Katherine W., 105, 106, 125
 Martin, Katherine, 146
 Martin, Kimberly, 55

Martin, Kristin, 180
 Martin, Thomas A. 66, 152,
 Martin, Valerie, 86, 119, 133
 Martinez, Claribel Candelario, 54
 Martinez, Robert, 55
 Martvnenko, Evgeny V., 142
 Martz, Tyanne Lynnae, 131
 Masciocchi, Christopher, 104
 Masi, Rachel, 73
 Maslova, Olga, 110
 Mason, Susan E., 23, 93
 Massey, Catherine Joan, 97
 Matteo, Elizabeth Kirk, 39
 Matteucci, Alyssa, 25
 Mattingly, Brent A., 51, 52, 107, 129
 Maus, Alexandra E., 27
 Mautone, Cierra, 129
 May, Ross William, 44
 Mays, Lauren, 100, 101
 Mazer, David Marc, 98
 Mazzei, Colleen M., 181
 McAndrew, Douglas, 146
 McAndrew, Lisa, 100
 McAulif, Kathleen E., 38
 McCabe, Jennifer A., 181
 McCarrier, Matt, 44
 McCarthy IV, Edward W., 52
 McCarty, James, 30, 69
 McClain, Tammy, 92
 McClelland, James, 58
 McClelland, Jay, 111
 McCombs, Kristin, 77, 93, 179
 McCormick, Mercedes A., 22, 59,
 125, 160, 198
 McCoy, Veronica, 55
 McCulloch, Rebecca, 72
 McDevitt, Margaret A., 78
 McGeorge, William, 146
 McGinley, Meredith, 71, 74, 171
 McGoldrick, Liam, 131
 McGowan, Mary F. 66
 McGraw, Justin J., 79
 McGuier, Devin J., 155
 McHugh, Maureen, 160
 McHugh-Grant, Sara, 126
 McIntyre, Julie, 139
 McKillop, Kevin, 56, 114
 McKinzie, Charla, 57, 136
 McLaren, Ian P. L., 176
 McLaughlin, Mark, 97
 McMinn, Jamie G., 122
 McNay, Ewan C., 80
 McShall, Jared R., 102
 McSherry, Erin, 118
 McSweeney, Colleen, 186
 McVey, Andrew R., 131
 McVicar, Erin, 189
 Meagher, Benjamin R., 44, 61
 Mealy, Marisa, 35, 120
 Means, Janae, 129
 Meksin, Robert, 162
 Melling, Brent, 70
 Meloy, Beth C., 91
 Mendez, Ciara N., 190
 Mentzer, Amanda, 77
 Menzies, Mark, 101, 177
 Mercier, Wendy, 25
 Merritt, Calista, 75
 Merritt, Morgan, 173
 Metcalfe, Janet, 35
 Meter, Lindsey C., 146
 Metzger, Aaron, 69, 71, 145
 Miceli, Jessica L., 34
 Miguez, Gonzalo, 39
 Mikaliunas, Rebecca, 118
 Mikulak, Anna K., 120
 Milaniak, Izabela, 152
 Miles, Rhea, 171
 Milewski, Andrew, 54, 129
 Miller, Alex, 26
 Miller, Andrew, 55
 Miller, Brenda, 119
 Miller, Courtney, 170
 Miller, Elizabeth A., 155
 Miller, Eric D., 36
 Miller, Maria B., 52
 Miller, Marissa C., 33
 Miller, Ralph R., 110, 193
 Miller, Sara A., 102
 Miller, Tabitha Ann, 33
 Mitchell, Damon, 147
 Mitchell, Kevonte M., 182
 Mogan, Sarah, 185
 Molet, Mikael, 39
 Molling, Katherine, 164
 Moloney, Lindsey J., 134
 Mondics, Colleen, 129
 Montenegro, Alana, 50
 Montepare, Joann M., 67, 195
 Moore, Dina, 186
 Moore, Elizabeth, 28
 Moore, Julianne M., 184
 Moore, Sierra N., 84
 Moosa, Waajida, 26
 Moran, Kelsey Anna, 132
 Moreira, Sylvia, 167
 Morett, Laura, 145, 146, 182
 Morgen, Keith, 96, 145, 151
 Morgovsky, Joel, 36
 Morihara, Heather L., 169
 Morin, Marisa, 91
 Morningstar, Morgan P., 146
 Morris, Vanessa, 166
 Morrison, Carrie, 147
 Morrissey, Aubrey, 112
 Morse, Brendan, 139
 Mortenson, Bruce P., 85, 196
 Mosher, Benjamin, 146
 Mosley, Amanda, 129
 Mosley, Cassandra, 134
 Moss, Lauren, 131
 Mossler, Dan, 73
 Most, Steven B., 87
 Moxley, Meaghan C., 148
 Mucci, Michael, 23
 Muklewicz, Michael, 171
 Mullennix, John W., 163, 166
 Mullins, Michelle, 125
 Mulzac, Anica Camela, 171
 Munoz, David, 133
 Munro, Geoffrey D., 51, 170, 185
 Murphy, Chelsea, 156
 Murphy, Corey, 186
 Murphy, Elaine M., 73
 Murphy, Erika, 45
 Murtagh, Anne, 33
 Murtagh, Michael P., 102
 Musolino, Julien, 139

Musselman, Robin, 85
Muth, Eric R., 60
Myers, David, 57, 63
Mytyk, Shelby A., 116
Nadel, Amy, 128
Nader, Karim, 193
Nadler, Natasha B., 40
Nadorff, Danielle, 145
Naidu, Padmini, 98
Nair, Shalini, 170
Nardella, Mary, 136
Naro, Gillian, 54, 115
Nazarian, Roya, 53
Neal, Leola, 63
Nelson, Mary, 139
Nelson Jr., Larry R., 54, 185
Nemeth, Britny, 58
Nestor, Julianne, 51
Nestor, Paul G., 98, 99
Nestrud, Michael, 23
Neuhaus, Christ, 121
Newburg, Cheryl L., 103
Ngo, Chi Thao, 186
Nhuyen, Linh, 55
Nicklin, Jessica, 165
Niebauer, Chris, 82
Nissen, Kali Michelle, 34
Noble, Lindsey J., 82
Nolan, Jessica M., 54, 130
Nolan, Susan A., 56, 117
Noonan, Jennifer, 56
Norcross, John C., 64, 153, 161, 197
Nordin, Chad, 147
Norris, Elizabeth R., 135
Norvilitis, Jill, 49, 52, 64, 65
Novikov, Alexey L., 111
Novikova, Irina A., 110, 111
Oates, Joyce M., 194
O'Brien-Masonis, Caitlin, 57
Obst, Alysha, 72
O'Connor, Cameron, 112
O'Connor, Maureen, 198
O'Donnell, Ellen, 155
Oettingen, Gabriele, 53
Ogunwonoju, Olumide, 186
Olds, Justin M., 37
Olmsted, Nicole M., 28
O'Loughlin, Ryan, 114
Olsen, Nina, 155
Omasta, Nathan, 32
O'Neil, Jessica M., 102
Onyper, Serge, 180
Oot, Emily, 91
Osberg, Erika, 96, 147
Osberg, Timothy M., 96, 147, 154
Ostrovskaya, Oksana, 111, 142
O'Sullivan, Kevin, 147
Overland, Brittany, 151
Overton, Kelly, 96, 147
Owczarzak, Melissa, 56
Owens, D. A., 136
Owens, Dalfred, 188
Owens, Julie S., 62
Oxendine, Melanie, 136
Ozkan, Seren M., 169
Pace, Robert S., 76
Page, David, 51
Pak, Pamela Young, 155
Pais, Jessica, 58
Palermo, Cori, 51
Palmer, Cara A., 72
Palmer-Bacon, Jessica S., 152
Palmieri, Michelle, 69
Pambianchi, Marci, 22
Papouchis, Nicholas, 147
Paradis, Cheryl, 32, 70, 90, 100, 129
Pargan, Sarah, 34
Parikh, Priyanka, 137
Paris-Santana, Joshua E., 175
Park, Debra, 93
Parker, Danita, 114
Parker, Scott, 181, 184
Parrish, Kendrell, 27
Parthasarathi, Trisha 811a,
Pasnak, Robert, 60, 68, 195
Paster, Michelle A., 184
Patel, Eshan Uday, 126
Patel, Urvi J., 159
Patrick, Julie, 145
Patson, Nicole D., 184
Patterson, Samantha, 68
Patton, Lanae, 93
Pauls, Elana, 129
Paz, Mayra, 25
Pearson, Nichols, 139
Peck, Andrew, 42, 57, 63, 92, 161
Peck, Kathleen, 46
Pedlow, C. Teal, 72
Peitrusza, Celeste, 156
Peluso, Alicia I., 77, 126
Peluso, Amanda M., 112
Pempek, Tiffany, 91
Pena-Shaff, Judith, 130
Pepe, Nicole, 98
Perch, Ashley, 96
Perdomo, Clarice, 178
Perdue, Lauren, 86, 119, 133
Perera, Marisa J.,
Perez-Edgar, Koral, 68
Perino, Michael T., 109
Perkins, Kenneth A., 149, 154
Perrotta, Alexandria, 71
Perry, Jennifer, 187
Persing, Carl, 115, 128
Perskins, Kenneth A.,
Peschko, Morgan, 186
Peters, Alexandra R., 93
Peters, Dana R., 137
Peters, John E., 112
Petrick, Catherine, 51, 114
Petrik, Denise, 56
Petronglo, Aimee, 146
Petrov, Petar M., 195
Peynircioglu, Zehra F., 194
Pfau, Geeta, 167
Pfund, Rory A., 184
Phifer, Mary E., 52
Phil, M.,
Phillips, Amber, 23
Phillips, Deborah, 90
Phillips, Jennifer M., 83, 136
Phillips, Jessica, 115
Phillips, Lindsay A., 22, 131, 148
Phillips, Lindsay A.,
Piasio, Chelcie, 51, 182

Pica, Emily, 31
 Pickren, Wade, 106, 139, 143
 Pilot, Zachary, 32
 Pincus, Donna B., 97
 Pines, Harvey, 56
 Pinter, Victoria, 125
 Pipchok, Lauren, 166
 Placer, Kristen Elise, 66
 Platania, Judith, 109
 Plaut, David, 111, 189
 Plitt, Aaron, 193
 Podboy, Kristin, 171
 Polack, Cody W., 110, 193
 Poli, Ruth-Anne E., 83
 Pomerleau, Julie, 121
 Poronsky, Kye, 165
 Porter, Bryan E., 73, 121, 173
 Posada, Mariana, 134
 Postel, Karli, 74
 Pothos, Emmanuel, 87
 Potter, Kathryn, 97
 Powell, Darcey N., 67, 68, 145
 Powell, Elizabeth J., 110
 Powell, Lauren, 102, 103, 104
 Powell, Suzanna, 83
 Prajapati, Bhavini, 155
 Pratto, Felicia, 86, 164
 Praydis, Christina M., 136
 Prella, Ryan, 98
 Preptit, Marie, 175
 Prince, Kayla Ruth, 153,
 Privitera, Gregory J., 165
 Prohaska, Vincent, 67
 Prokhovnik, Alla, 128
 Pruet, Erin, 24
 Pryiomka, Karyna, 109
 Pudney, Kelsey, 68, 76
 Pulice, Richard T., 174
 Quarles, Macie L., 172
 Querry, Maxine Jean, 167
 Quigley, Karen S., 115
 Quillen, David A., 136
 Quinn, Elizabeth, 113
 Quintanilla, Milton, 31
 Raboy, Laurie A., 122
 Rachael, Devin Michael, 172
 Rackley, Joshua, 128
 Rader, Nancy, 68, 73, 76
 Rahman, Reece O., 99
 Rakison, David H., 63
 Ralston, Carla M., 32
 Rapp, Danielle M., 106
 Raudenbush, Bryan, 77, 146, 147,
 179, 195
 Reader, Shane, 70
 Recupero, Emily, 53
 Redha, Mae, 175
 Redmond, Brian F., 42
 Reeves, Philip M., 187
 Regeth, Rebecca, 95
 Reich, Warren A., 62, 100, 108, 117,
 187
 Reichert, Chelsea P., 117
 Reid, Howard, M., 65, 95
 Reiman, Kaitlin, 37
 Reiszner, Victoria, 49
 Relvas, Vanessa, 54, 129
 Remick, Mary Christine, 98
 Repchick, Kristin, 33
 Resenhoeft, Annette C., 113
 Reuscher, Alyssa, 47
 Reynolds, Vanessa, 28
 Rhodes, Madeline E., 81
 Riccardi, Nancy, 73, 76
 Riccio, David C., 80
 Rice, Amanda, 34
 Rich, Jeffrey, 113
 Riddle, Joseph, 25
 Riemer, Andrew, 91
 Riemitis, Jay, 133
 Riley, Michael A., 189
 Rimi, Mary, 44
 Rivardo, Mark G., 124, 172, 187
 Rivera, Elizabeth M., 44
 Rivera, Luis M., 50
 Roberts, John E., 95
 Robertson, Rachel E., 82
 Robins, Kerin, 173
 Robinson, Makayla, 67
 Robinson, Patrese, 78
 Robinson, Romane, 25
 Robinson, Terry, 160
 Robson, Kristen, 131
 Rodgers, Alexis D., 124
 Rodkey, Elissa, 63
 Rodriguez, Adriana, 54, 132
 Rodriguez, David, 23
 Rodriguez, Jennifer, 91
 Rodriguez, Rosalie, 41, 92, 116
 Rogers, Tim, 111
 Roggenbuck, Ted, 92
 Rohrbaugh, Monica, 163
 Rohrbaugh, Clarence C., 165
 Roman, Bianca, 133
 Romell, Kaitlyn, 130
 Ronayne, Michelle, 85
 Root, David Hamilton, 81
 Rose, Frank Robert, 157
 Rose, Maya, 112
 Rosen, Maya, 190
 Rosengart, Carrie R., 104
 Rosenthal, Beth Spenciner, 143
 Rossi, Jessica, 100, 101
 Rothman, David, 100
 Rotunno, Charles, 173
 Roufael, Monica, 29
 Roush, Rachel, 124
 Rowe, Anjoli Elizabeth, 127
 Rowell, Darius, 186
 Roy, Sudipta, 167
 Royal, Brandon, 117
 Royer, Andrew J., 116
 Royer, Erica, 77, 126
 Ruane, Jessica, 26
 Ruddy, Margaret, 107
 Rugel, Chelsea, 83
 Ruser, Nicole, 186
 Rush, Karena S., 85, 196
 Rutherford, Alexandra, 63, 160
 Rutledge, Anna T., 172, 187
 Rutledge, Patricia C., 48
 Rutter, Julie Nicole, 138
 Ryan, Sean, 180
 Ryan, William Joseph, 109
 Sabia, Matthew T., 189
 Sabo, Kathleen, 22
 Sadler, Daniel D., 34
 Saftner, Jennifer, 125
 Sagaities, Tyler, 93

Sajin, Stanislav, 138
 Sakharny, Stephan, 72
 Saltis, Michelle, 116
 Samstag, Lisa Wallner, 149
 Sanders, Erica, 37
 Sanders-Dewey, Neva J., 99
 Sanderson, Cassandra L., 84
 Sandusky, Leslie A., 80
 Sanftner, Jennifer, 97
 Sangiorgio, Celeste, 120
 Sanneman, Peter, 60
 Santaniello, Megan, 23, 131
 Sappington, Mark, 77, 147
 Sarao, Harpreet, 71, 74
 Sarikas, Stephen N., 67
 Sarna, Michelle Waldman, 58
 Sato, Toru, 164
 Saunders, Benjamin A., 54, 132
 Savastano, Nina, 53
 Savostyanova, Antonina, 55, 122
 Scale, Katherine, 27
 Scavicchio, Daniel, 146
 Scepansky, James, 47, 85
 Schaffer, Ashley, 127
 Schalu, Dohney, 136
 Schenk, Allison, 154
 Schierber, Maia, 180
 Schittino, Salvatore, 56
 Schlehofer, Michele M., 61
 Schmid, Kerin L., 183
 Schmidt, Tricia, 108
 Schmitt, Lindsay L., 184
 Schneck, Mary M., 57
 Schoenbaum, Geoffrey, 91
 Schoonmaker, Stacey C., 170
 Schreibman, Samantha, 187
 Schrott, Gloria, 54
 Schuetze, Pamela, 30
 Schuller, Kelly L. 183
 Schultz, Brandon K., 62
 Schultz, Jennifer, 88
 Schulz, Jessica, 66
 Schurtz, Dadiv R., 135
 Schwartz, Elissa, 196
 Schwartz, Kaitlyn, 26
 Schweiger, Matthew, 183
 Scileppi, John A., 112
 Scioli, Anthony, 144, 155
 Scott, Michelle, 117
 Scott, Stephanie, 128
 Seals, Michael, 147
 Searleman, Alan, 180
 Seeberger, Emily M., 163
 Seibert, Ashley, 67
 Sepulveda, Stephanie, 70
 Serafin, Joanna, 187
 Serbin, Lisa, 63
 Servilio, Lisa C. 27,
 Seymour-Hawkins, Tyler, 73, 76
 Sgro, Paul, 50
 Shaffer, Shannon, 131
 Shah, Kavita, 54, 129, 153
 Shannon, Mary, 37
 Shake, Matthew C., 183
 Shapiro, Ronald G., 60, 93
 Shauffer, Carole, 91
 Sheehan, Chelsea, 174
 Sheipe, Christopher, 102
 Shepherd, Sarah, 23, 28
 Sherman, Kate M., 116
 Sherry, Samantha, 53
 Shevlin, Blair R. K., 181
 Shevock, Carrie, 130
 Shiffar, Maggie, 115
 Shinall, Jacqueline, 99
 Shinkarow, Wendy, 124
 Shirai, Ashley-Ann Chiemi, 98, 99
 Shkvarilo, Ksenia A., 142
 Shomgard, Christine, 55
 Shrout, Marcella Rose, 170
 Shrout, Patrick E., 53
 Shuler, John, 91
 Shultz, Emily L., 116
 Shurtleff, Jenna, 67
 Sias, Tandra, 69
 Sibicky, Mark E., 165
 Siciliano, Natalie, 114
 Sieke, Rachel, 155
 Siemen, James R., 126, 148, 151
 Sigal, Janet A., 43, 141, 160
 Signorella, Margaret L., 54
 Sikorski, Jason F., 24, 25, 27, 30,
 101, 152, 153, 154
 Silk, Jennifer S., 64
 Sills, Alondra, 186
 Silverberg, Stu, 115
 Silvia, Caitlin M., 49
 Simmons, Kelley, 130
 Simmons, Phil, 127
 Simmons, Steven James, 27
 Simon, Andrew, 160
 Sims-Knight, Judith, 196
 Singer, Ashley, 22
 Singh, Sarika Michelle, 28
 Sivasubramaniam, Diana,
 Sivasubramian, Diane, 53, 129
 Sizemore, O. J., 48
 Skalski, Jonathan E., 80
 Skattebo, Amie, 139
 Skelly, Michael, 188
 Slank, Kristine, 121, 174
 Slater, Megan, 186, 190
 Sledjeski, Eve, 102, 149
 Slenkovich, Anthony, 164
 Sloan, Lloyd, 62
 Smale, Nicole E., 137
 Smaletz, Vanessa, 111, 114
 Smaniotto, Katie Marie, 75
 Smilowski, Janet Lynn, 131
 Smith, Allison, 46
 Smith, Ashley, 69
 Smith, Brian C., 149
 Smith, Danielle, 46
 Smith, Jessica M., 78
 Smith, Meghan E., 97
 Smith, Michael, 35
 Smith, Michael D., 167, 170
 Smith, Nina, 68
 Smith, Stephanie H., 107
 Smith, Wendy Etheridge, 61
 Smith-Wade-El, Rita R., 163
 Smoter, Victoria, 119, 137
 Sneiznik, Caitlin, 131
 Snover, Sally, 28
 Snyder, Susan, 178
 Snyder, Tierney Leigh, 23, 131
 Sofletea, Georgiana M., 88

Solomon, Linda Z., 29, 173
 Solomon, Naomi A., 173
 Sommer, Megan, 132
 Sommer, Robert, 64
 Sommers, Samuel R., 88
 Sonderman, Sydney Leigh, 133
 Soranzo, Daniel, 55
 Sorenson, Shannon Michelle, 98, 99
 Soysa, Champika K., 99, 150, 153
 Specht, Steven M., 150
 Spence, Noel, 155
 Sperling, Rayne A., 187
 Sperry, Kathryn, 108
 Spielvogel, Max, 26
 Spiker, Martha S., 168
 Spilich, George, 82, 178
 Spollen, Brigid, 26
 Spradling, Abbey, 165
 Springer, Sarah, 93
 Stack, Joanna, 168
 Stadnik, Ryan, 148
 Stafford, Alyson Margaret, 29
 Standish, Anne J., 140
 Stanhope, Linda, 65
 Stapley, Janice C., 66
 Starr, Michael Anthony, 121
 Staulo, Theresa, 119
 Stavinski, Kyle G., 46
 Stayer, Brooke E., 172
 Steele, Jenessa C., 166
 Stefonetti, Matthew, 33
 Stein, Katherine, 111, 114
 Steinberg, Alexa, 132
 Steiner, Katelyn, 108
 Stephens, Jessica, 132
 Stephens, Lindsey, 168
 Stern, Robert M., 60
 Stern, Steven, 163
 Stevenson, Michael T., 155
 Stewart, Andrew, 164
 Stoiko, Rachel R., 67, 68
 Stoio, Louis, 173
 Stoppa, Tara, 25, 65
 Storck, Robert, 56
 Stouffer, Eric M., 78
 Stratton, Erin, 149
 Streeter, Matthew, 137
 Striano, Brenda, 32
 Strough, Jonell, 183
 Struthers, Devon M., 97
 Stubbs, Margaret L., 8, 142
 Suarez, Marta T., 139
 Sughrue, Elizabeth, 28
 Sullivan, Christina L., 33
 Sullivan, Colleen J., 163
 Sutherland, Erin, 53
 Sutton, Tyler M., 95
 Suwan, Sirin Charlene, 86
 Swirsky, Jill, 6, 122
 Swisher, Abigail D., 74
 Switzer, Michelle, 30
 Sykes, Keith, 144, 155
 Syvertsen, Amy, 65
 Szymczuk, Kathleen, 187
 Takooshian, Harold, 40, 59, 76, 142
 Talarico, Jennifer M., 24, 162
 Talisman, Nicholas W., 104
 Tanner, Jaime, 60
 Tarr, Michael, 33, 188
 Tate, Michael A., 130
 Taulbee, Jeff, 170
 Taylor, Brittani L., 138
 Teeters, Jenni, 157
 Telkamp, Julie, 0, 136
 Tellish, Gregory, 131
 Tennen, Howard, 44
 Terrace, Herbert, 22
 Terry, Christopher P., 28
 Terry, Danielle L., 163
 Thanasack, Alyssa, 130
 Thieman, Frederick W., 61
 Thomas, Ayanna K., 194
 Thomas, Christine, 53
 Thomas, Jennifer, 66
 Thomas, Laura, 30
 Thomas-Cottingham, Alison, 159, 173
 Thompson, Alexis C., 137
 Thompson, Brittany, 56
 Thompson, Jennifer, 36, 159
 Thornton, Bill, 168
 Timian, Tracy, 26
 Tindell, Deborah R., 104
 Tobia, Samantha E., 54, 115
 Todd, Travis P., 81
 Toneva, Yanitsa, 167
 Tonkin, Sarah S., 103
 Trafidlo, Laura, 68, 76
 Tragesser, Sarah L., 140
 Treboux, Dominique, 56, 71, 121
 Tremble, Matthew, 48
 Trunk, Dunja, 164
 Truong, Florence, 63
 Turkson, Maria A., 57
 Turpin, Samantha, 181
 Twitchell, Katherine E., 169
 Tyler, Robert, 173
 Unkefer, Margaret Kaye, 123
 Vaisey, Nicole, 131
 Valencia, Maxine, 112
 Valentine, Nicolle R., 168
 Van Camp, Debbie, 61, 62, 103, 114
 Van Fleet, Elizabeth, 68, 76
 Van Nispen, Alexandra, 91
 Vance, Jenna, 55
 Vanche, Anna, 169
 Vandervoort, Lisa, 180
 Vargas, Laura, 53
 Vartanian, Lesa Rae, 107
 Vaughn, Leigh Ann, 111, 114
 Velasco, Monica, 170
 Vella, Elizabeth J., 168, 169
 Venezia, Barbara, 151
 Verdine, Brian, 68, 176
 Vergara, Chrystal, 95
 Verno, Karri Bonner, 31
 Vial, Andrea C., 62, 187
 Viaud, Jeffrey M., 48
 Vignucci, Alexandra, 104
 Vigorito, Carolyn G., 70
 Virtus, Addalena, 46
 Vizgaitis, Alexandra, 52
 Voelbel, Gerald T., 82
 Vogt, Jason, 174
 Volin, David, 81
 Volungis, Adam, 89, 108
 Vongchucherd, Chonthicha E., 79

Vonhauser, Julie M., 131
 Voronov, Alex Y., 142
 Votruba-Drzal, Elizabeth, 74
 Wade, Jennifer A., 117
 Wagner, Mary S., 64
 Wagner, Sarah, 81
 Walberg, Brett, 169
 Walch, Ashley, 58
 Wall, Matthew J., 77, 79, 126
 Wallace, Emily, 67
 Wallace, Laura E., 116
 Wallace, Rena, 171
 Waller, Chris, 168
 Walsh, Ashley R., 122
 Walter, Laura Elizabeth, 136
 Walter-Fromson, Ann, 135
 Walters, Aaron Wyland, 135
 Wang, Yan Yin, 50
 Ward, Caitlin, 104
 Warner, Leah R., 134
 Warren, Felicia M., 112
 Warren, Tessa, 184
 Warren, Zachary, 38
 Warrick, Tyler, 54
 Wartman, Elicia Celine, 73, 76
 Washington, Shannette, 101
 Watanabe, Naomi, 68
 Watson, Stephen A., 79
 Weaver, Amber, 31
 Webster, Sandra K., 85, 98
 Wechler, Sara C., 189
 Wede, Josh, 43, 104
 Weerakkody, Isuri, 64
 Weikel, Kim, 156
 Weiner, Lauren S., 151
 Weiss, Stanley J., 41
 Weissberg, Kristin, 129
 Weissbrod, Carol, 50, 154
 Welch, Melissa, 135
 Welden, Dave, 150
 Wellington, Robin, 81
 Wellman, Justin A., 54, 119
 Wending, Samantha, 25
 Wesp, Richard, 23, 26, 94, 95, 100, 181, 184
 West, Mark Otto, 28
 Westerman, Deanne, 38
 Westerman, Simone, 175
 Wetzel, Emma, 47
 Whalen, Diana J., 65
 Whitbourne, Susan K., 162, 198
 White, Agnes, 149
 Whited, Rebekah Genevieve, 165
 Whitehead, George, 49, 108
 Whitfield, Meagan, 58
 Whitley, Stevie Lee, 54
 Whitlow, J.W., 84
 Whitman, Chassitty N., 33
 Widgren, Christine, 27
 Widman, Allison, 45
 Wilcomb, Carolyn J., 154
 Wilder, David, 120
 Wiley, Erica, 164
 Williams, Holly, 75
 Williams, Justin, 113
 Williams, Richard W., 172
 Williams, Sarah, 30
 Williams, Shannon M., 39, 40
 Wills, Andy J., 88
 Wills, Derek, 115
 Wilson, Katharine F., 73
 Wilson, W. Cody, 144
 Wiltsee, Taylor, 103, 160
 Winterbauer, Neil E., 82, 194
 Wister, Joseph, 143, 175
 Witkofsky, Al, 124, 139, 176
 Wolfe, Katharine, 186
 Wolff, Samantha M., 67
 Wolfson, Talya, 168
 Wood, Emily V., 67
 Woody, Alanna, 114
 Woody, Diana Marie, 124
 Worthington, Jenny, 186
 Wray-Lake, Laura, 66
 Wright, Felicia F., 186
 Wright, Lydia, 69
 Wright, Tim, 180
 Wyckoff, Emily, 75
 Wymard, Kristin A., 123
 Yadlosky, Lauren B., 115
 Yakimicki, Tina, 83
 Yandell, Lonnie, 28, 30, 131
 Yang, Lawrence, 46
 Yarris, Kim, 130
 Yasneski, Alexander, 128, 153
 Yeakel, Emilie, 31
 Yermolayeva, Yevdokiya, 64
 Yopchick, Jennelle E., 89
 Young, Andy, 84
 Young, Jacy, 64
 Young, Jason, 116, 188
 Yu, Xiaoyu, 122
 Zaboski, Brian A., 65
 Zachary, Chloe, 92
 Zahn, Bruce S., 194
 Zamora, Kayla, 191
 Zaurov, Michael, 197
 Zeglin, Robert J., 100
 Zelikovsky, Nataliya, 151
 Zeller, Jennifer, 25
 Zellner, Debra, 24, 182, 185, 196
 Zenkert, Rebecca Lee, 153
 Zerr, Nicole, 68
 Zhang, Zhiyong, 71
 Zia, Beilin, 57
 Zibulsky, Jamie, 74
 Zimmerman, Melissa A., 180
 Zimmermann, Laura, 92
 Zimny, Susan T., 183
 Zimonjic, Nebojsa, 102
 Zlokovich, Martha, 77
 Zuniga-Penaranda, Nicolas, 189

Notes