PROGRAM
EIGHTY SECOND ANNUAL MEETING
2010
MIDWESTERN PSYCHOLOGICAL ASSOCIATION

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FUTURE MEETINGS
May 5-7, 2011
May 3-5, 2012
May 2-4, 2013
MAPS OF MEETING ROOMS

Third Floor

Walshak Room

Indiana  Kimball  Logan  Madison  Marshfield  Wilson

Fourth Floor

Upper Exhibit Hall
MAPS OF MEETING ROOMS

Fifth Floor

Sixth Floor

Buckingham Room

Prize Room

Chicago Room

Adams Room

Morse Room

3
GENERAL INFORMATION

PURPOSE

The primary function of the Midwestern Psychological Association is to conduct an annual meeting at which scientific papers and symposia may be presented. A declaration adopted by the Council in 1952 states:

“The professional problems of psychology are best handled at the national level by the national organization and at the local level by the state organization. The Midwestern Psychological Association will therefore retain its traditional function of encouraging psychology as a science rather than as a profession. This principle will continue to be reflected in the programming procedures and membership standards.”

MEMBERSHIP

Persons with a doctorate in psychology may join MPA by completing a membership application at the meeting, or by completing the membership application form found on the membership page at MPA’s web site at www.midwesternpsych.org. Dues are $45 for one year, with a special rate of $120 for three years in advance. Graduate students may join with an endorsement from a faculty member. Graduate student dues are $20 a year. MPA’s fiscal year runs from July 1 through June 30. There is no geographic restriction on membership.

LOCATION AND PARKING

The Palmer House is located in downtown Chicago (“the Loop”) at 17 East Monroe, between State and Wabash (see map on the inside of the back cover of the program). The phone number is (312) 726-7500. One adjacent parking garage has a special rate for self-parking when the ticket is stamped by the Palmer House desk.

At the Mid-Continental Plaza (55 E. Monroe, across Wabash from the Palmer House), the rate is $30 for 24 hours. Two-way valet parking also available there at a rate of $38 for 24 hours. Vans can be parked here if their height is 6’7” or less. Includes in/out privileges daily.

Bigger vans can be parked in a surface lot at Van Buren & Wabash (2 blocks south). Additional lots are available south of the Palmer House Hilton. Rates are subject to change.
AIRPORT CONNECTIONS

For information about airport connections to downtown Chicago, visit ohare.com. The site lists shuttles and taxi information and includes a link to Midway airport information.

Continental Airport Express (www.airportexpress.com) offers daily shuttle service from O'Hare International Airport to downtown Chicago from 6 a.m. to 10:00 p.m. and from Midway Airport beginning at 6:05 a.m. to 10:05 p.m. Reservations are recommended but not required.

Fares from O'Hare:
1p - $25 (one way); $46 (round trip)
2pp - $18 each (one way); $34 each (round trip)
3pp or more - $14 each (one way); $27 each (round trip)

Fares from Midway:
1p - $20 (one way); $36 (round trip)
2pp - $14 each (one way); $26 each (round trip)
3pp or more - $12 each (one way); $22 each (round trip)

For information about the CTA visit transitchicago.com

The CTA subway/EL trains cost $2 per trip. Buses are available at $1.75 per trip. Taxi fare from O'Hare is about $40-$45. Taxi fare from Midway is about $30-$35.

ACCESS FOR PERSONS WITH DISABILITIES

The Palmer House is conveniently accessible for wheelchairs, and all floors can be reached by elevator. However, the main elevators do not stop at the Exhibit Halls or the Club Floor. Persons needing assistance can contact the Convention Manager, Phil Finney, who will attempt to arrange a volunteer to assist the member during the hours he or she will be attending. If the request comes early, there is every likelihood that such an arrangement will be possible.

INFORMATION & MESSAGES

The Palmer House phone number is: 312-726-7500. An information table near the registration area in the exhibit hall will provide information about restaurants, events, and places of interest in Chicago. Also near the registration area will be a message board to help registrants contact one another. We suggest that you check the board regularly.
REGISTRATION

There is no registration fee for MPA members whose dues are current. Badges will be available in the registration area for all members with current dues. Members whose dues are not up-to-date may pay dues at the meeting, but they should be aware that those dues will expire on June 30 of the current year.

Persons with doctorates in psychology and graduate students may join MPA at the meeting. Graduate students will need their application endorsed by a faculty member of MPA. Undergraduates may not join MPA, but are very welcome to register and attend the meeting. For nonmembers, there is a registration fee of $50.00 ($25 for student onsite registration).

REGISTRATION:

Place: Upper Exhibition Hall-4th floor
Times: Thursday-8:00 am to 4:00 pm
       Friday-8:00 am to 3:00 pm
       Saturday-8:30 am to 11:30 am

EXHIBITS:

Place: Upper Exhibition Hall-4th floor
Times: Thursday-8:00 am to 5:00 pm
       Friday-8:00 am to 3:00 pm
       Saturday-8:30 am to 11:30 am

MPA OFFICERS
Janice R. Kelly, Purdue University, President
Judith Elaine Blakemore, Indiana University Purdue University Fort Wayne, Past President
Donal Carlston, Purdue University, President-Elect

Mary E. Kite, Ball State University Secretary-Treasurer (2007-2010)
Brian Cronk, Missouri Western University, Secretary-Treasurer Elect
Catherine Haden, Loyola University Chicago, Council (2010-2012)
Margo Monteith, Purdue University, Council (2007-2010)
David Uttal, Northwestern University, Council (2009-2011)

Assisting the Council
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Steve A. Nida, The Citadel, Convention Affairs Coordinator
Jeffrey Stowell, Eastern Illinois University, Webmaster
PROGRAM COMMITTEE

Program Moderator: Robert Weis, Denison University
Dawn Albertson - Minnesota State University, Mankato
Robert Arkin - Ohio State University
Rick Bevins - University of Nebraska, Lincoln
Linda Camras - DePaul University
Emily Durbin - Northwestern University
Jay Jackson - Indiana University Purdue University Fort Wayne
Allen McConnell - Miami University
William Merriman - Kent State University
Carey Ryan - University of Nebraska, Omaha
Robert West - Iowa State University

Program Moderator for 2011 Meeting: Carey Ryan - University of Nebraska, Omaha

LOCAL ARRANGEMENTS COORDINATORS

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E-mail: dugoni@uchicago.edu

CONVENTION MANAGER

The Convention Manager is in charge of general arrangements and policies for the meeting and for exhibits. Other matters are handled by the appropriate Local Arrangements Coordinators.

Dr. Phillip Finney
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VOLUNTEERS AND PUBLIC INFORMATION

Joseph R. Ferrari
DePaul University

MPA CONTACT INFORMATION

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After July 1, 2010

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Missouri Western State University
4525 Downs Drive
St Joseph, MO 64507
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email: midwesternpsych@gmail.com

The Secretary-Treasurer thanks Cindy Ruman for her assistance in preparing this program book.

MPA thanks the Education Directorate and the Science Directorate of the American Psychological Association for their financial support of this year’s meeting.
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Gender & Career Paths

Thursday, 9:30-11:00 Salon 1
JANE HALPERT, DePaul University, Moderator

9:30 Invited Talk
Blazing the Trail versus Trailing the Group: Culture and Perceptions of the Leader’s Position
TANYA MENON GANDHI, University of Chicago
tanya.menon@chicagobooth.edu
We compare American and Asian perceptual representations of leaders. Whereas Americans represent leaders standing ahead of groups, Asians represent leaders trailing behind groups as well. We suggest that the metaphor that leaders precede followers is culturally bound, with contrasting representations deriving from different cultural expectations about leaders’ roles.

10:00
Exploring Malleability in Communal Motivations for STEM Careers
EMILY K. CLARK, AMANDA M. JOHNSTON & AMANDA B. DIEKMAN, Miami University
clarkek@muohio.edu
Women continue to be under-represented in science, technology, engineering, and math (STEM). We suggest that STEM careers differ from other careers primarily in perceptions of communal goal fulfillment. Active communal goals result in less STEM interest, but changing perceived communal goal affordances increases women's positivity toward STEM.

10:15
Perceptions of Communal Goal Affordance and Anticipated Success in STEM
MIA STEINBERG, ELIZABETH R. BROWN, AMANDA B. DIEKMAN, AMANDA M. JOHNSTON & EMILY K. CLARK, Miami University
steinbm2@muohio.edu
Women remain a minority in science, technology, engineering and math (STEM). We argue that women select social roles that are perceived as related to communion, leading them to choose careers other than STEM. Thus, we examine perceptions of communal goal fulfillment in STEM as a predictor of anticipated success in STEM.
10:30
Evaluative Consequence of Interviewees Using Hesitations During Mock Employment Interviews
BRENDA RUSSELL, Pennsylvania State University Berks; HEATHER GRINNELL, Elmira College
TLS5094@psu.edu
Professionals and college students evaluated characteristics of job applicants who varied by gender and overuse of hesitations ("uh", "like" or control). Applicants using no hesitations (control) had the highest mean ratings in professional leadership and education while those over-using the word like had the lowest means in leadership and education.

10:45
Exploring Gender Development in Novel Ways: A Methodological Exploration
ERICA S. WEISGRAM, University of Wisconsin-Stevens Point (Sponsor: JODY LEWIS)
Erica.Weisgram@uwsp.edu
This paper will explore the application of the Novel Job paradigm to children's and adults gender differentiation of occupational interests. The development of the method, recent work involving adaptations of the method, and future applications will be discussed in the context of children's gender development. Theoretical implications will be discussed.

Parenting & Self-Regulation

Thursday, 9:30-10:45  Salon 3
ELAINE BLAKEMORE, Indiana Purdue University Fort Wayne, Moderator

9:30  Invited Talk
Optimal Parenting is the Same for All Ethnic and Economic Groups
JELANI MANDARA, Northwestern University
j-mandara@northwestern.edu
The degree to which optimal parenting styles are universal or specific to each cultural group is unclear. Using over 5000 children, Mandara shows that a relatively strict but responsive style is optimal for all children. However, the outcomes for those with other types of parents do vary by racial group.

10:00
Examination of Corporal Punishment and Child Outcomes for Caucasians and Minorities
LAUREN M. HAACK, KATHERINE LAWTON & ALYSON C. GERDES, Marquette University (Sponsor: DEBRA OSWALD)
lauren.haack@marquette.edu
Current results suggest differences in the use and effects of Corporal Punishment (CP) in Caucasian and minority families and emphasize the importance of using multiple reporters when examining the use and effects of CP since differences among reporters emerged.

**10:15**

**Low-Income Children’s Self-Regulation: Risk Factors and Promotion Processes**  
CHRISTINE P. LI-GRINING, Loyola University Chicago; MARIA CHRISTINA LIMLINGAN, Erikson Institute; ELIZABETH VOTRUBA-DRZAL, University of Pittsburgh; LINDSAY CHASE-LANSDALE, Northwestern University 

ligrining.lab@gmail.com  

This investigation aims to situate developmental models of children's self-regulation in the contexts of poverty and child care. Results indicate that poverty-related risk compromised preschoolers' self-regulation, and that childcare providers' harshness and detachment was negatively associated with self-regulation. Discussion will reflect on the multi-contextual nature of children's lives.

**10:30**

**Understanding the Socialization of Children’s Self-Regulation Across Multiple Contexts**  
KELLY B. HAAS, JESSIE DUNCAN & CHRISTINE P. LI-GRINING, Loyola University Chicago; C. CYBELE RAVER, New York University; FRED MORRISON, University of Michigan  

khaas1@luc.edu  

We will examine whether family and classroom processes are linked to children's self-regulation. Results indicate that maternal hostility and negative classroom climate were negatively linked to children's self-regulation, while mothers' use of firm discipline was positively associated with self-regulation. Discussion will reflect on interventions aimed at reducing children's dysregulated behavior.

---

**Psychobiology I**

*Thursday, 9:30-11:00*  
MARSHA DOPHEIDE, Monmouth College, Moderator

**9:30 Invited Talk**  
**Vasopressin: A Neurobiologic Trigger for Aggression?**  
RICHARD H. MELLONI, JR., Northeastern University  
melloni@research.neu.edu
Across species, several brain regions and neural systems have been shown to play a role in the control of aggressive behavior. This talk will present research from our laboratory and others investigating the conserved role that the hypothalamic arginine vasopressin system plays in stimulating aggressive behavior.

10:00
Eszopiclone Facilitation of Fluoxetine and Comparisons to Nicotine in Mouse Social Defeat Stress
JESSICA J. SMITH, MEREDITH L. SMITH, DANIEL M. NOEL, GREGORY A. ORDWAY & RUSSELL W. BROWN, East Tennessee State University
zdmn8@goldmail.etsu.edu
This study reports that eszopiclone (trade name: Lunesta) facilitates that action of the SSRI fluoxetine (trade name: Prozac) in a social defeat stress model in the mouse using a detailed behavioral analysis. Comparisons to nicotine treatment, a known anxiolytic and anxiogenic drug, will be discussed.

10:15
Reward Responsivity and Nicotine Self-administration in Rats
JAMIE L. WILKINSON & RICK A. BEVINS, University of Nebraska Lincoln; MARC T. KIVINIEMI, University at Buffalo, SUNY; DENNIS MCCHARGUE & SANDRA WIEBE, University of Nebraska Lincoln
wilkinsonjamie@hotmail.com
The present study investigated the possibility that differences in nicotine intake might reflect underlying differences in responsivity to 'natural' rewards. Rats were screened in a variety of tasks to assess responsivity to a range of rewarding stimuli. The only consistent correlations with nicotine self-administration were with performance on L-maze learning.

10:30
Nicotine Enhances Resistance to Extinction of Operant Responding in Rats
SCOTT T. BARRETT, MATT E. TRACY & RICK A. BEVINS, University of Nebraska Lincoln
s.taylor.barrett@gmail.com
Rats were trained to lever press for a visual stimulus and given nicotine or saline before the session. After 15 sessions, lever pressing was placed on extinction and half the rats receiving nicotine now received saline, and vise versa. Nicotine enhanced responding during acquisition and increased resistance to extinction.

10:45
Effects of an Amnestic Agent on Memories for Stimulus Attributes
DEVIN A. FAVA, GARY W. BARNES & DAVID C. RICCIO, Kent State University
dfava@kent.edu
Changes in the contextual cues present during training often impairs performance during testing (the context shift effect). Using mild hypothermia as an amnestic agent, researchers attenuated the context shift effect while preserving a passive-avoidance memory, suggesting a differential effect for the memory of stimulus attributes and the memory for response.

Cognitive Development I

Thursday, 9:30-10:45  Kimball Room
CATHERINE A. HADEN, Loyola University Chicago, Moderator

9:30 Invited Talk
The Emergence of Number Concepts: Input, Objects, and Action
KELLY S. MIX, Michigan State University
kmix@msu.edu
Although research converges on a common description of early numerical development, the mechanisms underlying these well-documented changes remain poorly understood. In this talk, I present evidence about how number concepts are constructed, based on a combination of linguistic input, actions on objects, and opportunities to observe numerical similarity.

10:00
The Role of Structural Alignment in Learning Units of Measure
MEE-KYOUNG KWON, KRISTIN RATLIFF, JANELLEN HUTTENLOCHER & SUSAN C. LEVINE, University of Chicago
mkwon@uchicago.edu
The present study introduces training methods to highlight the importance of units on a ruler. Our findings indicate that measuring objects that are aligned and unaligned with the "0" point of a ruler improves 2nd grade students' understanding of linear measurement, compared to typical measurement instruction in mathematics classes.

10:15
Exemplar Comparison Helps 3-Year-Olds Overcome Function Neglect in Word Learning
ZACHARIAH MOORE, TRAVIS HARTIN & WILLIAM E. MERRIMAN, Kent State University
zmoore@kent.edu
Preschoolers usually ignore object function when interpreting a novel label. In the current experiment, 3-year-olds overcame this problem when the same function was demonstrated in two objects and an adult highlighted the functional similarity. Another group, who saw the same demonstrations but without adult highlighting, performed at chance.
10:30
Non-Linearity of Development: Evidence from Different Lines of Research
MARIANNA BAYKINA, Shawnee State University; ROBERT G. COPPER, JR., San Jose State University
mbaykina@shawnee.edu
We suggest abandoning the dichotomy stage changes versus continuous changes and addressing the question of non-linearity of development instead. We review and interpret 4 lines of empirical evidence documenting non-linearity of developmental processes. The lines are language development, educational research, studies on neuro-developmental model of schizophrenia, and theory of mind.

Applications of Neural Imaging

Thursday, 9:30-10:45 Logan Room
SANDRA VIRTUE, DePaul University, Moderator

9:30 Invited Talk
The Shape of Threat: A Simple Geometric Shape Effectively Signals Danger
CHRISTINE L. LARSON, University of Wisconsin-Milwaukee
larsoncl@uwm.edu
Recent work suggests that the underlying geometry of a visual image may be an important mechanism facilitating rapid perception of threat. I will present a series of behavioral and neuroimaging studies suggesting that even a very simple shape (a downward “V”) devoid of contextual cues effectively conveys threat.

10:00
Clinical Electrophysiological Patterns and Medication Selection for Children with ADHD
CYNTHIA N. MARTIN, The Chicago School of Professional Psychology; TERESA J. POPRAWSKI, First Chicago Neuroscience Clinic; RENATA A. PACIORA, First Chicago Neuroscience Clinic; LUKASZ M. KONOPKA, The Chicago School of Professional Psychology
cnm9319@ego.thechicagoschool.edu
This study explores issues related to discrepancies in identifying cortical electrophysiological patterns between research and clinical communities. Additionally, pharmacological intervention is the front line treatment for the ADHD despite the availability of objective assessment tools to evaluate response. Here we further explore this issue through an acute drug challenge study.

10:15
You are What You Play: Video Game Experience and Cognitive Control
Research has demonstrated a beneficial effect of video game experience on visuospatial cognition. Here we demonstrate that violent video game experience is negatively correlated with proactive cognitive control. Nonviolent video game experience may enhance proactive control. These data suggest caution when using certain video game genres as training tools.

10:30
Motivational Influences on Reward-Related Neural Activity
SAMANTHA M. MOWRER, ANDREW A. JAHN & WILLIAM A. CUNNINGHAM, Ohio State University
mowrer.11@osu.edu
Using fMRI, we showed that regulatory focus, a motivational principle closely related to reward, impacted neural processing of potentially rewarding stimuli and their outcomes. Initial results are consistent with previously observed functional distinctions within orbitofrontal cortex, demonstrating differential sensitivity to goals in an anterior subpart of this region.

Memory I

Thursday, 9:30-10:30 Madison Room
MICHAEL J. SERRA, Texas Tech University, Moderator

9:30
Spaced Retrieval: Increased Long-Term Retention Regardless of the Spacing Schedule
JEFFREY D. KARPICKE & ALTHEA BAUERNSCHMIDT, Purdue University
karpicke@purdue.edu
Subjects studied a list of word pairs in a continuous paired-associate design with intermixed study and test trials. After initial correct recall of an item it was assigned to a retrieval schedule. Overall spacing length was manipulated between subjects and all subjects took a final recall test one week later. At final recall there was a significant effect of overall spacing but no difference between retrieval schedules.

9:45
Why Does Testing Improve Memory? Evaluating the Mediator Shift Hypothesis
MARY A. PYC & KATHERINE A. RAWSON, Kent State University
mpyc@kent.edu
Previous research has demonstrated that performance is greater after test-restudy versus restudy practice. However, why is testing beneficial for memory? Two experiments evaluated the mediator shift hypothesis, according to which testing benefits memory because retrieval failures during practice enable participants to evaluate and shift from less to more effective mediators.

10:00

**Context Effects on Memory-Based Automaticity**

NICOLAS J. WILKINS & KATHERINE A. RAWSON, Kent State University
nwilkins@kent.edu

Practice improves response speed in cognitive tasks, but what are the effects of list context on these gains? List context affected speed-ups for target items during practice and loss of speed during transfer. Memory-based theories of automaticity will require revision to account for these context effects.

10:15

**Making Intelligent Tutoring More Efficient**

KRISTOPHER J. KOPP, M. ANNE BRITT & KEITH MILLIS, Northern Illinois University
kristopherkopp@gmail.com

Intelligent tutoring systems that contain natural language dialogue have been shown to lead to better learning than less interactive methods. Such tutors, however, take a lot of time to complete. This study shows that a mixed interactive and non-interactive tutoring session leads to better learning and takes less time.

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**Educational Psychology**

*Thursday, 9:30-10:30  Marshfield Room*

CHRISTINA KRAUSE, Aurora University, Moderator

9:30

**Teaching Diversity: Does College Curriculum Influence Student’s Beliefs About Diversity?**

THOMAS P. DIRTH, University of Northern Iowa; FRED RIBICH, Wartburg College; HELEN HARTON, University of Northern Iowa
thomas.dirth@gmail.com

Research suggests that coursework and school-based interventions can lead to reduced feelings of prejudice and cultural misconceptions. The findings of this study shed some light on how effective various courses are in promoting positive attitudes about diversity, especially courses that use specific diversity-focused curricula.
9:45
Note-Taking and Lecture Pace as Determinants of PowerPoint’s Influence on Retention and Transfer of Lecture Information
KATHRYN L. HAMILTON, University of Wisconsin-Stout; ALLEN H. KENISTON, JOHNATHAN C. CHASE & ASHLEY S. ZELLHOEFER, University of Wisconsin-Eau Claire; ANDREW P. CLEMENS, University of Wisconsin-Stout; NATHANIEL B. MURKEN, University of Wisconsin-Eau Claire
hamiltonk@uwstout.edu
Given little evidence that PowerPoint enhances retention or transfer of lecture information, we examined whether PowerPoint interacts with note-taking to enhance retention and transfer. We also considered lecture pace as a mediator of the interaction. However, these variables did not influence participants’ retention or transfer of lecture information.

10:00
"No Child Left Behind" If Teachers are High in Math Knowledge
ELIZABETH A. GUNDERSON, GERARDO RAMIREZ, SIAN L. BEILOCK, SUSAN C. LEVINE, University of Chicago
lizgunderson@uchicago.edu
Children enter school with wide disparities in mathematics knowledge. We find that among 1st and 2nd grade teachers, only teachers with higher math knowledge succeeded in narrowing the math achievement gap within their classrooms. Teachers' math knowledge appears to be a critical factor in reducing inequalities in math achievement.

10:15
Is Math Anxiety and Test Anxiety Different in Elementary Students?
RUDOLPH BAILEY, JEANNIE MONTAGANO & KARL G. D. BAILEY, Andrews University
rbailey@andrews.edu
341 grades 4/5 students completed the Children's Test Anxiety Scale and the Math Anxiety Scale for Children. Items were analyzed to examine the factor structure underlying test anxiety and math anxiety. A 4-factor solution comprised of worry, general math anxiety, off-task behaviors and physical symptoms confirmed the constructs are different.

Intergroup Conflict & Trust
Thursday, 9:30-10:45
Wilson Room
BERNARD WHITLEY, JR., Ball State University, Moderator

9:30
Guilt Assignment to Victimized Groups for Failing to Help Other Victims
MOLLY J. VAN DEURSEN & RUTH H. WARNER, Saint Louis University
mvandeur@slu.edu
Historically victimized groups can incur obligations to help other victimized
groups. When the Holocaust was salient and current Israelis were perceived as
affected by their past, participants assigned more collective guilt to Israel if they
did not help the Darfur genocide victims compared to when the Holocaust was
not salient.

9:45
Interracial Mistrust: Does Racial Group Membership Affect Perceptions of
Trustworthiness?
MEGHAN G. BEAN & JENNIFER A. RICHESON, Northwestern University
mbean@u.northwestern.edu
This work examined whether Whites exhibit greater distrust in racial outgroup
members compared with racial ingroup members. Results revealed that Whites
perceive racial outgroup members as being less trustworthy than ingroup
members, and, further, they behave in a less trusting manner with outgroup,
compared to ingroup, members.

10:00
Effects of Perceived Ingroup Victimhood on Intergroup Trust
KATIE ROTELLA, JENNIFER A. RICHESON & JOAN Y. CHIAO,
Northwestern University
katierotella2013@u.northwestern.edu
In an economic trust game, minority group participants played both ingroup and
outgroup “partners.” Participants who believe their ingroup is highly victimized
trusted the ingroup partner significantly more than the outgroup partner, an
effect driven by males. Neither reported trust towards the outgroup nor group
identification predicted behavior.

10:15 Invited Talk
What do God and Religion Prime? Prosocial Actions Toward the Ingroup
and Outgroup
JESSE LEE PRESTON, University of Illinois at Urbana-Champaign
jlp@cyrus.psych.uiuc.edu
In a series of studies, participants were primed with either God or religion
concepts to observe their separate effects on prosocial behavior toward ingroup
vs. outgroup members. Whereas religion primes were shown to enhance
prosocial behavior towards ingroup members, God primes facilitated helping
toward outgroup members.
Invited Address
Positive Psychology: Past, Present, and Future
CHRISTOPHER PETERSON, University of Michigan

Thursday, 11:00-12:30
Empire Room
ROBERT ARKin, The Ohio State University, Moderator

Positive psychology has existed for only a decade but has captured the interest of the general public as well as the scientific community, but has garnered criticism. In this talk, I will review the accomplishments of the new field, describe its current state, and look ahead to its possible future.

Invited Symposium
Unity in Diversity: Encouraging Psychology Instructors to Incorporate Diversity in Their Courses

Thursday, 11:00-12:30
Salon 3

LESLIE ASHBURN-NARDO, Indiana University Purdue University Indianapolis, Moderator

Teaching the Unexpected: Discussing Cultural Diversity Issues in Non-Diversity Specific Courses
LINH N. LITTLEFORD, Ball State University

Teaching Diversity Using Technology: The Implicit Association Test and the Police Officer’s Dilemma
KATHRYN A. MORRIS, Butler University; LESLIE ASHBURN-NARDO, Indiana University Purdue University Indianapolis; ROBERT J. PADGETT, Butler University

Constructions of Racism in Psychology: Pernicious Implications of an Individualistic Focus
KATE M. PICKETT & GLENN ADAMS, University of Kansas

Responding to Incidents of Bias in the Classroom: Teacher and Student Perceptions
GUY A. BOYSEN, State University of New York at Fredonia
APA Career Data Workshop
Salaries, Student Debt, and Employment Opportunities in Psychology: What Students Need to Know Today About Tomorrow’s Careers

Thursday, 11:00-12:30 Madison Room

DANIEL MICHALSKI, Presenter
APA Center for Workforce Studies

This session will explore recent national data on education and employment characteristics of the psychology workforce. In particular, the session will emphasize: demographic shifts in the psychology workforce; levels of education and training debt; and starting salaries. Further analyses of the data by degree type, subfield, and work settings/activities will be offered to illustrate the breadth of emerging opportunities in the psychology workforce.

Attitudes & Ideology

Thursday, 11:00-12:15 Salon 1

JUDITH MISALE, Truman State University, Moderator

11:00
The Impact of Threat and Uncertainty on Political Ideology
INGRID R. JOHNSEN & WILLIAM A. CUNNINGHAM, Ohio State University
johnsen.15@osu.edu

Past research has shown that threat and uncertainty can impact political ideology and political attitudes. In this research, we attempt to differentiate the effects of threat versus uncertainty on specific dimensions of political ideology. Results show that threat increases social aggression, while uncertainty increases resistance to change.

11:15
The Effect of Framing on the Perception of Environmental Information
ELIZABETH A. ARNOTT & MARGARET DUST, Chicago State University
earnott@csu.edu

A body of research has begun to develop that explores the ways in which pro-environmental messages impact attitudes. Using a non-traditional student sample, this study investigated the impact of statistical information presentation and psychological distance on environmental attitudes. Relationships between attitudes and various demographic variables were also explored.
11:30
Political Orientation and Healthcare Support: Stereotypes and Attributions Explain Differences
GEOFFREY A. WETHERELL & CHRISTINE REYNA, DePaul University gwethere@depaul.edu
Liberals are more supportive of public healthcare than conservatives (Pew Research Center, 2008). A survey of members of political meet up groups and the general public revealed the relationship between political orientation and support for public healthcare was mediated by perceived value violations, attributions of responsibility, and emotions towards program recipients.

11:45
Predicting Views Toward Patriotism
DAVID P. NALBONE, AMANDA MOON, SAMANTHA RAMSAY & AMANDA TUOHY, Purdue University Calumet dnalbone@calumet.purdue.edu
Recent national elections have shown that at least two different working definitions of patriotism appear to be in use. The current work examined different definitions of patriotism, and found some evidence that different groups (e.g., liberals, conservatives) define patriotism differently. Implications of these results for future elections are discussed.

12:00
Pro-Choice People are Immoral and Pro-Life People are Closed-Minded
JOSHUA D. WONDRA & GLENN D. REEDER, Illinois State University jdwondr@ilstu.edu
This study examined the different ways that pro-life and pro-choice people attribute motives and rationality to the other side on abortion. Our analyses revealed that pro-life people attribute negative motives to pro-choice people, whereas pro-choice people think pro-life people are well-meaning but closed-minded.

Psychobiology II

Thursday, 11:00-12:00
Salon 4
MARSHA DOPHEIDE, Monmouth College, Moderator

11:00
Pharmacological Blockade of Extinction Learning with Nicotine as a CS
STEVEN PITTENGER, SCOTT T. BARRETT & RICK A. BEVINS, University of Nebraska Lincoln pittenges@gmail.com
Nicotine was trained as a CS in a discriminated goal-tracking task. We then investigated how varying doses of mecamylamine during extinction blocked
conditioned responding and extinction learning to the nicotine CS. Pre-treatment with mecamylamine during extinction blocked the nicotine-evoked CR and prevented extinction when nicotine was later tested without mecamylamine.

11:15
**Social Facilitation as a Preclinical Model of Drug Abuse**
CASSANDRA D. GIPSON, JOSHUA S. BECKMANN & MICHAEL T. BARDO, University of Kentucky
cdgipson@gmail.com
Isolated rats (IC) have increased vulnerability to drug abuse compared to enriched rats (EC). The current experiment determined if social cues would alter reinforcer value. Results show that introduction of a novel conspecific facilitated responding in the IC group, but only had an initial disruptive effect on the EC group.

11:30
**Transfer of Extinction Learning to the Nicotine CS: Extinction with Bupropion.**
SERGIOS CHARNTIKOV, NICOLE R. WELLS, KAYLA M. FINK & RICK A. BEVINS, University of Nebraska Lincoln
sergioschr@gmail.com
Nicotine and 20 mg/kg bupropion share stimulus effects. Indeed, repeated non-reinforced (extinction) presentations with bupropion evoked nicotine-like responding. The present study replicated this finding and found that extinction learning with bupropion did not generalize back to the nicotine CS regardless of the number (3 to 24) of extinction sessions.

11:45
**Assessing Attention Biases to Alcohol, Drug, and Neutral Images with a Visual Probe Task**
LYUBA BOBOVA & PETER R. FINN, Indiana University
lnetsmek@indiana.edu
Research suggests that repeated substance use may bias attention to substance-related materials. This study assessed visual attention to alcohol, drug, and neutral cues in young adults with various substance use histories. Results suggested that increased substance use problems may be associated with increased bias for different types rewarding cues.

**Facets of Attitudes**

*Thursday, 11:00-12:15*  
**Salon 5 & 8**

ASIA EATON, Florida International University, Moderator
11:00
Self-Persuasion Revisited: Investigating the Impact of Confidence in Role-Playing
MICHAEL J. MCCASLIN, Ohio State University; PABLO BRIÑOL, Universidad Autonoma de Madrid; RICHARD E. PETTY, Ohio State University mccaslin.15@osu.edu
Combining two classic traditions from the persuasion domain, this research provides evidence that perceptions of the target's attitude (based on whether the target is the self or other) and the direction of the attitude topic (pro- vs. counter-attitudinal) can influence the amount of effort put into self-generated persuasive arguments.

11:15
When Weakness is Strength: The Effects of Doubt on Information Selection
VANESSA SAWICKI, Purdue University; JASON K. CLARK, University of Iowa; DUANE T. WEGENER, Purdue University; LEANDRE R. FABRIGAR, Queen's University vsawicki@psych.purdue.edu
This study investigated the effects of doubt on selective exposure. We predicted that uncertainty rather than certainty should lead to greater selection of pro- over counter-attitudinal information. As predicted, uncertain people selected more pro- rather than counter-attitudinal information; however, no relation emerged between confident attitudes and information chosen.

11:30
The Impact of Belonging Needs on Openness to Attitude Change
ELIZABETH A. MAJKA & PENNY S. VISSER, University of Chicago majka@uchicago.edu
Whether belonging needs were chronically heightened or aroused via a laboratory task, individuals with more active social goals showed increased openness to attitude change when exposed to a counter-attitudinal persuasive message.

11:45
Possessing Social Power Causes Lifespan Changes in Attitude Strength
ASIA A. EATON, Florida International University; PENNY S. VISSER, University of Chicago; JON A. KROSNICK, Stanford University; SOWMYA ANAND, University of Illinois Chicago aeaton@fiu.edu
In this nationally-representative study we demonstrate that, for men, the possession of powerful social roles partially mediates the relation between age and resistance to persuasion. This work is the first to uncover one of the mechanisms responsible for changes in attitude strength over the adult life course.
12:00
Faculty Attitudes Toward Student Teaching Evaluations
LAURA AOKI, Ball State University; MARY E. KITE, Ball State University;
MARY ELLEN DELLO STRITTO, Western Oregon University
lcbrodhun@bsu.edu
Research on faculty views of students' ratings of their teaching has been limited. A random faculty sample completed a 54-item measure (with 6 factors). Attitudes tended to be negative and similar for women and men faculty. When differences emerged, psychology faculty were more positive than English or biology faculty.

Cognitive Development II

Thursday, 11:00-12:15 Kimball Room
WILLIAM MERRIMAN, Kent State University, Moderator

11:00 Invited Talk
The Emergence of Psychological Understanding in Infancy
YUYAN LUO, University of Missouri
luoy@missouri.edu
Children and adults attribute internal states to others such as goals, dispositions, perceptions, and beliefs. They also organize these internal states into larger explanatory systems to interpret others' actions. The present paper reports data suggesting the precursors of such psychological understanding in infancy.

11:30
Praxis Predicts Imitation and Communication Skill
JENNIFER L. STEVENSON, EMILY K. SCHWEIGERT, REBECCA L. STILP, H. HILL GOLDSMITH & MORTON ANN GERNSBACHER, University of Wisconsin-Madison
frymiare@wisc.edu
The current study assessed praxis' role in predicting autistic and non-autistic children's gesture imitation and social-communication abilities. Praxis performance was a robust predictor of both gesture imitation and social communication, which lends support for dyspraxic challenges as a key part of the explanation of imitation and communication in autism.

11:45 Invited Talk
Credulity, Trust, and Testimony
VIKRAM K. JASWAL, University of Virginia
jaswal@virginia.edu
Young children believe all kinds of outrageous stories—that a fat man in a red suit flies through the air on a sleigh pulled by reindeer, for example. Does their
credulity reflect a general bias to trust people, or a specific bias to trust what people tell them?

**Clinical Assessment**

*Thursday, 11:00-12:00  Marshfield Room*

GRACE CHO, St. Olaf College, Moderator

**11:00**

**Factor Analysis of a Presenting Problems Checklist in Psychotherapy**

JULIA RUBINSHTEYN, Marquette University; MARK KOPTA, University of Evansville; STEPHEN SAUNDERS, Marquette University

Julia.Rubinshteyn@marquette.edu

A large sample of college students (n > 5400) seeking psychotherapy filled out a 44 item "problem checklist" prior to their first session. Descriptive analyses examined the most frequently endorsed problems and what patient characteristics were associated with which items. Factor analysis examined the underlying structure of the checklist.

**11:15**

**Discrepancies in Parent/Child Report of Child Inattentiveness and Depression**

BRANDY BACZWASKI & SARAH SIFERS, Minnesota State University Mankato

brandy.baczwaski@mnsu.edu

Many discrepancies exist in parent and child reports of behavioral symptoms in children. This is especially true in symptoms of depression and inattentiveness. This study attempts to discover which informant reports these symptoms more often than the other. Results showed that parents reported both inattentiveness and depression higher than children.

**11:30**

**Autism as a Continuum of Behaviors within the Normal Population**

JOANNE RUTHSATZ, Ohio State University Mansfield

ruthsatz.4@osu.edu

Autism is a life-long, non-progressive neurobiological disability. Currently the DSM-IV-TR lists autism as a categorical illness. The present study investigated the possibility that autism is a continuum of traits that has an impact on emotional recognition and academic achievement within a population of individuals with normal intelligence.

**11:45**

**Using the Contradiction Paradigm and Self-Report Questionnaires to Measure Ageist Stereotypes**
Explicit measures of ageism have been validated; however, they may underestimate the impact of stereotypical knowledge because they allow responses based on social desirability. In this study, an implicit measure of reading comprehension was developed and compared to explicit measures of ageism. Relations between measures and social desirability's impact are discussed.

**Enacting Strategies**

*Thursday, 11:00-12:00*  
*Logan Room*

LARRY NORMANSELL, Muskingum College, Moderator

11:00  
**Variation in Reproductive Strategies Influences Post-Coital Experiences with Partners**  
DANIEL J. KRUGER, University of Michigan; SUSAN M. HUGHES, Albright College  
djk2012@gmail.com

We generated 16 items to assess post-coital experiences with partners. Consistent with our predictions informed by evolutionary theory, women's satisfaction was inversely related to greater desires for signals of bonding and commitment, whereas men's satisfaction with was inversely related to their partners' greater interests in talking about relationship issues.

11:15  
**Sex Differences in Sleep Onset Reflect Variation in Reproductive Strategies**  
DANIEL J. KRUGER, University of Michigan; SUSAN M. HUGHES, Albright College; STEVEN A. MILLER, Argosy University  
djk2012@gmail.com

Earlier sleep onset after sex may be a mechanism for males to curtail commitment conversations while reducing adverse reactions from female partners. Men were more likely to fall asleep before their partner when after sexual intercourse, whereas women were when not after sexual intercourse.

11:30  
**Resource Depletion and Self-Protective Strategies of the Interdependent Self**  
KRISTY K. DEAN, Grand Valley State University; MONIKA BAUER, Northwestern University  
deankr@gvsu.edu
The current studies propose that depletion is experienced as a liability for future social interactions when the interdependent (vs. independent) self is chronic (Study 1) and salient (Study 2). Findings show that interdependents express greater interaction anxiety and disengage from hypothetical and real social contexts when depleted (vs. not).

11:45
Social Inclusion Increases Risky Mating Tactics in Men
DONALD F. SACCO, Miami University; CHRISTINA M. BROWN, St. Louis University; STEVEN G. YOUNG, MICHAEL J. BERNSTEIN & KURT HUGENBERG, Miami University
saccodf@muohio.edu
In two experiments it was found that social inclusion leads males, but not females, to adopt riskier, more aggressive mating strategies compared to control and socially excluded participants. Specifically, included men were more likely to endorse sexual aggression (Study 1) and mate poaching (Study 2).

Intergroup Conflict & Peace

Thursday, 11:00-12:15
Wilson Room
HEATHER CLAYPOOL, Miami University, Moderator

11:00
The Effects of Reminding Members of Ingroup’s Negative Past Behavior on Intergroup Attitudes
NIDA BIKMEN & MICHAEL H. STEPHENS, Denison University
bikmenn@denison.edu
We investigated whether reminding members of the ingroup's past negative treatment of outgroups would lead to prejudice reduction. Reminding negative group behavior decreased ingroup bias for participants who were high on social dominance orientation (SDO) but did not affect the already low levels of ingroup bias among low SDO participants.

11:15
Victim and Executioner: Self-Harm Focus Leads to Greater Collective Guilt
DANIEL L. SULLIVAN, MARK J. LANDAU, NYLA R. BRANSCOMBE, ZACHARY K. ROTHSCILD & TRACEY J. CRONIN, University of Kansas
dsully@ku.edu
People rarely feel guilt for actions their ingroup has taken (collective guilt) because harm to others can be minimized. Harm committed against the self by the self, however, can be difficult to minimize. Three studies show contemplating self-harm at the group or personal level increases collective guilt towards an outgroup.
Self-Personalization and the Reduction of Ingroup Favoritism
NATHAN L. ARBUCKLE, The Ohio State University
arbuckle.6@buckeyemail.osu.edu
Self-categorization theory suggests that ingroup favoritism occurs because of a shift from personal to collective self-construal, while research on identity fusion suggests that equivalence in personal and social identity is the cause. We find that construing oneself at the personal level, or self-personalization, decreases ingroup favoritism, supporting the self-categorization account.

11:45 Invited Talk
What Does Social Psychology Have to Do With Peace?
LINDA HEATH, Loyola University Chicago
lheath@luc.edu
War, strife, and economic instability lead to increased international mobility and increased inter-group contact and conflicts. What do social psychological theories and constructs have to contribute to understanding these dynamics? Data from the U.S. and Australia are used to explore these issues.

Invited Address
Becoming Symbol-Minded
JUDY S. DELOACHE, University of Virginia
Thursday, 12:30-2:00 Empire Room
SANDRA WAXMAN, Northwestern University, Moderator

In all societies, mastery of a variety of symbolic representations is a crucial part of early development. Doing so is surprisingly difficult, as infants and young children often fail to distinguish between symbols and their referents, behaving toward symbolic artifacts as if they were what they stand for.
Statistics Workshop
An Overview of Key Methodological Issues in Conducting Exploratory Factor Analysis

Thursday, 12:30-2:00
Salon 3

LEANDRE R. FABRIGAR, Queen’s University
DUANE T. WEGENER, Purdue University

Exploratory factor analysis (EFA) requires numerous decisions in its implementation and presents a range of options for each decision. This workshop reviews key issues in conducting EFA including the use of principal components analysis versus common factor analysis, methods for determining the number of factors, and methods for factor rotation.

Symposium
Complementary and Alternative Medicine: New Research Directions

Thursday, 12:30-2:00
Marshfield Room

MARY E. PRITCHARD, Boise State University, Organizer

Meditation-Based Stress Reduction in Counselors
MARY E. PRITCHARD, Boise State University

Practitioner Use of Alternative Techniques in the Treatment of Unipolar Mood Disorders
CINDY MCCREA, Boise State University

Impact of Meditation on Stress in Multiple Sclerosis and Cancer Outpatients
PATT ELISON-BOWERS, Boise State University

Use of Herbs with Psychotropic Implications in College Students: What and Why?
CINDY MCCREA, Boise State University

Summing Up: New Trends in CAM
MARY E. PRITCHARD, Boise State University
Affect & Emotions

Thursday, 12:30-1:45
Salon 1

HEATHER CLAYPOOL, Miami University, Moderator

12:30
Familiarity’s Impact on Attitudes as Moderated by Attribution Instructions
MICHAEL J. BERNSTEIN & HEATHER CLAYPOOL, Miami University
bernstmj@muohio.edu
Previous exposure to stimuli increases our liking for them, a phenomenon known as the mere-exposure effect. This effect can be undermined by drawing people’s attention to the familiarity of the stimuli when liking is measured explicitly but not, as we found, when liking is measured implicitly.

12:45
Fluent Like Us: Visual Clarity Increases Ingroup Categorizations
MEGHAN K. HOUSLEY & HEATHER M. CLAYPOOL, Miami University
houslemk@muohio.edu
Research has shown that familiar (fluent) targets are categorized as ingroup members more than unfamiliar targets. This work replicates this with another fluency manipulation: clarity. Visually clear targets were perceived as school ingroup members more than unclear targets, and this effect was equally true for racial ingroup and outgroup targets.

1:00
The Effect of Mere Exposure and Behavioral Construal on Approach/Avoidance Responses
ISAIAH F. JONES, STEVE G. YOUNG & HEATHER M. CLAYPOOL, Miami University
jonesif@muohio.edu
Participants saw previously-exposed and novel stimuli and made push/pull responses for each with a joystick. Those who construed pushing as approach pushed more in response to old versus new stimuli, whereas those who construed pulling as approach pulled more in response to old versus new stimuli.

1:15
The Disgust Scale-Revised: A Disentangling of Component Factors
JUSTIN S. CHENG, Loyola University Chicago
jcheng@luc.edu
Since its initial inception, theory as well as data driven accounts have variously touted 2, 3 and 8 factor structures of the Disgust Scale. The current research is aimed at confirming the best fitting model and understanding how the revised DS-R is superior to its predecessor, the DS.
1:30  
**Structural Analysis of Sex Differences in Human Values: Circumplex Modeling**  
MICHAEL B. GURTMAN, KIMBERLY A. HOPKINS, BETHANY J. MACDONALD & ALEXANDER D. STAUDER, University of Wisconsin-Parkside  
gurtman@uwp.edu  
Universal human values theoretically form a circular structure, or circumplex. Research indicates that men and women differ reliably on value priorities (e.g., benevolence, universalism, power, achievement). Our research integrates the pattern of sex differences with the theoretical circumplex, and yields a best-fit function for estimating effect sizes around the circumplex.

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### Self & Social Perception

*Thursday, 12:30-1:45*  
Salon 5 & 8  
ELIZABETH GRAY, North Park University, Moderator

**12:30 Invited Talk**  
**Blind Spots and Bright Spots in Self-Perception**  
SIMINE VAZIRE, Washington University in St. Louis  
svazire@artsci.wustl.edu  
Why do others sometimes know things about us that we don't know about ourselves? In this talk I present studies examining how well self- and other-perceptions of personality can predict behavior, how well people know how others see them, and the accuracy of self- and other-perceptions in romantic relationships.

**1:00**  
**The Effect of Self-Involvement on Neurocognitive Mechanism of Understanding Other's Belief**  
JIANGQIAO GE, Peking University/University of Chicago; SHIHUI HAN, Peking University  
jianqiaoge@gmail.com  
The current fMRI study investigated the specific neural networks that engage in understanding other's belief from a high self-involvement insider's perspective by utilizing a new paradigm. We found that a neural circuit consisting of right frontal cortex and dorsal medial prefrontal cortex was specifically recruited in mentalizing from insider-perspective.

**1:15 Invited Talk**  
**What Do (I Think) You Think of Me Now? How Social Situations Affect Perceptions and Metaperceptions of Others**  
ALECIA M. SANTUZZI, Northern Illinois University
asantuzzi@niu.edu

Social situations might change the way in which we form perceptions of others and what others think of us (metaperceptions). The results from two studies will demonstrate the impact of evaluative situations on social perceptions.

**Issues in Child Clinical Psychology**

*Thursday, 12:30-1:30*  
*Salon 4*

**CATHERINE GAZE, Elmhurst College, Moderator**

**12:30 Invited Talk**  
Moderators and Mediators of Temperamental Vulnerability to Anxiety  
MICHAEL W. VASEY, The Ohio State University  
vasey.1@osu.edu

Although it is well established that aspects of temperamental emotional/motivational reactivity are associated with risk for anxiety and depression, these associations remain inadequately understood. An important path to advance understanding is to consider moderators and mediators of these risk relations. In this talk I will present evidence concerning several such factors.

**1:00**  
The Measurement of Social Competence in Children Using the Rorschach Inkblot Test: A Validation Study  
SANDRA A. SOENNING, The Menninger Clinic (Houston); JAMES R. CLOPTON, Texas Tech University; GARY D. FIREMAN, Suffolk University  
jim.clopton@ttu.edu

This study evaluated the validity of the Rorschach in assessing interpersonal competence in 4th-5th- and 6th-grade children. Comparisons of popular children and peer-rejected children found support for a few Rorschach variables related to deficits in interpersonal competence, but not for Rorschach variables related to prosocial skills and interpersonal effectiveness.

**1:15**  
What Would That Be Like?: Urban African American Youth’s Expectations of Mental Health Services  
TISHA R. WILEY, JASON WALLIS, CYNTHIA NAJDOWSKI & RICHARD THOMPSON, Juvenile Protective Association  
twiley@juvenile.org

We utilized qualitative data to explore urban African American youths' expectations around mental health services. Youth discussed positive and negative expectations and how these expectations influence their intentions to seek out services. Themes from these interviews about the link between expectations and seeking mental health services will be discussed.
Motivation

Thursday, 12:30-1:30 Logan Room
JOAN POULSEN, Indiana Purdue University Columbus, Moderator

12:30
Exploring a Dual Defensive Model of Scapegoating
ZACHARY K. ROTHSCILD, MARK J. LANDAU & DANIEL SULLIVAN, University of Kansas (Sponsor: NYLA BRANSCOMBE)
psygradz@ku.edu
In the context of global climate change, the current study shows how the scapegoat mechanism can function either to purge feelings of guilt by projecting blame onto a viable scapegoat target, or to boost feelings of personal control when the source of harmful climate change is unknown and seemingly uncontrollable.

12:45
Motivated Use of Construal Levels
KAREN E. MACGREGOR & KENTARO FUJITA, Ohio State University (Sponsor: JOSEPH C. ROBERTS)
macgregor.17@osu.edu
Previous research has demonstrated that high-level construals enhance self-control (Fujita et al., 2006). The current studies provide evidence that the relationship between construal levels and self-control is bi-directional. When temptations threaten to undermine valued goals, people can, and do, adopt high-level construals of relevant future events.

1:00
The Impact of Message Framing and Construal on Motivating Studying
EMILY N. STARK, Minnesota State University Mankato
emily.stark@mnsu.edu
The goal of the current study is to use gain- and loss-framed messages to motivate studying behaviors in students. Results showed that framed messages may be effective motivators of studying behaviors, and that the motivational impact of these messages depends on students' construal of exams.

1:15
Regulatory Focus and Preferences for Optimism/Pessimism in Predicting Personal Outcomes
ABIGAIL HAZLETT, Northwestern University; DANIEL C. MOLDEN, Northwestern University; AARON M. SACKETT, St. Thomas University
a-hazlett@u.northwestern.edu
In 3 studies participants' chronic regulatory focus and preferences for optimism and pessimism were measured (Studies 1 & 2) or manipulated (Study 3). Results across all 3 studies demonstrate that motivations for promotion are more
compatible with an optimistic outlook, whereas motivations for prevention are more compatible with a pessimistic outlook.

**Perception**

*Thursday, 12:30-1:45*  
**Kimball Room**  
**JESSICA CHOPLIN**, DePaul University, Moderator

**12:30 Invited Talk**

*Anosognosia of the People: The Everyday Occurrence of Biased Perception in the Service of Self-Deception*

EMILY BALCETIS, New York University  
emilybalcetis@nyu.edu

By what mechanism do individuals perceive themselves in unjustly flattering ways? Perhaps self-enhancing motivations exert an early influence, as people look around the world. Motivations influence the strength of the visual signal, the creation of filters, attentional focus, and preconscious visual information processing. In so doing, motivated perception assists self-deception.

**1:00**

*The Effect of Race on Attentional Preference for Anger*

JOHN P. WILSON & KURT HUGENBERG, Miami University  
wilsonjp@muohio.edu

Past research has shown that angry faces elicit an attention advantage relative to neutral faces. The current research investigates how target race may moderate what is thought of as a general effect. Results show that angry faces do draw attention, but only for racial ingroup members.

**1:15**

*Economy of Action Effects During Cooperative Action*

J. SCOTT JORDAN & ANDREW KENNING, Illinois State University  
jsjorda@ilstu.edu

The perceived vanishing point of a moving stimulus is displaced beyond the actual vanishing point. This forward displacement (FD) decreases with implied friction during observation, yet increases during stimulus control. Such Economy of Action effects also occur during cooperative control, as if participants perceive the other's control in terms of effort.

**1:30**

*2-item vs. 16-item Same-Different Discrimination in Humans: Perceptual vs. Conceptual Strategies*

LEYRE CASTRO & EDWARD A. WASSERMAN, University of Iowa  
leyre-castroruiz@uiowa.edu
Two groups were trained to discriminate between 2- or 16-item same and different arrays without being told about the "sameness" or "differentness" of the stimuli. Participants' performance showed that same-different learning relies on variability discrimination. Also, both groups exhibited two disparate responding patterns. Raven Matrices Test predicted these different patterns.

**Word Processing**

*Thursday, 12:30-1:30*  
*Madison Room*  
LESLIE HATHORN, Metropolitan State College of Denver, Moderator

12:30  
**Unique Visual Association Facilitated Retrieval of Novel Phonological Word Form**  
LIBO ZHAO, PRAHLAD GUPTA & STEPHANIE PACKARD, University of Iowa (Sponsor: EDWARD A. WASSERMAN)  
libo-zhao@uiowa.edu  
We found that availability of a unique visual association facilitated retrieval of novel phonological word form only when the visual image was present, suggesting that phonological word form learning does benefit from the presence of a unique visual associate that can serve as a referent.

12:45  
**Repetition Blindness with Emotion, Emotion Laden, and Neutral Words**  
HUGH KNICKERBOCKER & JEANETTE ALTARRIBA, University at Albany, State University of New York  
hughknickerbocker@gmail.com  
The Repetition Blindness effect (RB; the finding that under certain conditions, repeated words are recalled with poorer accuracy than unrepeated words) was investigated with emotion words (e.g., hate), emotion laden words (e.g., coffin), and neutral words (e.g., lantern) to determine if the RB effect is influenced by emotion word type.

1:00  
**Letter Identity and Position in Word Recognition: An ERP Study**  
MARY L. STILL, Missouri Western State University; ROBERT WEST, Iowa State University; ALISON L. MORRIS, Iowa State University  
mstill1@missouriwestern.edu  
An ERP experiment investigated the unexpected finding of interference for word targets when they are primed by anagrams whose letters appear in reversed order (pmuj - JUMP). Four modulations were identified: position-independent letter processing, relative-position processing, absolute-position processing, and reversal processing. Results reveal a neural correlate to the interference effect.
Bigram Frequency Does Affect Visual Lexical Identification
LIN LI, Kent State University
lli8@kent.edu

A factorial design was employed to create 4 conditions by using position and bigram frequency. Thirty-five undergraduates were recruited for a forward mask lexical decision study. A repeated ANOVA indicated a significant effect of bigram frequency. The results suggest that bigram frequency does have an effect on lexical decision.

Applied Social Poster Session

Thursday, 12:30-2:00
Upper Exhibit Hall

JAY JACKSON, Indiana Purdue University Fort Wayne, Moderator

1 Job Burnout Among Educators at Various Levels
TERESA M. HECKERT, TRACY H. MULDERIG, JENNIFER M. SCHWEND & JENNIFER L. LACHAPELL, Truman State University
theckert@truman.edu

This study compared job burnout levels of K-12 special and regular education teachers and university professors. Differences between and among teachers in various educational settings were less pronounced than predicted. Findings were consistent with the Maslach and Leiter (2008) model of job burnout resulting from organizational characteristics.

2 Gender Differences in Career Decisions: Effects on Job and Life Satisfaction
JOSHUA DOENER, STEPHEN RICHARDSON, RACHEL RION, SARAH SMELTZER, MEGHAN R. LOWERY & JOEL T. NADLER, Southern Illinois University Carbondale
jnadle@siu.edu

Advancing a career or family is not easy for a woman in the workplace. We were able to demonstrate a difference of gender in relation to work and life satisfaction using a national sample. Delay of marriage and family leads to lower life and family satisfaction and increases in stress.

3 Gender and OCB Participation’s Effect on Managerial Evaluations
SEAN M. CAMERON & JOEL T. NADLER, Southern Illinois University Carbondale
jnadle@siu.edu
This study investigated gender and organizational citizenship behaviors (OCBs) on performance ratings and traits. Participants (N = 160) rated male and female performance packets. OCB participating managers were rated higher on ratings and traits. OCB behaviors were generally rated as more feminine. Women were seen as participating more in OCBs.

4
The Influence of Fame on Impressions: The Mere Exposure Effect
ELORA C. VOYLES & JOEL T. NADLER, Southern Illinois University Carbondale
jn slider@siu.edu
Mere exposure effect (Zajonc, 1968) states familiarity is associated with eliciting attraction. This study examined the mere exposure effect on both men and women celebrity and non-celebrity images. The results were consistent with past findings that familiar faces were found to be more attractive; however, this phenomenon was inflated for men.

5
Effects of Challenge Stress on Creativity Assessed in Divergent Thinking
GEOFFREY A. ANTHONY & KIMBERLY T. SCHNEIDER, Illinois State University
gaan tho@gmail.com
Divergent thinking tasks assessed creativity in conditions where positive (challenge) stress was either present or absent. This manipulation of challenge stress was found to influence creative performance differently depending upon whether the creative tasks were scored through objective or subjective methods. Implications, limitations, and future directions are discussed.

6
Retirement Planning Investment and Anticipated Changes in Behavior at Work
PATRICIA G. BAGSBY, DAVID C. MUNZ, ELIZABETH RUPPRECHT & TAMARA MONTAG, Saint Louis University
trici bagsby@gmail.com
Retirement planning saliency (thinking, acting, being serious) was significantly related to investment financial and psychological retirement planning, with the saliency-financial planning being stronger (N=340 employees 50 or older). Only investment in psychological planning was related to anticipated changes in work behavior (relationships, context, content, and career), which supported previous findings.

7
Iranian-American Trust in Researchers and Attitudes Toward Mental Health Services
Despite severe psychopathology, Iranian-Americans are among the least studied United States minority groups. Studies suggest Iranians are a difficult group to study, yet few have measured factors related to recruitment. The present study found Iranian females to have greater trust and acceptance of mental health researchers and professionals than males.

8
The Relationship Between Family Structure, Materialism, Stress, and Relationship Security in Young Adults
LAWRENCE E. BOEHM, Thomas More College
lawrence.boehm@thomasmore.edu
This study examined the relationship between materialistic values, family structure, relationship security, and life stress in young adults. Participants from disrupted families experienced more stress than those from intact families, and they were more likely to associate materialistic pursuits with happiness. Materialistic values were associated with lower relationship security.

9
Contributions of Early Parenting on Young Adult Relationships With Parents
GRACE E. CHO & ANNA CROUCH, St. Olaf College
cho@stolaf.edu
This study examined continuity in young adults' relationships with parents. 292 participants reflected on the quality of their early rearing environment and their current relationships with parents. Recollections of parental warmth and overprotection during childhood significantly predicted current relationship closeness and satisfaction with parents. Gendered relationship patterns were also found.

10
The Effects of Romantic Commitment and Love on Sacrificial Behavior
JENNIFER K. SEDA, BLAIR T. SUPPES & BRENT A. MATTINGLY, Ashland University; LAURA D. VAN BERKEL, Saint Louis University
jseda@ashland.edu
In previous studies, love and commitment have been shown to predict sacrificial behavior. In this study, participants reported on their love and commitment. It was found that both love and commitment independently predicted sacrifice; however, commitment is the stronger predictor of the two measures. Implications will be discussed.

11
When No Means Yes: Gender, Race, and Sexual Consent
In the present study, we predicted that perceptions of sexual consent would vary based on the racial composition of the couple when viewing a sexual scenario in which consent is ambiguous. Perceptions of sexual consent were influenced by participant gender and racial composition of the couple in the vignette.

12 Would You Lie to Me? Predicting Deceptive Infidelity Behaviors
KATHRYN L. BLANKMEYER, JANA HACKATHORN, DANIEL J. WIEDLER & EDDIE M. CLARK, Saint Louis University
kblankme@slu.edu
Individual difference variables such as interdependent self-construal, sociosexual orientation, and narcissism were examined as predictors of actual infidelity behaviors in a relationship. Results indicated that the PDIS (deceptive, ambiguous and explicit) infidelity behaviors could be predicted by varying factors in romantic relationships.

13 Sense of Belonging Mediates the Effect of Interpersonal Relationships on Subjective Well-Being
J. COREY BUTLER, Southwest Minnesota State University
corey.butler@smsu.edu
University students (N=127) were assessed for their number of interpersonal relationships, feelings of belonging, personality traits, and subjective well-being. Number of relationships was a significant predictor of subjective well-being, but it was almost entirely mediated by feelings of belonging. The mediation effect remained significant when personality was controlled.

14 Functions of Fido Through the Five Factor Model of Personality
COLLEEN E. MARTIN, LAURA E. STAYTON & ALLEN R. MCCONNELL, Miami University
martin30@muohio.edu
Studies find pet owners enjoy greater well-being. We explored how these benefits vary depending on the owner's personality traits. We found that more neurotic pet owners reported poorer well-being but viewed their pets in more human terms and as closer to the self, suggesting pets may provide positive social resources.

15 Man's Best Friend: Functions of Pets by Attachment Style
LAURA E. STAYTON, COLLEEN E. MARTIN & ALLEN R. MCCONNELL, Miami University
staytole@muohio.edu
Several studies find people with insecure attachment styles experience poorer well-being. We propose these individuals may use pets as substitutes for their lack of satisfying human social relationships. We found that pet owners with insecure attachment styles report poorer well-being and anthropomorphized their pets more, presumably to fulfill social needs.

16
What Women Want: Wishlists for Friend and Romantic Partners
MICHELLE ROTH & CAROLYN E. ROECKER PHELPS, University of Dayton
rothmica@notes.udayton.edu
This study asked women to self-generate a "wish list" of qualities desired and undesired in a best female friendship and in a romantic relationship. Findings suggest the gender of women's current friendships and romantic relationship status moderated the qualities they select as important in different interpersonal contexts.

17
The Effects of Perceived Social Support and Gender on Depression in First-Year Undergraduate Students
DEVIN CAREY, COLLEEN CONLEY & KATHERINE SCHAFF, Loyola University Chicago (Sponsor: SCOTT TINDALE)
dcarey2@luc.edu
Social support has positive effects in promoting mental health. The current study examined the role of social support and gender in predicting psychological outcomes in college students. Results revealed that students with greater social support exhibited less negative psychological outcomes. Males reported less social support and more depression.

18
Does Disney Damage?: Children’s TV and Attitudes Toward Parents
STEVEN J. HOEKSTRA & MINDY NICHOLSEN, Kansas Wesleyan University
hoekstr@kwu.edu
103 undergraduates reflected on their childhood television viewing habits and attitudes about their parents. Viewing "children's" television such as Disney or Nickelodon, was associated with positive attitudes rather than the negative ones predicted by the "buffoon" modeling. Rule structures and coviewing/monitoring by parents did not affect children's attitudes toward parents.

19
Relations with TV People and Interpersonal Self-Definition
STEVEN J. HOEKSTRA, Kansas Wesleyan University
hoekstr@kwu.edu
Undergraduates were surveyed as to their interdependent self-construal and their tendency to form parasocial relationships with media figures. Results showed a significant positive correlation, independent of time spent watching television. Implications for self-definition and fantasy empathy are explored.

20
An Examination of Characteristics Associated with Video Game Addiction
EVAN MCBROOM, University of Toledo
evanmcb@buckeye-express.com
The current project attempted to identify possible factors that influence video game addiction. The results of the study suggested that engagement and Internet addiction were positively associated with pathological gaming. Furthermore, individuals who primarily play video game online endorsed higher scores on Extraversion than those who did not.

21
"Homosexuals" Are White Men
BERNARD E. WHITLEY, JR., CHRISTOPHER E. CHILDS & JENA B. COLLINS, Ball State University
cechilds@bsu.edu
Black and White college students reported the race and gender they associated with the term homosexual. Homosexual was associated with being both male and White. Black students were more likely to associate homosexual with maleness than were White students but there was no racial group difference for perceived race.

22
Racial Attitudes of College Students from Urban and Rural Backgrounds
CHRISTOPHER E. CHILDS & BERNARD E. WHITLEY, JR., Ball State University
cechilds@bsu.edu
300 White college students reported the size of their hometowns and completed measures of contact with and prejudice against African Americans. Contrary to our hypothesis, community size was not correlated with prejudice. However, community size was negatively correlated with intergroup contact and contact was negatively correlated with prejudice.

23
Feature-Based Stereotypes of African, Asian, Hispanic, and European-American Faces
RANDALL A. GORDON, JESSICA A. JOHNSON & CHELSEA L. SCHONS, University of Minnesota Duluth
gordonl@d.umn.edu
Faces perceived as highly representative of African and Asian-Americans were perceived as more aggressive and, for Asian-Americans, more suspicious;
whereas Eurocentic looking faces were rated lower on these two traits. No significant relationships were found for the Hispanic-American faces consistent with this group's designation as ethnic as opposed to racial.

24
The Effects of Weight on Identification and Well-Being
MELINDA BULLOCK, AMY M. GARCZYNSKI, ERIN D. SOLOMON & LAURA VAN BERKE, Saint Louis University
melindabullock@gmail.com
The current study examined the application of the rejection-identification model to weight-based prejudice. Results showed that participants who were dissatisfied with their weight had higher levels of weight identification than those who were satisfied with their weight. However, those who were dissatisfied did not derive self-esteem benefits from this identification.

25
Can Mimicry Reduce Stereotyping?
KRIS ARYABUDDHIPONGS, GLENN D. REEDER, J. SCOTT JORDAN & DONNIE N. JOHNSON, Illinois State University
kariyab@ilstu.edu
Mimicry increases liking and promotes smooth interactions (Chartrand & Bargh, 1999). The present research indicates that mimicry may also reduce stereotyping. When mimicked by a confederate who elicited an introversion stereotype, participants rated the confederate as less introverted than participants who were not mimicked.

26
Perceptions of Professors with Non-Traditional Facial Piercings
MEGAN BODE, GWENDOLYN PAGE, RACHEL WERNER & LAURA A. PAWLOW, Southern Illinois University Edwardsville
lpawlow@siue.edu
This study examined whether pierced professors would be viewed more negatively than their non-pierced counterparts. Photographs of fictitious professors were digitally altered to produce a copy that included a non-traditional facial piercing. The photos of professors with non-traditional piercings were rated more negatively than the same photos without the piercings.

27
Multiplicative Regression Models of Ambivalent Sexism and Sex-Role Egalitarianism
LANCE JONES, Bowling Green State University; JOHN H. YOST, John Carroll University
ljones@bgsu.edu
The relationship between hostile sexism, benevolent sexism, and sex-role egalitarianism was modeled with multiplicative regression models. Lower
benevolence was associated with a strong relationship between hostile sexism and egalitarianism. However, higher benevolence was associated with a weak relationship between hostile sexism and egalitarian attitudes.

28
A Rose by Any Other Name Might Like Math More
SHEN ZHANG, University of Wisconsin-Whitewater; TONI SCHMADER, University of British Columbia
zhangs@uww.edu
We conducted surveys to explore whether first names as cues to one's gender identity predict women's math performance. Regression analyses showed that prevalence of female first names significantly predicted women's math grades: more common female names were associated with lower math grades and this was mediated by one's math identification.

29
Characteristics and Correlates of Undergraduates’ Traditional and Virtual Social Networks
DIANE B. V. BONFIGLIO, Ashland University
dbonfigl@ashland.edu
Participants reported their use of virtual means (texting, email, etc.) and traditional means (vocal telephone conversations and face-to-face meetings) for maintaining social connections. Social ties maintained using traditional means of communication, but not those maintained through virtual means, were predictive of perceived availability of social support and perceived stress.

30
Social Networking and Satisfaction of the Need to Belong
MITCHELL M. LORENZ & KRISTINE M. KELLY, Western Illinois University
mlorenz_36@hotmail.com
This study investigated the relationships between social networking website usage, loneliness, and the need to belong. Loneliness was correlated with aspects of social networking, but need to belong was not. Social networking websites appear to operate as extensions of already existing relationships rather than for the formation of new friendships.

31
Toward and Understanding of Arousal in Chronic Procrastination: Does Waiting Lead to Winning in the Workplace?
APRIL A. GONZALEZ, CARLIE TROTT & JOSEPH R. FERRARI, DePaul University
agonza28@depaul.edu
Chronic procrastinators, persons who frequently postpone intentional tasks for irrational reasons, often claim that they "work best under pressure." In this study,
150 professionals report arousal seeking tendencies and procrastination. Professionals frequently reported completing undesirable or boring tasks under high-arousal conditions in order to achieve successful outcomes.

32
Female Adolescents’ Work Experiences: Evidence from Developmental and Organizational Psychology
KIMBERLY T. SCHNEIDER, PATRICIA A. JARVIS, LINDSAY B. PATER, NICHOLAS J. STRONG, NIC LEFEVE, NICOLE GILSON, MARY STURM, DAVID WOLFE, DAN BALLOU-TINNERELLO & DANIELLE KIEFNER, Illinois State University
ktschne@ilstu.edu
Two studies focused on adolescent workplace harassment experiences. Recollections of college students indicated that frequency of harassment was similar to adult samples but correlates differed slightly. A second sample of adolescents currently working will allow an assessment of how person-job fit impacts the outcomes of workplace harassment.

33
Examining Career Interest Through Expressive Social Support
ALYSSA J. PURVIS, MELISSA J. ROSENSTEEL, ELIZABETH R. BROWN & AMANDA B. DIEKMAN, Miami University
purvisaj@muohio.edu
Social networks consist of individuals with similar interests. Receiving expressive social support (emotional reassurance) from friends might differentially facilitate career interest. Expressive social support was positively related to interest in female-stereotypical careers, regardless of major. The positive relationship between expressive social support and communal goal endorsement might explain this relationship.

34
Do High School GPA and ACT Scores Reveal College Readiness?
MEERA KOMARRAJU, ALEX RAMSEY & VIRGINIA RINELLA, Southern Illinois University Carbondale
meerak@siu.edu
505 students completed college student readiness measures (SRI) and reported high school GPA and ACT scores. ANOVA results indicated significant differences in psychosocial skills between high and low scoring groups. In general, students in the higher high school GPA and lower ACT score groups reported increased college readiness.

35
The Big Freshman Transition: Creating a Sense of Belonging
MEERA KOMARRAJU, COREY TINCHER & BENJAMIN CHAMNESS, Southern Illinois University Carbondale
meerak@siu.edu
139 freshmen described their experiences while transitioning into college. A content analysis showed 4 key positive aspects (social interaction, novel experiences, rewarding atmosphere, academic/developmental achievement) to be salient in helping students make a smooth transition, and 4 key negative aspects (homesickness, academic/administrative problems, social isolation, poor atmosphere) that posed obstacles.

36
Proud to be an American: Group Identification and BIRGing
ASHLEE N. EATON, NICOLE L. MUSCANELL, CASSIE A. ENO, BRAD M. OKDIE, ROSANNA E. GUADAGNO, The University of Alabama
aneaton@crimson.ua.edu
Previous research demonstrates tendencies for individuals to associate with successful others and disassociate with unsuccessful others. The present study suggests that the level to which individuals identify with a group as well as the success or failure of that group may influence individuals' tendency to publicly associate with that group.

37
Group Identification and University Involvement Among First-Year Students
DANIEL MILLER, CHRISTA DILLMAN & JAY W. JACKSON, Indiana University Purdue University Fort Wayne
millerda@ipfw.edu
Campus involvement is an important predictor of academic persistence and success. We propose a group identification approach to campus involvement. Results indicate that group identity was strongly related to campus involvement. Further more, group identity was found to mediate the relationship between student residency (on- vs. off-campus) and campus involvement.

38
Group Identity, Task Performance, and Cooperation
JAY W. JACKSON & JENNIFER CARSON, Indiana University Purdue University Fort Wayne
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We examined cooperative responses to a social dilemma as a function of group salience and collective performance. As predicted, collective failure resulted in less cooperation when personal or subgroup identities were salient, but more cooperation when a superordinate identity was salient. Measured group identity and group-focused thoughts mediated the relationship.

39
The Effects of Self-Thought Rehearsal on Self-Esteem and Cognition
CARSON CORNELIUS & ANTHONY HERMANN, Bradley University
This study investigated the effects of self-thought rehearsal in a normative population over three weeks. Participants were randomly assigned to one of two conditions; positive self-thought rehearsal or neutral self-thought rehearsal. Self-esteem was assessed at three weekly sessions. Results indicated statistically significant increases in self-esteem for individuals rehearsing positive self-thoughts.

40
The Relationship Between Women’s Sexual Harassment Complaints and Economic Factors
KRISTINE CHAPLEAU, Marquette University; DEBRA L. OSWALD, Marquette University; KWANG WOO AHN, Medical College of Wisconsin; KELLY MCCLENDON, Marquette University
kristine.chapleau@mu.edu
This study investigated the relationship between the number of sexual harassment complaints (1998-2008) and economic indicators. Whereas indicators of a bad economy correlated with the sexual harassment of women, they were uncorrelated with the sexual harassment of men. Results suggest a backlash against working women during hard economic times.

41
Patriotism versus Nationalism: Differentiated by Personal Values and Religious Fundamentalism
HANNAH M. ALARIAN, JOHN D. EDWARDS & PATRICK R. HARRISON, Loyola University Chicago
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While they are related, patriotism and nationalism are associated with different guiding principles. We found evidence suggesting that the conservative value of conformity as well as religious fundamentalism were associated with both patriotism and nationalism. However, unique variance in each construct was explained by different in- and out-group directed values.

42
The Benefits of Confrontation: Confronting Men’s Sexism Increases Their Ability to Detect Future Sexist Language
DANA E. WAGNER, Loyola University Chicago; ROBYN MALLETT, Loyola University Chicago; NITAL PATEL, Saint Louis University; KENDRA PETRUNIW, Loyola University Chicago
dwagne2@luc.edu
Does being confronted as sexist change men’s future use of sexist language? When a female interaction partner confronted male participants as sexist, compared to a neutral confrontation, men were more sensitive to detecting sexist language in a subsequent task. Yet their ability to detect other grammatical errors remained unaffected.
43

Luck and Chance: I’ve Got It Under Control
GRACE B. DYRUD, Augsburg College
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Do we depend on luck or control? Participants rated themselves on luck questions after a simulated slot machine experiment. Winners and gamblers showed optimism in ratings regarding luck, particularly for controlling chance events by how they feel and what they do.

44

Environmentally-Friendly Behavioral Intentions: Imposing Structure on a Unitary Construct
PATRICK R. HARRISON, ROBYN K. MALLET & FRED B. BRYANT, Loyola University Chicago
pharrison1@luc.edu
We used confirmatory factor analysis to compare three models of environmentally-friendly behavioral intentions. Although alternative multidimensional models provided adequate fit to the data, no additional explanatory power was gained by including multiple factors. Thus, the importance of parsimony in factor structure dictates we accept the one-factor model for intentions.

45

The Quality of Group and Individual Creative Performance
OLGA GOLDENBERG, University of Illinois at Chicago
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The quality of group and individual performance on a creative task are compared. Creativity was assessed using ratings of a physical, creative product. Groups performed worse than the best individuals, but as well as the average individuals.

46

The Carrot vs The Stick: Social Approval vs. Disapproval and Cooperation in Social Dilemmas
ADAM STIVERS & NORBERT L. KERR, Michigan State University
stiversa@msu.edu
Prior work indicates that simply sending signs of social disapproval (viz. sending unhappy faces when one's partner acts uncooperatively) can enhance cooperation. It is shown a) that sending signs of approval can have the same effect, and b) that this effect is not moderated by participants' trait cooperativeness.

47

Group Membership and Perceived Interdependence
This study examines perceived interdependence between the self and ingroup and outgroup members. Specifically, individuals anticipated more future interaction with their ingroup and saw them as being more important to their future, suggesting higher outcome interdependence with ingroup members over outgroup members and thus potentially higher probability for reciprocity.

48
The Influence of Assignment of Expertise and Information Distribution on Group Process and Decision-Making
KATHARINA KLUWE, Northeastern Illinois University; RACHAEL MARTINEZ, Loyola University Chicago; MARY E. TALBOT, Loyola University Chicago; AMANDA DYKEMA-ENGBLADE, Northeastern Illinois University; R. SCOTT TINDALE, Loyola University Chicago
katharina.kluwe@gmail.com
Transactive memory systems benefit groups if members share knowledge of the storage structure. The present study investigated the effects of information distribution and expertise assignment on group process. Results demonstrated that high redundancy groups made correct decisions significantly more frequently than low redundancy groups.

49
Measuring Coordination in Work Teams
DAVID M. FISHER, MICAH D. LUECK & SAM K. YOUNG, DePaul University
dfisher1@depaul.edu
Empirical evidence strongly supports the importance of coordination for team effectiveness. We describe the development of a team coordination measure that attempts to distinguish between explicit and implicit coordination. Results suggest that the measure exhibited good reliability and captured a team-level phenomenon. However, the expected factor structure was not observed.

50
Women Over 40: Invisible in Psychology of Women/Gender Textbooks?
CLAIRE ETAUGH, SHANNON KNOBLAUCH & NANCY SCHWARTZ, Bradley University
cetaugh@bradley.edu
Current psychology of women and psychology of gender textbooks were analyzed for coverage of midlife and older women. Overall, coverage was minimal, especially in the gender texts. Menopause and morbidity/mortality received the most coverage. However, two-thirds of books ignored elder abuse and one-quarter did not mention ageism.
51
That Man in the Middle
MEGAN K. MCCARTY, Purdue University; PAUL SCHAFFNER, Bowdoin College
mccarty1@purdue.edu
We explored whether the centrality leadership cue applied equally to men and women. Participants indicated the leader in photos where target gender and seating position varied. Although both centrally seated males and females were identified as leaders, non-central males were more likely to be identified as leaders than non-central females.

52
Does Perceiving Gender Inequality Result in Feeling Stigmatized? The Role of “Wants” and “Should”
DEBRA L. OSWALD, ERIN QUASNEY & LUCIE HOLMGREEN, Marquette University
debra.oswald@mu.edu
Women report that they engage in more negative gender-related behaviors than they want or feel they should, and more than men do. Perceiving this inequality is associated with feeling stigmatized. However, this association depends on the extent to which women feel they should and want to engage in these gendered-behaviors.

53
The Relationship Between Feminist Identity, Empowerment, and Anxiety
RITA C. SEABROOK, Kenyon College
seabrookr@kenyon.edu
The purpose of this research was to explore the relationship between empowerment, feminist identity, and anxiety. Empowerment negatively correlated with anxiety. Empowerment also mediated the relationship between feminist identity and anxiety, which suggests that empowerment, as a component of feminism and an outcome of feminist identity, serves to protect women from psychological symptoms such as anxiety.

54
The Impact of Ethnicity on Male Body Image
ASHLEY M. ROLNIK, Loyola University Chicago; RACHEL SALK, Northwestern University; COLLEEN CONLEY, Loyola University Chicago
arolnik@luc.edu
Despite increasing research on male body dissatisfaction, little is known about potential ethnic differences. The present study examined differences in body dissatisfaction among different ethnic groups. Results indicate ethnic differences in male body image, when controlling for BMI.
Gender Differences in Computer Usage
JOHN F. GEIGER & ANTONIO LAVERGHETTA, Cameron University
johng@cameron.edu
The present study distributed a computer usage survey to 64 college students asking about their use of computers. Gender differences were found for computer anxiety and computer game playing. Females seem to be using computers for social purposes as much as males do now but still fall behind for the entertainment side of the internet.

Gender and Ethnic Differences in Smiling: A Yearbook Photographs Analysis
MIHAELA FRIEDLMEIER & TAYLOR WONDERGEM, Grand Valley State University
friedlmm@gvsu.edu
This study attempts to identify the age at which gender differences in smiling emerge among European American and African American children. Yearbook photographs of children were examined. Preliminary findings suggest that a significant gender difference emerges by forth to fifth grade with boys smiling less than girls.

Children’s Social Judgments about “Nice” Foreigners and “Mean” Americans
JASMINE M. DEJESUS & KATHERINE D. KINZLER, University of Chicago
jmdejesus@uchicago.edu
Children demonstrate social preferences for native-accented over foreign-accented individuals. However, when given information about individuals' positive and negative past behavior, children select “nice” foreigners over “mean” Americans as friends. This effect is primarily driven by a desire to avoid mean individuals rather than a preference for nice individuals.

Society for the Teaching of Psychology Invited Address
Four Decades Professing Psychology:
Lessons I Have Learned
DAVID MYERS, Hope College
Thursday, 2:00-3:30
Empire Ballroom
CHARLES BREWER, Furman University, Moderator
APA Academic Career Workshop
Entering the Academic Marketplace:
Advice from Experts

Thursday, 2:00-3:30  Salon 5 & 8

Panelists:
THOMAS H. CARR, Michigan State University
LINH LITTLEFORD, Ball State University
PATRICIA PUCCIO, College of DuPage
ELIZABETH SWENSON, John Carroll University
ROBERT WEIS, Denison University

What is the “right” academic job, and what does it take to land it? This workshop is designed for aspiring academics who are currently graduate students and postdocs. Expert panelists will share their insights, with plenty of opportunity for discussion.

Invited Symposium
The Neuroscience of Flavor Learning, Consumption and Reward

Thursday, 2:00-3:30  Salon 3

TODD R. SCHACHTMAN, University of Missouri, Moderator

Metabotropic Glutamate Receptors and Conditioned Taste Aversion
TODD R. SCHACHTMAN, University of Missouri

The Neuroanatomy of CTA
STEVE REILLY, University of Illinois Chicago

Amygdala, Opiates, and Cannabinoids: When Your Brain Craves What Your Body Doesn’t Need
MATTHEW J. WILL, University of Missouri

Nicotine, Motivation & Appetitive Learning
RICK BEVINS, University of Nebraska Lincoln
Social Cognition

Thursday, 2:00-3:15
Salon 1
KURT HUGENBERG, Miami University, Moderator

2:00
Perceived Social Status Modulates Holistic Face Processing
EDWIN R. SHRIVER, NATHANIEL J. RATCLIFF & KURT HUGENBERG, Miami University
shriveer@muohio.edu
Using the composite face paradigm, we find novel evidence that holistic processing is modulated by perceived target status. This adds to recent evidence that social cognition modulates underlying differences in face processing and suggests that faces that are highly relevant may be processed differently, even when expertise is held constant.

2:15
Looking to the Top: A Recognition Advantage for High-Status Targets
NATHANIEL J. RATCLIFF, EDWIN R. SHRIVER, MICHAEL J. BERNSTEIN & KURT HUGENBERG, Miami University
ratclinj@gmail.com
Across two experiments, a recognition advantage for high-status targets was observed. Target status level was manipulated either by varying occupational roles or with minimal groups. The results add to evidence that social cognition is functionally oriented and that this extends to lower-order social cognitive processes in face perception and recognition.

2:30
Vicissitudes of Desire: The Variable Effects of Subliminal Primes on Object Desirability
CHRIS LOERSCH, University of Missouri; RICHARD E. PETTY, Ohio State University
loerschc@missouri.edu
This research explored the variable impact of subliminal primes on the desirability of consumer products. Results demonstrated that the meaning of a prime can be contextually determined and provide evidence that the exact same conceptual prime can lead to opposite judgments depending on the implicit questions people have in mind.

2:45
The Effect of Racial Attitudes on Empathic Understanding and Concern
STEPHANIE ECHOLS, JOSHUA CORRELL & JEAN DECETY, University of Chicago
sechols@uchicago.edu
To explore the effect of race and racial attitudes on empathy and helping behavior, participants viewed videos of Black and White targets expressing pain and reported their empathic understanding and motivation to help. Results showed that implicit racial attitudes differentially moderated the relationship between empathy and helping by target race.

3:00
Working Memory Capacity Differences Equally Affect STI and STT
BRETT M. WELLS & JOHN J. SKOWRONSKI, Northern Illinois University
brett.wells57@gmail.com
Two experiments examined whether working memory capacity, either manipulated via cognitive load or measured via the OSPAN, moderated Spontaneous Trait Inference (STI) and/or Spontaneous Trait Transference (STT). Working memory capacity moderated both STT and STI effects, but the extent of the moderation did not differ between STT and STI.

Social Relationships

Thursday, 2:00-3:15
TRACY DEHART, Loyola University Chicago, Moderator

2:00
Getting to Know You: Face-to-Face Versus Online Interactions
BRADLEY M. OKDIE, University of Alabama; ROSANNA E. GUADAGNO, University of Alabama; FRANK J. BERNIERI, Oregon State University; ANDREW GEERS, University of Toledo; AMBER R. MCLAURY-VELOTISKI, Alpena Community College
bmokdie@crimson.ua.edu
Some research suggests impressions formed via computer-mediated communication are more favorable than those formed face-to-face, while others argue in the opposite direction. This study examines whether impressions based in these communication modes differ. Results revealed interactions were more difficult but also more positive in face-to-face.

2:15
On the Benefits of Pets: Implications of Pet Relationship Styles
ALLEN R. MCCONNELL, Miami University; CHRISTINA M. BROWN, Saint Louis University; SARA N. AUSTIN, Miami University; TONYA M. SHODA, Miami University
mcconnar@muohio.edu
We found that pet owners fared better psychologically than did nonowners in a community sample. Among owners, those adopting stronger anthropomorphic pet relationship styles fared worse (e.g., lower self-esteem, more fearful
attachment) whereas those adopting stronger activeness pet relationship styles fared better (e.g., less depression, fewer physical illnesses, greater happiness).

2:30
When Being Liked Makes Us Dislike Ourselves
BRENT A. MATTINGLY, Ashland University; MARK A. STAMBUSS, Muskingum University
bmatting@ashland.edu
The current study examined how the attractiveness of a target influenced self-rated attractiveness and mood after imagining that the target expressed romantic interest in the individual. Results indicated that males, but not females, reported lower self-rated attractiveness when an unattractive (vs. attractive) target expressed interest, suggesting a "by-association" effect.

2:45
Self-Structure and Parental Need Satisfaction
JENNA S. THOMAS, CHRISTOPHER P. DITZFELD & CAROLIN J. SHOWERS, University of Oklahoma
jenna.s.thomas-1@ou.edu
In the present design, we predicted that parental need satisfaction would be associated with evaluative self-organization. Participants completed a self-descriptive card sorting task and the Need Satisfaction Scale (La Guardia, et al., 2000). As expected, the extent to which parents satisfy a person's needs is associated with different evaluative self-structures.

3:00
Talk Sexy to Me: Learning About Communication in Sexuality Education
SARAH E. BUTLER, DePaul University
sbutler5@depaul.edu
Research indicates that teaching communication is related to later comfort talking to a partner about sexual issues, but students may develop comfort around the types of communication that are specifically taught and not generalize beyond that. Sexual communication is predictive of relationship satisfaction, so teaching it may encourage healthier relationships.

Executive Function

Thursday, 2:00-3:15 Kimball Room
JENNIFER WILEY, University of Illinois Chicago, Moderator

2:00 Invited Talk
Executive Function and the Developing Brain
PHILIP DAVID ZELAZO, University of Minnesota
zelazo@umn.edu
The development of executive function (EF) has consequences for behavior in a wide variety of domains, and impairments in EF have been implicated in numerous disorders. This talk presents a neurocognitive model of EF and its development, and examines the implications of efforts to train EF during the preschool period.

2:30
Experimental and Standardized Measures of Attention in Preschoolers
KATHRYN SMAGUR & KATHLEEN N. KANNASS, Loyola University Chicago
ksmagur@luc.edu
The relationship between experimental and standardized measures of attention was examined in 4-year-olds. Children participated in a distractibility paradigm and completed the Kiddie Continuous Performance Test (KCPT). Children's KCPT performance was related to their distractibility measures, suggesting that these tasks are tapping similar attention processes.

2:45
The Role of Conflicting Information on the DCCS Task
NICHOLAS J. MINAR & VLADIMIR SLOUTSKY, The Ohio State University
nminar.2@gmail.com
Our study will examine children's cognitive flexibility and executive function. Zelazo's Dimensional Change Card Sort will be used in conjunction with eye tracking equipment. We predict children 3 years of age will be unable to inhibit their gaze during the second half of the task, causing them to perseverate.

3:00
Working Memory and the Raven's: Novel Rules Drive the Difference
ANDREW F. JAROSZ & JENNIFER WILEY, University of Illinois Chicago
ajaros5@uic.edu
This research demonstrates that problems requiring previously-unseen rule combinations drive the correlation between Raven's Advanced Progressive Matrices (RAPM) and working memory capacity. Evidence comes from an item-analysis of standard RAPM performance, and an experiment manipulating the need for novel vs. repeated combinations, finding strong correlations only in the novel condition.

Clinical Developmental Poster Session I

Thursday, 2:00-3:30
Upper Exhibit Hall
LING-YI ZHOU, University of St. Francis, Moderator
1 Diagnostic Perceptions of Disorders of Extreme Stress, Not Otherwise Specified
AWEN KNOWLES & JUNE SPROCK, Indiana State University
jsprock@indstate.edu
This study examined whether the proposed category, Disorders of Extreme Stress, Not Otherwise Specified (DESNOS), better described traumatized individuals with severe psychopathology than PTSD, BPD, or comorbid PTSD/BPD. Limited support was found for DESNOS, but there were some effects of client and clinician sex. Methodological limitations and implications are discussed.

2 Race Bias in the Diagnosis of Schizophrenia Versus Mood Disorder
ROSE FERNANDEZ & JUNE SPROCK, Indiana State University
jsprock@indstate.edu
This study examined the effect of patient race and diagnostic approach on the diagnosis of schizophrenia versus a mood disorder. Results confirmed previous findings of symptoms predictive of schizophrenia, but there was no support for race bias or differences between diagnostic approaches. Limitations and implications of the findings are discussed.

3 Factors that Influence Outcomes of Services for People with Mental Illness
KARINA J. POWELL, KATHLEEN DAVIS & PATRICK W. CORRIGAN, Illinois Institute of Technology
powekar@iit.edu
Outcomes of services are important considerations in determining the efficacy of treatment for individuals with serious mental illness. Data collected on consumers with mental illness suggests that personal confidence, social networks, coping skills and quality of life are factors that influence outcomes of services at 12-month follow-up.

4 Variables Moderating Effects of Thin-Ideal Media on Body Image
SUSAN F. FOLGER, ROGER REEB & KATHLEEN BURKHART, University of Dayton
folgersf@notes.udayton.edu
This research demonstrates that body image of women becomes more negative after viewing thin-ideal media, whereas such an effect does not occur for women viewing neutral media. This study also identified a number of variables that moderate the effects of thin-ideal media on body image (e.g., physical abuse).

5 Desensitization and Skills Training for Test Anxiety
This study investigated the effects of systematic desensitization and test skills training on reducing test anxiety. Fifty-eight self-referred undergraduates completed four-week workshops with psychoeducational and desensitization components. Pre-/posttest measures showed significant reductions in trait and state anxiety and in related somatic and cognitive symptoms, supporting a multimodal treatment strategy.

6 Factor Structure of the Purdue PTSD Scale–Revised in Impoverished African American Women
NATALIE K. NUGENT, DEAN LAUTERBACH & LAUREN B. MCSWEENEY, Eastern Michigan University; JOHN PORCERELLI, Wayne State University
nnugent@emich.edu
The DSM-IV conceptualizes Posttraumatic Stress Disorder (PTSD) as a three factor model. However, a particular limitation of current factor analytic research is that much of the literature neglects underrepresented populations. The current study provides support for a four-factor numbing model in sample of impoverished African American Women.

7 Health Care Utilization Among Persons with a History of PTSD
KENDRA A. KEHL-FIE, DEAN LAUTERBACH, NATALIE NUGENT, LAUREN MCSWEENEY & WILFRED MCCLOSKEY, Eastern Michigan University
kkehlfie@emich.edu
In the sample of the National Comorbidity Survey-Replication (NCS-R), 380 individuals (6.8%) endorsed symptoms for a diagnosis of lifetime PTSD. When asked to list providers for their mental health issues respondents reported reliance on treatment from psychiatrists and primary care physicians.

8 Effects of Social Support on Traumatic Evacuation Stress
MOLLY A O’CONNOR, University of Wisconsin-Milwaukee; BENJAMIN WEINSTEIN, Assumption University of Thailand; RAYMOND FLEMING, University of Wisconsin-Milwaukee
occo38@uwm.edu
This study examined the effect of social support on stress during evacuation due to a technological disaster. Evacuees and control participants were compared on psychological, physiological, and behavioral measures of stress. Effects on males and females were found to be significantly different on the psychological and physiological measures.
9
Using Small-Group Exercises to Enhance Understanding of Psychotherapy Films
AMY H. GERVASIO & JENNA TOMCEK, University of Wisconsin-Stevens Point
agervasi@uwsp.edu
In small group exercises after watching therapy videos, students evaluated their participation and rated the value of different forms of learning. There were significant increases from beginning to end of term in ratings of small groups and watching videos, but not in learning from the book.

10
Personal Statements: Reflecting the Graduate Applicant or a Commercial Service?
W. HOBART DAVIES & ALISHA M. NEU, University of Wisconsin-Milwaukee
hobart@uwm.edu
Most graduate programs in psychology require that applicants submit a personal statement as part of their application. There are a number of internet-based services available to review and edit these personal statements for fees that can reach several hundred dollars. Issues raised by these services are discussed.

11
Anxiety Symptom Profiles in Low-Income Urban Youth with Disruptive Behavior Disorders
JALEEL ABDUL-ADIL, University of Illinois Chicago; DAVID A. MEYERSON, DePaul University; CORINN ELMORE, Loyola University Chicago; A. DAVID FARMER, JR., University of Illinois Chicago; KAREN TAYLOR-CRAWFORD, University of Illinois Chicago
jabdul@psych.uic.edu
Specific anxiety symptoms experienced by youth with disruptive behavior disorders remains unclear. This study explored the anxiety profiles of 260 low-income youth with DBDs. Internal consistency reliabilities of anxiety symptom scales were moderate, and significant differences among reported anxiety symptom means were found.

12
Internalizing Outcomes of Manualized Family Therapy for Low-Income Urban Youth with Disruptive Behavior
JALEEL ABDUL-ADIL, University of Illinois Chicago; DAVID A. MEYERSON, DePaul University; CORINN ELMORE, Loyola University Chicago; A. DAVID FARMER, JR., University of Illinois Chicago; KAREN TAYLOR-CRAWFORD, University of Illinois Chicago
jabdul@psych.uic.edu
Youth with disruptive behavior exhibit high rates of anxiety and affective disorders. This study examined affective and anxiety symptoms of 260 low-income urban youth who received manualized family therapy for DBDs. Results indicated parents reported significant decreases in symptoms from after treatment, and children reported significant decreases in anxiety only.

13 Demystifying Urban Parent Experience: Role of Stress in Parenting Practices
JALEEL ABDUL-ADIL, University of Illinois Chicago; CORINN ELMORE, Loyola University Chicago; DAVID MEYERSON, DePaul University; A. DAVID FARMER, JR., University of Illinois Chicago; KAREN TAYLOR-CRAWFORD, University of Illinois Chicago
jabdul@psych.uic.edu
Families from low-income environments are exposed to many stressors which may make it difficult to implement positive parenting practices. This study used a sample 260 families to examine whether manualized family therapy treatment was effective in reducing negative parenting practices among stressed urban parents.

14 A Literature Review: Personality Profile of Juvenile Offenders with Conduct Disorder
MELISSA CINQUEGRANI, GLORIA M. WORKMAN & MICHELLE M. LEE, Midwestern University
Melissa.Cinquegrani@MWUmail.Midwestern.edu
Personality contributes to problematic behaviors in juvenile offenders with Conduct Disorder (CD). A literature review (11 studies) revealed juvenile offenders with CD had the most frequent elevations on the MACI Unruly, Oppositional, and Forceful scales. Treatment should target cognitions accompanying these traits to alter behavior. Future research should address gender differences.

15 Child Temperament and Psychopathology Symptoms Assessed Using Multiple Methods
YURI SHISHIDO, SYLIA WILSON & C. EMILY DURBIN, Northwestern University (Sponsor: SUSAN MINEKA)
yurishishido2009@u.northwestern.edu
Parent reports, teacher reports, and observational laboratory assessments revealed low agreement in linking child temperament traits to child psychopathology symptoms. The lack of convergence across assessment methods has potential theoretical and methodological implications for examinations of the relationship between child temperament traits and child symptoms.
Reducing the Risk for At-Risk Youth Through Long-Term Engagement in Mentoring
MARK BROWN, Pressley Ridge; SUSAN T. DAVIS, University of Dayton
mrbrown@pressleyridge.org
Mentored youth with mental, emotional, and behavioral disorders demonstrated greater improvement on both CAFAS and Ohio Scales behavioral assessments than their non-mentored counterparts. Mentoring services maintained over a longer period of time produced strong effect sizes and were most beneficial for youth with higher levels of functional impairment.

Risk Behavior in Children of Divorced Versus Non-Divorced Families
LUCAS J. HENKE, LISA LU & SUSAN TORRES-HARDING, Roosevelt University
lucas.henke@roosevelt.edu
The effects of divorce on problem behaviors were investigated while controlling socioeconomic status (SES) using the National Longitudinal Study of Adolescent Health database. Divorce was significantly linked to increases in problem behaviors in children. Gender differences were also found, although no interaction between parental divorce and child gender was present.

Stressful Life Events in Low-Income Urban Adolescent African American Girls
LAURA B. PETTINEO & HELEN W. WILSON, Rosalind Franklin University of Medicine and Science
laura.pettineo@my.rfums.org
Low-income urban African American adolescent girls are particularly at risk for negative life stress and psychological difficulties. This study explores the rates, types and subjective perceptions of potentially stressful life events experienced by a sample of African American girls. Secondly, maternal engagement is examined as a potential protective factor.

Adolescent Daughters’ Dieting Provokes Mothers’ Encouragement to Lose Weight
ALYSSA L. IANNAMORELLI, DAWN M. GONDOLI & ALEXANDRA F. CORNING, University of Notre Dame
aiannam1@nd.edu
Longitudinal reciprocal relations between daughters' dieting and maternal encouragement to lose weight were examined in a sample of 88 middle-school girls. Results indicated that daughters' prior dieting was associated with greater maternal encouragement to lose weight, whereas prior maternal encouragement to lose weight was not associated with daughters' greater dieting.
Impact of Research Participation on Communication and Risky Sexual Behavior
MARY BETH TULL & HELEN WILSON, Rosalind Franklin University of Medicine and Science
Mary.Tull@my.rfums.org
An examination of a longitudinal study with low-income African American girls with mental health problems and their mothers revealed that participants believe research participation impacted their risky sexual behavior and mother-daughter communication. However, perception of change is not correlated with measured behavior changes, suggesting the need for more intensive interventions.

Working Model Correspondence Between Adult Attachment and Attachment to God
DAVID M. NJUS, Luther College; CYNTHIA M. H. BANE, Wartburg College; LAURA DELIKOWSKI, University of Wisconsin-Oshkosh
njusdavi@luther.edu
We examined the relationship between adult attachment and attachment to God. Results partially supported the hypothesis that attachment to God corresponds to adult attachment instead of compensating for insecure adult attachment. Data also suggest that attachment to God explains unique variance in three dimensions of religiosity.

Computer-Assisted Vocational Skills Training for the Cognitively Disabled
ANDREW JUSZCZAK, University of Illinois Chicago (Sponsor: JAMES R. LARSON, JR.)
ajuszczak@sbcglobal.net
How efficient is computer-assisted training and rehabilitation? Vocational skill improvement among the mentally retarded allowed a comparison of computer-assisted and one-on-one instruction. Cognitive scaffolding, vicarious and errorless learning, pedagogical agents, and cognitive load theory adherence aided knowledge transfer. Results indicate that computer-assisted instruction can provide one-on-one equivalence.

Social Anxiety in 9-11 Year Olds
JEANNIE MONTAGANO, RUDOLPH N. BAILEY & KARL G. D. BAILEY, Andrews University
montagano@aol.com
Responses of 341 children in Grades 4 & 5 to items from the Social Phobia and Anxiety Inventory for Children were factor analyzed. A 5-factor solution comprised of performance anxiety, physiological reactions, and anxiousness in
school and social situations specific to known peers, unknown peers, or adults, was found.

24
Learning Disabilities as Socioeconomic Constructs
MELISSA A. CYPERSKI & ROBERT WEIS, Denison University
cypers_m@denison.edu
Following the implementation of the Response to Intervention (RTI) assessment model, low-income primary and secondary school districts in Ohio show a significantly greater prevalence of Specific Learning Disabilities (SLD) than high-income districts. Contrarily, high-cost postsecondary institutions show a higher percentage of students with SLDs than lower cost schools.

25
A Letter Intervention in Preschool: Exploring the Effects of Duration of Program
MICHELLE A. DROUIN, JENNA BERES & ELISE MINICK, Indiana University Purdue University Fort Wayne
drouinm@ipfw.edu
Preschool children participated in a one-to-one letter intervention either twice a week for four weeks or once a week for eight weeks (20 minute sessions). Duration of program had no significant effects on gains in letter knowledge during the intervention or maintenance of skills 4-weeks post-intervention.

26
Curriculum Decisions by Home Schoolers: A Study of Iowa Families
STEWART EHLY & WILLIAM E. KNABE, University of Iowa
stewart-ehly@uiowa.edu
The study examined parental decisions to utilize published curriculum for homeschooling activities and factors that might influence such choices. Using information gathered in this study, it is possible to construct a representative profile of selected factors and their effect on parental choices in home schooling program design.

27
The Interaction Between Uncertainty and Goal Orientation on Self-Handicapping Behavior
PATRICK M. EGAN & ED R. HIRT, Indiana University
pmegan@indiana.edu
The present study tested the prediction that normally adaptive performance-approach and mastery goal orientations can both lead to maladaptive self-handicapping behavior when people are confronted with uncertainty. Results revealed a significant interaction between goal orientation and uncertainty on self-handicapping behavior, $F (5, 167) = 3.44, p < .05$. 
28
College Students Learning Science: A Taxonomy of Science Learning Behaviors
ANDREA M. OLSON, St. Catherine University; ERIN RING, State University of New York Albany; JAMIE PETERSON, St. Catherine University; KATE MILNER, St. Catherine University; GIL CLARY, Kutztown University andreamolson@stkate.edu
We aimed to identify a taxonomy of behaviors college students perform when they are learning science. Based on critical incidents written by 66 students we identified 6 dimensions: Individual Learning, Collaborative Learning, On-Task/Off-Task Behaviors, Communicating with Professor, Attendance/Getting Work Done on Time, and Adhering to Standards of Academic Integrity.

29
The Relationship Between Student Performance and Online Quizzes and Discussions
AIMEE R. HESS & CORINNE WRIGHT, Wright State University (Sponsor: GARY N. BURNS)
taylor.275@wright.edu
Course management systems (CMS) are used to create online quizzes and discussion boards for college courses. Previous studies on how these two features influence student performance show contradictory evidence. We performed a study and found online quizzes and discussions authored were significantly and positively correlated with exam scores.

30
Academic Advising: Assessment Beyond Student Satisfaction
TRACIE BURT, ADENA YOUNG & STEPHANIE DIXON, Missouri State University
tburt@missouristate.edu
Limited studies empirically link academic advising with student persistence/success; past research measured advising effectiveness by student satisfaction. This study (N = 611) evaluated advising beyond student satisfaction, to better understand student expectations and investigate advising in relationship to student success. Three assessment tools revealed significant differences based on demographic data.

31
Note-Taking Strategies and Modalities: Size Matters for Test Performance
DUNG C. BUI, SANDRA HALE & JOEL MYERSON, Washington University
dbui86@gmail.com
Study participants were told to transcribe a lecture or take organized notes, either by hand or on a computer, and then were immediately tested. Perhaps surprisingly, on average those who simply transcribed using a computer
performed best, and their test performance was best predicted by the number of words written.

32 Foster Care and Behavioral Outcomes in Adolescents: A National Probability Study
ANNE K. RUFA & PATRICK J. FOWLER, DePaul University
arufa@depaul.edu
The purpose of this study is to examine the relationship between placement into foster care and externalizing behaviors among adolescents. It proposes to use data from the National Survey of Child and Adolescent Well-Being (NSCAW), a nationally representative longitudinal study of families in contact with child welfare services.

33 A Model Church-Based Community Health Intervention Program with African American Women at Risk for Cardiovascular Disease
KATHERINE D. DALY, CAROLYN TUCKER, XIOMARA MORALES, CHASE KNICKERBOCKER & LOGAN PYLE, University of Florida
daly@ufl.edu
A community intervention was implemented with local African American churches with the following objectives: (1) to teach families about their health risks and associated lifestyle factors; (2) to encourage engagement in health-smart behaviors; and (3) to reduce hypertension and obesity among African Americans. Discussion of challenges and recommendations are provided.

34 Number of Response Options, Scale Length, and Score Reliability
TERESA M. HECKERT & JENNIFER L. LACHAPELL, Truman State University; KYLE W. VANITTERSUM, Kansas State University; VALERIE R. MOODY & KATHERINE A. JUDD, Truman State University
theckert@truman.edu
The optimal number of response options is unclear, with recommendations from five (Bandalos & Enders, 1996) to ten (Thorndike et al., 1991). Scale length may influence this number. This study compared five, six, and seven options on scales of various lengths. The optimal number depended on scale length.

35 Examining the Self-Corrected Errors and Non-Self-Corrected Errors on the Stroop Test
ASHLEY K. MILLER, Cleveland State University; KELLY MARTINCIN, Cleveland State University; AMIR POREH, Cleveland State University & University Hospitals Case Medical Center
ashley.kay.miller@gmail.com
The results of this study suggest that the number of errors made on the Trail Making Part B and the Stroop Test incongruent condition measure a separate construct than time of completion. This is compatible with findings that patients with particular circumscribed frontal damage exhibit an increase in self-monitoring errors.

**Invited Address**
**On the Nature of Emotion: Connecting Mind and Brain**
LISA FELDMAN BARRETT, Boston College  
Thursday, 3:30-5:00  
Empire Ballroom
ALLEN R. MCCONNELL, Miami University, Moderator

Psychological states of emotion are real. Brain states are real. The problem is that the two are not real in the same way. In this talk, I present a possible solution to this problem that involves two arguments. First, emotions are complex, constructed psychological states that can be causally reduced to a set of more basic ingredients. These ingredients are psychologically primitive and are more clearly respected by the brain. Second, although they are not natural kinds, complex psychological categories anger, sadness, fear and so on are the phenomena that require explanation in psychology, and therefore cannot be abandoned by science. Describing their content and structure is a necessary and valuable scientific activity.

**Statistics Workshop**
**Modern Methods for the Analysis and Interpretation of Moderation and Mediation in Psychological Data**
Thursday, 3:30-5:00  
Salon 3
HOLMES FINCH, Ball State University

Mediation analysis is an increasingly popular statistical technique in psychology. There are multiple methods that can be used to conduct it that differ in some fairly important respects. The goal of this seminar is to provide a practical introduction to the application of mediation analysis for interested researchers who might make use of it.
Symposium
The Psychological, Physical, and Interpersonal Correlates of Interpersonal Violence

Thursday, 3:30-5:00
Salon 4

CHRISTINE A. GIDYCZ, ERIN C. TANSILL, Ohio University; TERRI L. MESSMAN-MOORE, Miami University, Organizers

The Psychological, Physical, and Interpersonal Correlates of Interpersonal Violence
CHRISTINE A. GIDYCZ, Ohio University, Chair
TERRI L. MESSMAN-MOORE, Miami University, Discussant

Modeling Interpersonal Victimization, Coping, PTSD Symptomatology and Physical Health
ERIN C. TANSILL, DANIELLE R. PROBST, KATIE M. EDWARDS, CHRISTINE A. GIDYCZ, Ohio University

What’s Love Got To Do With It? Risky Sexual Behavior with Casual vs. Monogamous Partners and Sexual Victimization
ROSE MARIE WARD, TERRI L. MESSMAN-MOORE, Miami University

Interpersonal Patterns of Behavior in Aggressive College Men: A Prospective Analysis
ANGELI D. DESAI, KATIE M. EDWARDS, CHRISTINE A. GIDYCZ, Ohio University

Examining Barriers to Sexual Assertiveness in College Women: A Focus on Fear of Sexual Powerlessness and Emotion Dysregulation
NOGA ZERUBAVEL, TERRI L. MESSMAN-MOORE, Miami University

Partner & Media Violence

Thursday, 3:30-5:00
Salon 1

BRAD SAGARIN, Northern Illinois University, Moderator

3:30 Invited Talk
Intimate Partner Violence
ELIJ J. FINKEL, Northwestern University
finkel@northwestern.edu
Traditional explanations of intimate partner violence suggest that individuals enact violent behavior in large part because society encourages such behavior. Borrowing from the social psychological literatures on relationships and self-regulation, I explore a different view: that many violent acts toward intimate partners are perpetrated by individuals who seek to be nonviolent.

4:00
The Effects of Attachment Style and Gender on Relational Victimization in Intimate Partner Relationships
RACHEL H. BLALOCK, Ball State University
rhblalock@bsu.edu
The purpose of this study was to determine the effects of gender and attachment style on romantic relational victimization. Midwestern university students served as participants, completing the Experiences in Close Relationships, the Self-report Measure of Aggression and Victimization, and demographic questions. Results indicated that anxiously attached males more frequently reported relational victimization.

4:15
Why Do Psychologically Healthy College Students Stay in Unhealthy Relationships?
SARAH A. AUGUSTINE & MELANIE D. HETZEL-RIGGIN, Western Illinois University
sa-augustine@wiu.edu
Abstract: We examined the factors influencing perceptions and decisions about college student's relationship health. Correlations between predictor and dependent variables were examined, and those significantly correlated were entered into a series of simple regression equations. Limitations of the study and a discussion of future validity and reliability analyses will be discussed.

4:30 Invited Talk
Media Violence and Desensitization
JEANNE H. BROCKMYER, University of Toledo
Jeanne.brockmyer@gmail.com
Emerging research suggests that exposure to media violence, particularly via interactive media, can result in desensitization to violence. This presentation will examine and discuss the implications of results from surveys, conventional experimental studies, and fMRI investigations.

Goal Pursuit

Thursday, 3:30-4:45   Salon 5 & 8
KENTARO FUJITA, Ohio State University, Moderator
3:30 Invited Talk
When is it Adaptive to Expect the Best? Exploring the Links Between Optimism and Successful Goal Pursuit
ANDREW L. GEERS, University of Toledo
ageers@utnet.utoledo.edu
Optimistic expectancies have been associated with beneficial outcomes across important life domains. A program of research will be described, extending across disparate realms of social life such as friendship formation, health-protective behavior, academic achievement, and confronting prejudice-in which the cognitive, affective, and situational factors responsible for this relationship have been examined.

4:00
The Need to Belong and Dispositional Approach and Avoidance Tendencies
AARON A. SHILLING, JENNIFER N. FORD & KRISTINE M. KELLY, Western Illinois University
AA-Shilling@wiu.edu
Belongingness regulation is theorized to involve enhanced attention to positive and negative social cues following interpersonal rejection. We examined this theory in the context of personality by correlating need to belong with behavioral approach and avoidance tendencies. Results indicated that belongingness is related to both approach and avoidance.

4:15
Distance-Dependent Construal Effects on Trait Aggregation in the Warm-Cold Paradigm
GINA M. HOOVER, The Ohio State University; KENTARO FUJITA, The Ohio State University; TAL EYAL, Ben-Gurion University
hoover.212@osu.edu
We examined how distance-dependent construals affect trait aggregation using a classic impression formation phenomenon, the warm-cold effect. Higher level construals led participants to form more favorable impressions of targets described as warm vs. cold. Higher level distance-dependent construals lead people to be more schematic in organizing trait information about others.

4:30
Chronic Anxiety and Security-Focused Self-Regulation: An Integrative Approach
GALE M. LUCAS, DANIEL C. MOLDEN & WENDI L. GARDNER, Northwestern University
galelucas2010@u.northwestern.edu
This research tests and supports the claim that different anxieties all increase (a) caution and vigilance for the presence of threats and (b) distancing behaviors that allow one to avoid such threats, and, furthermore, that these common
outcomes are driven by a shared motivational mechanism: pursuing safety/security (i.e., prevention).

Thinking and Problem Solving

Thursday, 3:30-4:30 Kimball Room
EMILY STARK, Minnesota State University Mankato, Moderator

3:30
Stranger in a Strange Land: Non-Native Status and Insightful Problem Solving
PATRICK J. CUSHEN & JENNIFER WILEY, University of Illinois Chicago
pcushe2@uic.edu
Creative problem solving arguably depends on the consideration of diverse possibilities and the ability to inhibit inappropriate responses. For a variety of reasons, non-native students may have advantages in these processes. In this study, we demonstrate a novel finding that non-native college students experience facilitation in insightful problem solving.

3:45
Use-Relevant Features Constrain Category Learning
SETH CHIN-PARKER, Denison University
chinparkers@denison.edu
I examined category learning in a novel domain where the participants interacted with items while completing a task. I found clear evidence that participants learned useful categories for the items, organized around use-relevant features, without the explicit classification of the items.

4:00
The Effect of Epistemic Dispositions on Comprehension of Belief-Relevant Information
CARLOS SALAS & THOMAS D. GRIFFIN, University of Illinois Chicago
salas5@uic.edu
The present study examined the effects of participants' belief-basis on belief-relevant text comprehension. Results indicate that evidence-based beliefs predict greater comprehension than emotion-based beliefs, even after partitioning out the variance from accuracy of prior knowledge, general comprehension skills, and motivated/effortful reading strategies as indicated by eyetracking patterns.

4:15
Understanding the Microbiological World: People’s Beliefs and Reasoning about Viruses
Viruses have a substantial impact on our health. The present study examined the structure and coherence of people's intuitive knowledge about viruses through in-depth clinical interviews. Analyses revealed topics that were well-understood, as well as inconsistencies and gaps in people's knowledge. Findings will contribute to the design of health-related instruction.

Memory II

Thursday, 3:30-4:45

STEPHANIE TRAVERS, Luther College, Moderator

3:30 Invited Talk
When Speculation Becomes Truth: Forced Fabrication Results in False Eyewitness Memories
MARIA S. ZARAGOZA, Kent State University
mzaragoz@kent.edu
Witnesses are sometimes pressed to answer questions about events they do not remember or never witnessed. Our research has shown that such coercive interview practices can lead to false memories for knowingly fabricated events, and has identified mechanisms (e.g., discounting of uncertainty, causal relations) that contribute to these false memories.

4:00
The Configuration Hypothesis of Familiarity and Déjà Vu
KELLY A. BENNION, Middlebury College; JASON S. NOMI & ANNE M. CLEARY, Colorado State University
kbennion@middlebury.edu
According to the configural similarity hypothesis of déjà vu, déjà vu can result when a novel scene resembles a previously viewed scene in its configuration of elements. In this study, we reported empirical support for this hypothesis using video clips of realistic, life-like scenes containing motion.

4:15
Recognition Without Identification (RWI) and Feeling of Knowing (FOK): A Comparison
JASON S. NOMI & ANNE M. CLEARY, Colorado State University
jason.nomi@colostate.edu
Recognition without identification (RWI) and feeling of knowing (FOK) researchers often use the example of recognizing an unidentified face as familiar to describe their respective phenomena. The present study demonstrates that
although RWI and FOK seem similar, they are based on different underlying mechanisms.

4:30
TV vs. Text: AV Presentation Enhances Memory for Different Excerpts
CHRIS SCHMIDT, Peoria, Illinois
chris.schmidt52@gmail.com
Schmidt (2003) found that the beneficial effect of audiovisual presentation on memory for verbal content persisted over a one-week period. Current research replicated and extended earlier findings: although excerpts differed in "memorability," an excerpt was more memorable when presented as a video than as text.

Self & Gender Issues

Thursday, 3:30-4:30  Marshfield Room
MELANIE HETZEL-RIGGIN, Western Illinois University, Moderator

3:30
Reciprocity of Liking and Personal Integration in an Adolescent Sample
VYTENIS B. DAMUSIS, ALEX ROBERTSON, SARAH BOBAN, JONATHAN STEVENS & DESTINY TANAS, Purdue University Calumet
damusis@calumet.purdue.edu
An analysis of responses by approximately 500 high school juniors and seniors to a survey of their friendship patterns and self-appraisal confirmed the least personally integrated were students who liked many of their classmates and perceived themselves as less well-liked and, less predictably, those who liked few classmates but perceived many as liking them.

3:45
Does Self Esteem Moderate the Relation Between Gender and Weight Preoccupation in Undergraduates?
MARY E. PRITCHARD, ALLI NEILSON & CHANEL PEISNER, Boise State University
marypritchard@boisestate.edu
No studies have examined whether self esteem moderates the relation between gender and weight preoccupation. The interaction between self esteem and gender had a small but significant effect on weight preoccupation. Counselors should be aware of this when designing programs to treat weight preoccupation in conjunction with low self esteem.

4:00
The Relation Between DFM and Disordered Eating and Exercise Behaviors
MARY E. PRITCHARD, CHANEL PEISNER & ALLI NEILSON, Boise State University
marypritchard@boisestate.edu
In the present study, 567 college students completed measures of disordered eating and exercise behaviors including drive for muscularity (DFM). In women, DFM was related to eating concern and obligatory exercise; whereas in men DFM was related to obligatory exercise and shape concern.

4:15
Impact of Gender Stereotypes on the Measurement of Relational Aggression
JACKLYN M. RATLIFF & PATRICIA H. HAWLEY, University of Kansas
jratliff@ku.edu
Much of the work on relational aggression portrays it as a 'female phenomenon'. We question this assumption and the present work investigated the role gender stereotypes play on perceptions and measurement of relational aggression in two studies. The results suggest that gender stereotypes influence perceptions and measures of relational aggression.

***SOCIAL HOUR***
Thursday, 5:00-7:00 Honore Ballroom
FRIDAY, APRIL 30

APA Distinguished Scientist Lecture

Working Memory Capacity as a State and Trait Variable
RANDALL W. ENGLE, Georgia Institute of Technology

Friday, 9:00-10:30  Empire Ballroom
ROBERT WEST, Iowa State University, Moderator

In the same way we think about anxiety as both a trait and state variable, we can think of working memory capacity (WMC) as a trait and state variable. Differences, probably due to genetic and brain influences, limit WMC but other variables will lead to temporary reduction in controlled cognition.

How to Publish Your Journal Article

DONAL CARLSTON, Purdue University, Editor
AMANDA DIEKMAN, Miami University, Editor
EMILY BALCETIS, New York University, Author
KENTARO FUJITA, The Ohio State University, Author

The Catch 22 in research publishing is that few authors work effectively in the process until after they’ve published a few manuscripts. Journal editors and established authors will share their perspective on how to publish followed by an open question and answer period.

Friday, 8:30-10:00  Salon 5 & 8
Invited Fellows Symposium
Reflections on Teaching from MPA’s Master Teachers

*Friday, 8:30-10:30*  
*Crystal Room*

STEVE A. NIDA, The Citadel, Moderator

**Lessons Learned from “Model” Teachers: The Good, the Bad, and the Indifferent**

WILLIAM E. ADDISON, Eastern Illinois University

**Teaching is About Knowing Your Audience**

LUDY T. BENJAMIN, Texas A & M University

**Joy of Teaching**

CHARLES L. BREWER, Furman University

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Intragroup Processes

*Friday, 8:30-10:00*  
*Salon 3*

JASON ROSE, University of Toledo, Moderator

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8:30

**The Social Consequences of Tacit Coordination in Small Groups**

SUSANNE ABELE, GAROLD STASSER & CHRISTOPHER CHARTIER, Miami University

abeles@muohio.edu

Coordinated action can be the basis for social categorization and has implications for interpersonal impressions. Successful coordination engenders positive interpersonal impressions. However, successful coordination by matching fosters feelings of social unity, whereas successful mismatching underscores social differences and, thus, diminishes positive interpersonal affect that arises from coordination success.

8:45

**The Psychological Utility of Social Groups: The Impact of Self-Integrity and Social Threat on Group Norm Compliance**

JESSICA J. SIM & JOSHUA CORRELL, University of Chicago

simjessica@gmail.com

Ingroups can serve as a social resource because of their psychological utility, or capacity to bolster feelings of self-worth. When self-integrity is undermined, participants strive to connect with the ingroup by embodying group prototypical attitudes; however, when self-integrity is bolstered, participants are less likely to be influenced by group norms.
9:00
“I’m Out of the Loop”: Knowledge Specialization Creates Information Exclusion
ERIC E. JONES, Southern Illinois University Carbondale; JANICE R. KELLY, Purdue University
ericjones@siu.edu
Although knowledge specialization has benefits for group memory and performance, such specialization may also lead people to feel excluded. Group members who did not have information in common with fellow group members reported a variety of deleterious effects, including feeling out of the loop and experiencing reduced fulfillment of needs.

9:15
Rethinking the Connection Between Deviance and Ostracism
JAMES H. WIRTH, Purdue University; ERIC D. WESSELMANN, Purdue University; JOHN B. PRYOR, Illinois State University; GLENN D. REEDER, Illinois State University; KIPLING D. WILLIAMS, Purdue University
jwirth@psych.purdue.edu
Schachter (1951) contends deviant group members are likely to be ostracized. We argue the deviant member must be considered burdensome for ostracism to occur. We manipulated deviance and burden within a virtual group interaction. Participants were more likely to ostracize a burdensome than non-burdensome member; deviance alone had no effect.

9:30
I Just Need Time to Think: The Importance of Time, Group Membership and Racial Identity on Ostracism
CANDICE WALLACE, ALISON DINGWALL & LLOYD SLOAN, Howard University
cmwallace80@gmail.com
223 Black HBCU students were ostracized by White or Black co-players. Ostracism decreased participants’ social well-being. After delay, co-player race interacted with ostracism to impact belonging and control; white but not black ostracism effects remained. Participants with lower racial identity reported lower sense of control when ostracized by White co-players.

9:45
Political Identity Affirms, Sometimes. Ingroup - A Dynamic Social Resource
ARINA GOYLE, University of Chicago; JOSHUA CORRELL, University of Chicago; BERNADETTE PARK, University of Colorado at Boulder
arinag@uchicago.edu
Groups differ in their psychological utility. The current research empirically validates Correll & Park’s (2005) proposal that a group’s psychological utility is determined by the group’s perceived value, identification, and entitativity. It
further demonstrates that under conditions of self-threat, only situationally salient high utility groups serve as a psychological resource.

**Romantic Relationships**

*Friday, 8:30-10:15*  
*Salon 6 & 7*

BRENT MATTINGLY, Ashland University, Moderator

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**8:30**

**Problem-Solving Behaviors in College Relationships**

BETHANIE B. FRATTINI-SCOTT, University of Northern Iowa (Sponsor: HELEN C. HARTON)
frattini@uni.edu

This study assessed the effects of attachment, partner attributions, and relationship efficacy on problem-solving behaviors within romantic relationships. Security in attachment was associated with efficacy, but not with mutual problem-solving behaviors. Ambivalence was associated with negative attributions and low efficacy. Avoidance was associated with expecting one's partner to resolve conflict.

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**8:45**

**Marginalized Romantic Relationships: Implications for Physical and Psychological Well-Being**

JUSTIN J. LEHMILLER, Colorado State University
justin.lehmiller@colostate.edu

This research examined the implications of involvement in a marginalized romantic relationship on partners' personal well-being. Perceiving a lack of social approval and acceptance for one's relationship was associated with worse physical (e.g., more symptoms and smoking behavior) and psychological (e.g., lower self-esteem and positive affect) health outcomes.

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**9:00**

**Perceived Discrimination, Stigma Consciousness and Romantic Relationship Functioning**

ERIKA D. PRICE, TRACY DEHART & DAVID DOYLE, Loyola University Chicago
eprice3@luc.edu

Analyses revealed that after being asked to recall a time they were discriminated against, women high in stigma consciousness reported feeling less loved and accepted by their romantic partners compared to women low in stigma consciousness. Stigma consciousness was unrelated to women feeling loved and accepted in the control condition.
9:15
Perceived Ease of Changing Traits in Relationship Partners
ROBERT W. FUHRMAN, SHRUTHI VALE & DOROTHY FLANNAGAN, University of Texas at San Antonio
robert.fuhrman@utsa.edu
158 male and female students rated the ease of changing 6 traits in their romantic partners, opposite-sex friends, and same-sex friends. People who had an opposite-sex friend reported that it would be easier to change the traits of their romantic partner than people who did not have an opposite-sex friend.

9:30
Development of the Relationship Health Scale
SARAH A. AUGUSTINE & MELANIE D. HETZEL-RIGGIN, Western Illinois University
sa-augustine@wiu.edu
We developed a scale to measure the health of romantic college relationships. Using principal components analysis, three factors and 31 items were identified: openness/equality, need fulfillment/satisfaction, and sexual satisfaction. Limitations of the study and a discussion of future validity and reliability analyses will be discussed.

9:45
How Do I Love Thee? Depicting Types and Amount of Love Using Sternberg's Triangular Theory
LAURA B. LUCHIES & ELI J. FINKEL, Northwestern University
l-luchies@northwestern.edu
The type and amount of love experienced by dating vs. married individuals, men vs. women, and the same individuals over time were compared. Although the amount of love did not differ significantly between married and dating participants, married participants' love more closely represents empty love than dating individuals' love.

10:00
Interpersonal Rejection, Attachment Style and Sex-Motives in Romantic Relationships
JULIE E. LONGUA & TRACY DEHART, Loyola University Chicago
jlongua@luc.edu
Studies 1 and 2 suggest that in response to interpersonal rejection (from both within and outside the relationship) people high in avoidance were more likely to report sexual motivations to avoid rejection from their romantic partners. Attachment anxiety did not moderate the relation between interpersonal rejection and sexual motivations.
8:30 Invited Talk
Variable Recovery Rates with Cognitive Processing Therapy in Trauma Survivors with PTSD: Important Considerations and Applications
TARA E. GALOVSKI, University of Missouri St. Louis
galovskit@umsl.edu
Current research expands on the demonstrated efficacy of Cognitive Processing Therapy (CPT) in treating PTSD. Specifically, the influence of major psychosocial events on therapy, the application of the intervention by novice CPT clinicians, gender considerations, and the robustness of the intervention in targeting complex and refractory cases will be presented.

9:00 Trauma Exposure, World Assumptions, and Depression
CHRISTINE E. VALDEZ & MICHELLE M. LILLY, Northern Illinois University
cvaldez@niu.edu
This study examined the relationship between trauma, world assumptions, and depression in female survivors of intimate partner violence. Mediation analyses revealed that diminished world assumptions mediate the relationship between trauma exposure and depression, suggesting that diminished world assumptions may be a mechanism through which one develops depression following a trauma.

9:15 Peritraumatic Predictors of PTSD and Depression in Sexual Assault Survivors
MELANIE D. HETZEL-RIGGIN, Western Illinois University
md-hetzel@wiu.edu
The present study examines which peritraumatic variables are the best predictors of psychological distress in female sexual assault survivors. PTSD was predicted by fear, anger, self-blame, and situation blame, whereas depression was predicted by self-blame. Control, danger, force used, and perpetrator blame were not significant predictors of PTSD or depression.

9:30 Gender and Ethnicity Differences in PTSD and Coping after Trauma
MELANIE D. HETZEL-RIGGIN, Western Illinois University
md-hetzel@wiu.edu
The purpose of the present study is to examine the effects of gender and ethnicity on PTSD symptoms and coping style after trauma. Women reported
more symptoms of PTSD and use of wishful thinking. Non-Caucasian individuals reported greater use of various coping styles. Implications and limitations are discussed.

9:45
The Relationship Between World Assumptions and PTSD in IPV Survivors
MICHELLE M. LILLY, Northern Illinois University; KATHRYN H. HOWELL, University of Michigan; SANDRA GRAHAM-BERMANN, University of Michigan
mlilly1@niu.edu
This study explored whether world assumptions mediate the relationship between intimate partner violence (IPV) exposure and Posttraumatic Stress Disorder (PTSD). Negative world assumptions were related both to greater IPV exposure and PTSD symptoms, but did not act as a full mediator of the relationship between IPV and PTSD.

10:00
Forgiveness and Abuse Survivors
VILIJA BALL, Adler School of Professional Psychology
ballv@att.net
This study explored the association between lay forgiveness and symptoms of depression, anxiety, anger-hostility, and somatization; lay forgiveness and self-esteem; and lay forgiveness and severity of abuse. The results suggested that the more forgiveness the abuse survivors have, the less symptoms and higher self-esteem they possess.

The Self in Broader Social Contexts

Friday, 8:30-10:00
ANTHONY HERMANN, Bradley University, Moderator

8:30 Invited Talk
Perceptions of Others’ Esteem: Individual Differences Within and Across Cultures
ANTHONY D. HERMANN, Bradley University
ahermann@bradley.edu
Although a central construct in psychology, perceptions of others' esteem have rarely been investigated at an individual differences level. The Perceived Esteem Inventory (PEI), shows strong reliability and a unitary factor structure, despite tapping perceptions of many different targets, and exhibits considerable divergent and convergent validity in both Japanese and American samples.
9:00
Parental Ethnotheories: Comparison Between Brazil and the United States
ASHLEY M. ROSENBERG & CASSIE THIEM, University of Wisconsin-Oshkosh; MANOELA MEDEIROS, MARIANA BARRETO & RAMON GOMES, Rua Barbosa University, Brazil
rosena62@uwosh.edu

Brazil and the United States have been individually examined on a cultural level in reference to individualism and collectivism. The current study compared the two countries’ correlations among parental ethnotheories, collectivism/individualism, and interdependent/independent self-construal as well as country differences for each variable.

9:15
On the Panculturality of Self-Enhancement: Self-Enhancement Promotes Psychological Adjustment in the U.S. and China
ERIN M. O’MARA, University of Tennessee; LOWELL GAERTNER, University of Tennessee; CONSTANTINE SEDIKIDES, University of Southampton, United Kingdom; XINYUE ZHOU, Sun Yat-Sen University, China; YANPING LIU, Sun Yat-Sen University, China
eomara1@utk.edu

The current research manipulates tactical self-enhancement to examine its effect on subsequent psychological adjustment among Easterners (China) and Westerners (USA). Consistent across cultures, participants in the self-enhancement condition reported better psychological adjustment than participants in the self-deprecation condition. The current findings further bolster self-enhancement as a universal human motive.

9:30
Mere Categorization and the Frog-Pond Effect
DORIAN L. BLOOM, MARK ALICKE & ETHAN ZELL, Ohio University
db215008@ohio.edu

This study tested whether comparisons with a few people have a stronger influence on self-evaluations than comparisons with larger samples. Results showed that being last in a superior group led to lower self-evaluations than being first in an inferior group.

9:45
Regrets and the Need to Belong
MIKE R. MORRISON, University of Illinois Urbana-Champaign; NEAL J. ROESE, Northwestern University
mmorris8@cyrus.psych.uiuc.edu

The present research explores how and why regrets involving love (romance, family) differ from regrets about work (education, career) in terms of severity. Four studies established that regrets of love are rated more severely than regrets.
of work. The love-work difference in severity is best explained by threats to belongingness.

Bio-Behavioral & Motivational Processes
Poster Session

Friday, 8:30-10:30
Upper Exhibit Hall
ANA KEHRBERG, Muskingum College, Moderator

1 Effects of Indoor vs. Outdoor Self-Monitored Bicycling on Middle-School Girls
KELSEY A. HOLKESVIK & ELIZABETH J. QUEATHEM, Grinnell College
holkesvi@grinnell.edu
Exercise may be discouraged by factors such as mirrors or other people. Fifteen girls aged 12-14 bicycled at a constant, moderately hard level of exertion indoors and outdoors for 30 minutes. Anxiety (BAI) decreased outdoors, but increased indoors. Body-image dissatisfaction influences how girls feel exercising indoors vs. outdoors.

2 A Dose-Response Analysis of Nicotine Sensitization in Adolescent Rats D2-Primed as Neonates
ELIZABETH A. HANCHAK, MEREDITH L. SMITH, JESSICA J. SMITH,
MARLA K. PERN A & RUSSELL W. BROWN, East Tennessee State University
zdmn8@goldmail.etsu.edu
Adolescent rats were given neonatal quinpirole (dopamine D2/D3 agonist) treatment and sensitized to three different doses of nicotine (0.3, 0.5, 0.7 mg/kg free base). Neonatal quinpirole treatment enhanced locomotor sensitization in the two highest doses, and these effects were more prominent in females given the highest dose of nicotine.

3 Experience with Junk Food: Effects on Diet Selection
JOSEPHINE F. WILSON & RACHAEL L. RADEL, Wittenberg University
(Sponsor: JEFFREY B. BROOKINGS)
jwilson@wittenberg.edu
Rats offered junk food for the first time consumed more high-fat and high-calorie cookies, and less standard chow, than did rats with junk-food experience. These findings support published reports that restriction of any appealing food leads to overconsumption of that food when it is made available.
4 Botanical Phenolics Alter the Effects of Methamphetamine  
CLARK E. OELRICHS, DAVID W. LAFEVERS, DENNIS K. MILLER,  
GRACE Y. SUN & AGNES SIMONYI, University of Missouri  
millerden@missouri.edu  
The botanical phenolics apocynin and resveratrol are neuroprotective, although  
their effect on the neurotoxin methamphetamine has not been determined.  
Presently, subchronic apocynin treatment dose-dependently attenuated  
methamphetamine-evoked dopamine release and hyperactivity in rats. These  
findings suggest a role for botanical phenolics and the enzyme NADPH oxidase  
to block psychostimulant effects.

5 The Sigma Receptor Agonist SA-4503 Blocks the Effects of  
Methamphetamine  
DENNIS K. MILLER, KELLI R. RODVELT, LUCAS R. BLOUNT,  
KUO-HSEIN FAN & SUSAN Z. LEVER, University of Missouri  
millerden@missouri.edu  
This study determined if the sigma receptor agonist SA-4503 alters the effect of  
methamphetamine. SA-4503 did not evoke dopamine release from rat brain, but  
inhibited methamphetamine-evoked dopamine release. The agonist also  
attenuated methamphetamine-induced hyperactivity in rats. These results  
suggest a role for sigma receptors to manage methamphetamine's effects.

6 Environmental Enrichment Protects Against Acquisition but not Escalation  
of Cocaine Self-Administration in Rats  
CASSANDRA D. GIPSON, SHADY EL-MARAGHI, JOSHUA S.  
BECKMANN & MICHAEL T. BARDO, University of Kentucky  
cdgipson@gmail.com  
Environmental enrichment during development has been shown to reduce rates  
of psychostimulant self-administration in preclinical models of drug use. The  
current study examined effects of environmental enrichment on cocaine  
self-administration using an extended access procedure in rats. Results suggest  
that enrichment may protect against initial intake, but not against dysregulation.

7 Adolescent Amphetamine Conditioned Place Preference in a Rodent Model  
of Psychosis  
DANIEL M. NOEL, TAMMY J. SLUDER, JULIA LEHMANN, JAMIE D.  
WHITTEMORE & RUSSELL W. BROWN, East Tennessee State University  
zdmn8@goldmail.etsu.edu  
Animals neonatally treated with quinpirole (a dopamine D2/D3 agonist)  
demonstrated an enhanced conditioned place preference to amphetamine in  
adolescence, and this effect appears to be more robust in males as compared to
females. Implications towards previous findings in locomotor sensitization using this model will also be discussed.

8
Handling Influences the Effective CS-US Interval in Conditioned Taste Aversion
CHARLES F. HINDERLITER, University of Pittsburgh at Johnstown; AMY ANDREWS, Susquehanna University; JAMES R. MISANIN, Susquehanna University
cfh5@pitt.edu
Half of the subjects (182-242 day-old rats) received 1-min of handling 21 days prior to conditioned taste aversion training at one of three CS-US intervals (0, 90 or 180 min). Results indicated a weak but detectable extension of the effective CS-US interval for handled rats presumably by reducing stress.

9
Retention of Brightness Discrimination in Paramecia, P. Caudatum
CATHERINE M. MINGEE, The University of Toledo
catherine.mingee@rockets.utoledo.edu
A brightness discrimination task was taught to paramecia using cathode shock reinforcement. One of three retention intervals was then experienced prior to testing. Performance of the brightness discrimination task after different retention intervals suggests paramecia remembered this task for a zero, but not 6 min. interval.

10
Using Fingers to Find the Platform: A Human Analogue of the Water Maze Task
DOUGLAS WALLACE, JENNY KOPPEN, EILEAH LODA, MEGAN NAIL & SHAWN WINTER, Northern Illinois University
dwallace@niu.edu
Spatial orientation was examined in blindfolded human participants exposed to a manipulatory scale version of the water maze task. Changes in movement characteristics observed across trials were consistent with participants using self-movement cues to guide performance.

11
Effects of Adolescent Nicotine on Adult Memory and Extinction in Rats
PATRICK K. CULLEN, STEVE REXROAD, LAURA PICKENS, STEPHEN B. FOUSTAIN & DAVID C. RICCIO, Kent State University
pcullen@kent.edu
Despite evidence that adolescent tobacco use is on the rise worldwide, few animal studies have investigated the long term behavioral effects of nicotine exposure during adolescence. Our results indicate that exposure to nicotine
during adolescence results in an increased in the forgetting of contextual cues and an increased resistance to extinction in adulthood.

12  
**Can Electrophysiological Patterns Predict Appropriate Stimulant Selection for Patients with ADHD?**
MEAGAN HAUSER, The Chicago School of Professional Psychology;  
TERESA POPRAWSKI & RENATA PACIORA, First Chicago Neuroscience Clinic;  
LUKASZ KONOPKA, The Chicago School of Professional Psychology
meh8210@ego.thechicagoschool.edu
Pharmacological treatments in ADHD are frequently ineffective. Development of objective assessment measures to predict medication response based on published data is investigated. Distinct patterns of electrophysiological functioning in patients exhibiting a positive response to Adderall or Ritalin may aid in guiding appropriate treatment selection.

13  
**Excess in Mid Parietal Beta Frequencies in ADHD Children**
JONNA L. GATTUSO & MEGAN A. GOLLA, The Chicago School of Professional Psychology;  
TERESA J. POPRAWSKI & RENATA A. PACIORA, First Chicago Neuroscience Clinic;  
LUKASZ M. KONOPKA, The Chicago School of Professional Psychology
jlg8419@ego.thechicagoschool.edu
Results from quantitative electroencephalogram (qEEG) statistical analysis combined with behavioral assessment frequently enhance diagnosis and treatment of ADHD. We found that children who displayed excess fine motor hyperactivity on the Integrated Visual and Auditory Continuous Performance Test (IVA Plus) also had excess mid parietal beta at (Pz) which correlates with Brodmann area 7.

14  
**Enrichment-Induced Differences in Methamphetamine Drug Discrimination in Rats**
DUSTIN J. STAIRS, EMILY ADAMS, TYSON HICKLE, BARD HOVENGA & BRITTANY BADOUR, Creighton University
dustinstairs@creighton.edu
The present study determined if environmental enrichment alters the discriminative stimulus effects of methamphetamine. Enriched and impoverished rats were trained on a two-lever operant procedure to discriminate methamphetamine from saline. The results indicate that enrichment decreases sensitivity to the discriminative effects of methamphetamine through changes in the D1 dopamine receptor.
15
Learning, Memory, and Social Behaviors in BTBR t+tf/J and C57BL/6J Mice
HEWLET MCFARLANE, AUDREY BEBENSEE & AYAKO TOKUYAMA, Kenyon College
McFarlaneh@Kenyon.edu
Previous research suggests that the inbred mouse strain, BTBR T+tf/J (BTBR), displays behavioral symptoms analogous to the three major diagnostic symptoms of autism. We show here that BTBRs also have spatial memory deficits and that both these and the previously observed social deficits are more pronounced in males than females.

16
Effects of Cycloheximide on Retrained Odor Discrimination Memory in Rats
GRETCHEN H. GOTTHARD, ERIC GONZALEZ & JOHANNA BLOCK, Muhlenberg College
ggotthard@muhlenberg.edu
Examined "updated consolidation" in an appetitive task by training rats on an odor discrimination, then administering cycloheximide or vehicle prior to retraining trials. It was found that reactivating an unchanged memory did not make it susceptible to the effects of CHX, and therefore, did not produce a memory impairment.

17
Ultrasound Detection of Fetal Behavior Induced by Environmental Manipulations
PRIANCA JOSHI & GALE A. KLEVEN, Wright State University
priyanka.joshi@wright.edu
Movements of fetal mice were observed in three conditions of varying environmental constraint, and after neurotoxin exposure. Ultrasound detection of significant differences in movements across the conditions demonstrates the sensitivity of these techniques. These results lay the foundation for future design of neural assessment tests for prenatal screening.

18
Ciproxifan, an H3 Receptor Antagonist, Improves Memory in a Transgenic Mouse Model of Alzheimer’s Disease
MOLLY S. GRIFFITH & MARK E. BARDGETT, Northern Kentucky University
griithm@nku.edu
This study determined if ciproxifan could alleviate hyperactivity and spatial learning and memory in a transgenic (APPswe) mouse model of Alzheimer’s disease. Ciproxifan reduced hyperactivity and improved swim maze memory performance in APPswe mice.
19
**Early-Life Risperidone Exposure Elicits Hyperactivity in Adolescent Rats**
JULIE FRANKS, MOLLY S. GRIFFITH & MARK E. BARDGETT, Northern Kentucky University
griffithm@nku.edu
This study examined behavior in adolescent rats after they had received risperidone treatment throughout most of development. Male rats that received risperidone from postnatal days 7 - 42 exhibited significantly greater levels of locomotor activity as adolescents in comparison to control rats.

20
**Stimulation of Histamine H3 Receptors Improves Memory in an Animal Model of Schizophrenia**
MEREDITH BLANKENSHIP, MOLLY S. GRIFFITH & MARK E. BARDGETT, Northern Kentucky University
griffithm@nku.edu
This study determined if imetit, an agonist at H3-type histamine receptors, would alter the memory impairment observed in rats after the blockade of NMDA-type glutamate receptors. Imetit was found to alleviate spatial memory deficits in the radial arm maze produced by NMDA antagonist, MK-801.

21
**An Examination of Whether Cannabinoids and Opioids Interact in the Rat Nucleus Accumbens Shell to Impact Feeding**
MARY JANE SKELLY, University of Illinois Chicago; WAYNE E. PRATT, Wake Forest University
mjskelly@gmail.com
These experiments investigated the effects of nucleus accumbens opioid and cannabinoid receptor activation on feeding. Rats received injections of cannabinoid and opioid agents, either alone or in combination. A mu-opioid agonist increased food intake. A CB1 agonist augmented this effect, while either a mu-opioid or CB1 antagonist attenuated it.

22
**Anchoring and Alcohol Consumption: Implications for Social Norm Intervention Programs**
MEGAN M. LOMBARDI & JESSICA M. CHOPLIN, DePaul University
mlombar7@depaul.edu
The research reported here investigates the role that anchors may play in Social Norm Intervention programs. The results suggest that anchoring effects produce differences in estimates of drinking habits that are similar to those found after social norm intervention. Implications for social norm intervention campaigns are discussed.
23
Probing the Association Between Undergraduates' Heavy Drinking and Compulsive Buying
PAUL ROSE & DAN SEGRIST, Southern Illinois University Edwardsville
prose@siue.edu
Compulsive buying and excessive alcohol consumption are both associated with poor impulse control. In this study we found that several kinds of excessive drinking correlate with compulsive buying. These relationships disappear when trait impulsivity is controlled, suggesting that the two behaviors may be co-occurring outcomes of impulsivity.

24
Work-Family Conflict and Drinking Behavior: The Mediating Roles of Depression and Anxiety
LAUREN A. MILNER, KATHLEEN M. ROSPENDA & JUDITH A. RICHMAN, University of Illinois Chicago
lmilner@psych.uic.edu
Embracing a tension-reduction model of drinking, we seek to further examine the role of work-family conflict (WFC) as a predictor of alcohol use and abuse. Furthermore, this study investigates the mediating effects of distress variables, namely depression and anxiety, on the relationship between WFC and drinking outcomes.

25
A Daily Diary Study of the Impact of Friday Morning Classes on Thursday Night Drinking By First-Year College Students
DANA FIGLOCK, REBECCA L. BROCK & PETER E. NATHAN, University of Iowa
dana-figlock@uiowa.edu
We determined whether Friday morning classes were associated with reduced drinking by undergraduates on Thursday nights. First-year students completed daily diaries of drinking behaviors for one week. Growth curve analyses revealed no significant relationship between patterns of drinking and class schedule. Implications for university-level intervention efforts are discussed.

26
Was That Cheating? Perceptions Vary by Type of Behavior and Reproductive Strategy
DANIEL J. KRUGER, University of Michigan; MARYANNE FISHER, St. Mary's University; SARAH L. STROUT, Southern New Hampshire University; CAREY FITZGERALD, Central Michigan University
djk2012@gmail.com
We investigated a range of interpersonal behaviors to determine the extent to which each would be viewed as cheating on a long-term partner. Sex differences
in ratings and the correspondence of scores with attachment anxiety generally support predictions from the evolutionary theory of reproductive strategies.

27
**The Mediated Relationship Between Collectivism and Reciprocal Altruism**
EDWARD J. HANSEN & BRAD J. SAGARIN, Northern Illinois University
hellowilbur@gmail.com
This study examines the relationship between collectivism and reciprocal altruism, hypothesizing that collectivists are more likely to help due to greater perceived reciprocation. Results support the importance of reciprocal altruism in explaining helping behaviors and offer an explanation for greater helping by collectivists: a perceived greater likelihood of future reciprocity.

28
**Equity, Mate Value, and Infidelity in Romantic Relationships**
BRAD SAGARIN & LILY PATEL, Northern Illinois University
bsagarin@niu.edu; lilypatel8@gmail.com
This study examined the impact of infidelity on equitable and inequitable relationships. Participants rated scenarios that manipulated partners' mate value and cheating behavior. Infidelities by high-mate-value partners against low-mate-value partners did not restore equity, but infidelities committed by victims of cheating restored some equity and satisfaction to the relationship.

29
**Vocabulary Use as a Mating Indicator**
ADAM WILLIAMS, Augsburg College; DAVID MATZ, Augsburg College; BARBARA CURCHACK, Inver Hills Community College
matz@augsburg.edu
The notion that vocabulary could be used to signal intellectual fitness and attract potential mates was examined by priming participants with attractive or unattractive potential mates. Participants primed with attractive mates tended to use less common words on a subsequent writing task than those primed with unattractive mates.

30
**Quit or Continue? Goal Orientation and Implicit Theories of Intelligence**
MEERA KOMARRAJU & COREY TINCHER, Southern Illinois University Carbondale
meerak@siu.edu
36 students completed problem solving tasks from Raven's Progressive Matrices and then chose to continue to another problem solving task or quit. ANOVA analyses revealed that those choosing to continue showed more enjoyment, scored higher, were less performance oriented, preferred to be challenged, and believed intelligence is malleable.
31
Connectivity and the Relationship Between Outcome Value and Illusory Control
PAUL M. BINER & ALISON HUNKER, Ball State University
pbiner@bsu.edu
An experiment was conducted in which subjects were given the opportunity to win either 50 cents or $5.00 in a chance-determined card-drawing game. Perceived winning increased as a function of the incentive but only for those shown actual cash. Results are discussed in terms of control motivation.

32
Motivation and Self-Regulation
MARK F. STASSON, Metropolitan State University; PAUL A. STORY, College of William and Mary; NANCY WALTER, Metropolitan State University; JASON W. HART, Christopher Newport University
mark.stasson@metrostate.edu
Independent measures of intrinsic achievement motivation and extrinsic achievement motivation were correlated with a number of self-regulatory scales. The intrinsic and extrinsic motivation measures correlated differently with the self-regulatory variables in ways that would support a two-dimensional model of achievement motivation.

33
Internal States Determine Incentive Preference
LAMBERT DECKERS & MATTHEW MYERS, Ball State University
ldeckers@bsu.edu
Resource scarcity revealed in hunger or absence of money creates presumptive internal states that affect preferences for the characteristics of long-term mates. Students entering a dining hall, their hunger, and lack of money increased their preferences for heavier long-term mates with good financial prospects and also their preferences for roommates.

Invited Address
Distinctiveness and Memory
R. REED HUNT, University of Texas San Antonio
Friday, 10:30-12:00 Crystal Room
JAMES S. NAIRNE, Purdue University, Moderator
Distinctiveness will be described as a process, rather than as a property of an event. Research will be discussed that demonstrates the value of this approach as a description of the processing of the initial experience and that analyzes the role of distinctive processing at retrieval.
**Invited Fellows Symposium**

**Comparative Cognition: Similarities in Cognitive Behavior Between Humans and Other Animals**

*Friday, 10:30-12:30*  
*Salon 6 & 7*

THOMAS R. ZENTALL, University of Kentucky, Moderator

**Same and Different: Keel and Backbone**

EDWARD A. WASSERMAN, University of Iowa

**Some Emergent Relations of Equivalence and a Theory of Pigeons’ Equivalence-Class Formation**

PETER J. URCUIOLI, Purdue University

**Cognitive Processes in Grey Parrots**

IRENE M. PEPPERBERG, Harvard University

**Maladaptive “Gambling” by Pigeons**

THOMAS R. ZENTALL & JESSICA P. STAGNER, University of Kentucky

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**Symposium**

**Cooperation, Helping, and Beyond: New Directions in Pro-Social Behavior**

*Friday, 10:30-12:30*  
*Salon 2*

DAVID SCHROEDER, University of Arkansas; ERIC D. WESSELMANN, Purdue University, Organizers

**Promoting Cooperation by Restoring Justice**

DAVID SCHROEDER, University of Arkansas

**When and Why do We Help Ostracized Individuals?**

ERIC D. WESSELMANN, Purdue University

**Empathy and Personal Distress: Two Means to the Same End?**

MEARA M. HABASHI, Iowa Wesleyan College

**Reducing Distress in Pediatric Cancer Patients: The Effects of Other-Oriented Helping**

LOUIS A. PENNER, Karmanos Cancer Institute
Problematic Alcohol Use & Sexual Behaviors in Late Adolescence

Friday, 10:30-12:15
Salon 1
DINAH MEYER, Muskingum College, Moderator

10:30 Invited Talk
Alcohol Dependence Symptoms Among College Freshmen: Prevalence, Stability and Person/Environment Interactions
EMILY GREKIN, Wayne State University
grekin@wayne.edu
The current paper presents data on the prevalence, predictors and stability of DSM-IV alcohol dependence symptoms within a large, longitudinal sample of college students. Results suggest that dependence symptoms are prevalent and moderately stable among college students. In addition, dependence symptoms are strongly associated with dishinhibited personality traits and college environmental variables.

11:00
Maturing Out of Alcohol and Sexual Risk Taking
EUGENE W. MATHES, Western Illinois University
ew-mathes@wiu.edu
Using Erikson's (1963) theory of development it was hypothesized that "maturing out" of alcohol and sexual risk taking is mediated by identity and intimacy achievement. Support was found for the hypothesis that intimacy achievement mediates the negative relationship between age and alcohol risk taking.

11:15
Implications of Sexual Assault and Subsequent Utilization of Psychological Services
MEGAN L. PETRIK, Marquette University (Sponsor: DEBRA L. OSWALD)
megan.petrik@marquette.edu
This study investigated several factors that influence wellbeing after a sexual assault and predictors of utilizing mental health treatment thereafter. Results suggest there are long-term effects of sexual assault and mental health professionals should be aware of the factors that influence the subsequent utilization of mental health services.

11:30
Predictors of a Woman's Ability to Resist Unwanted Sexual Overtures
JENNIFER SASLAW, MARGARET O. WRIGHT & DANA NORTON, Miami University
wrightmo@muohio.edu
This online study explored predictors of women's self-reports of resistance in a situation where they experienced verbal sexual coercion by a hookup partner. Low relational assertiveness was associated with passive responding, whereas high relational assertiveness predicted active physical resistance. Problematic alcohol use also diminished resistance.

11:45
Gender Differences in the Experience of Sexual Coercion During Hookups
KATHARINE SCHAEFFER, MARGARET O. WRIGHT & DANA NORTON, Miami University
wrightmo@muohio.edu
This online study explored the affective, cognitive, and behavioral reactions of 213 men and 229 women who were verbally coerced during a hookup. Men were less likely to be coerced, but more likely to comply, and reported less negative emotion than women. Both genders made highly negative attributions toward their partner.

12:00
Sexual Compulsivity in a College Student Sample
GEORGE A. GAITHER, BRETT CREHAN & CHRISTINE MCLEAN, Ball State University; TAYLA T.C. LEE, Kent State University
ggaither@bsu.edu
This presentation examines relationships between measures of sexual compulsivity and measures of psychopathology, sexual behaviors, attitudes, and academic problems among a sample of nearly 600 college students. Results will be discussed in relation to personal and academic problems among college students and the potential for screening in student counseling centers.

Racial Bias

Friday, 10:30-12:15
Salon 3
NIDA BIKMEN, Denison University, Moderator

10:30 Invited Talk
Separate Motivations for Prejudice Among Men and Women: An Evolutionary Perspective
CARLOS DAVID NAVARRETE, Michigan State University
cdn@msu.edu
I introduce a framework for understanding the psychology of prejudice rooted in the logic of the conflict of interests within and between the sexes. This framework provides novel predictions about gender-specific motivations for prejudice, and may help integrate current theory and research within broader, cross-disciplinary themes. I present empirical illustrations of this framework.
using race bias in political preferences, attitudes, and autonomic nervous system responses.

11:00
**Stereotypicality Moderates Racial Bias in the Decision to Shoot**
DEBBIE S. MA, JESSICA J. SIM & JOSHUA CORRELL, University of Chicago
debbie.s.ma@gmail.com
Research has exclusively studied mean-level differences in shoot/don't shoot decisions between Blacks and Whites. Study 1 reveals that target stereotypicality moderates the decision to shoot above and beyond the effect of racial category alone. Study 2 suggests that stereotypicality effects persist despite training on the task.

11:15
**Cold as Ice: Investigating Coldness Stereotypes About Biracial People**
JESSICA D. REMEDIOS & ALISON L. CHASTEEN, University of Toronto
jessica.remedios@utoronto.ca
Two studies examined coldness stereotypes about Biracial people. Participants in Study 1 rated a Biracial partner as cold and held negative expectations for an upcoming interaction. In Study 2, people were punitive in their warmth ratings of Biracial discrimination claimants. We conclude that coldness stereotypes shape perceptions of Biracial individuals.

11:30
**Cognitive Structures for Racial Groups Predict Prejudicial Attitudes and Experience**
ANDREW J. LEISTER & CAROLIN J. SHOWERS, University of Oklahoma
aleister@ou.edu
The current study examines the association between how an individual structures their beliefs of racial groups (i.e. evaluative compartmentalization and integration; Showers 2000) and their attitudes toward that group. Compartmentalization was associated less negative attitudes toward both Hispanic and Black racial groups.

11:45
**Skin Tone and Facial Features Affect Whites’ Attitudes Toward Blacks**
NAO HAGIWARA, JOSEPH CESARIO & DEBORAH KASHY, Michigan State University
hagiwar6@msu.edu
Individuals' experiences during interracial interactions are strongly affected by their physical characteristics. The present study examines the independent effects of Blacks' facial features (lip thickness and nose width) and skin tone (darker vs. lighter) on Whites' implicit and explicit attitudes toward Black men.
Creating a Common Ingroup to Combat Implicit Bias
ANNA WOODCOCK & MARGO J. MONTEITH, Purdue University
awoodcoc@purdue.edu
Can strong, pre-existing implicit racial biases be reduced when Whites are linked to Blacks through a common ingroup? A training paradigm whereby White students created a common ingroup with Black students effectively reduced implicit racial prejudice. Process Dissociation (PDP) is used to explore the underlying mechanisms of this effect.

Depression, Stress, and Coping

Friday, 10:30-12:15
Salon 4
ROBIN ANDERSON, St. Ambrose University, Moderator

10:30 Invited Talk
Psychological Predictors of Treatment Seeking for Depressive Symptoms During Pregnancy
ERIN J. HENSHAW, Denison University
henshawe@denison.edu
Few women seek effective treatment for perinatal depression, for reasons currently unknown. The Health Belief Model (HBM) was utilized to explore psychological factors associated with treatment seeking. A survey design conducted with 110 pregnant women reporting depressive symptoms resulted in partial support for HBM factors in treatment seeking prediction.

11:00
Caregivers of Persons with Disabilities: Rumination, Depression, and Coping Behaviors
DARCI WILSON & KATHRYN HOLCOMB, Indiana University Kokomo
darknigh@iuk.edu
Caregivers of persons with disabilities have needs which may go unaddressed because they are focused on the person for whom they provide care. This study examined the relationship between caregivers' depression and rumination styles: reflection, brooding and depressive-related rumination. We found moderate positive correlations between depression and ruminative styles.

11:15
The Impact of Socioeconomic Status on Stressful Life Events
AARON BROWNLEE & SARAH K. SIFERS, Minnesota State University Mankato
aaron.brownlee@mnsu.edu
Low SES is a factor in children's poor functioning in many unclear ways. This study investigated the relationships and predictions of income and job prestige
on stressful experiences of children. Children and parents were assessed to gather data on a variety of child experiences, behaviors, and symptoms; behavioral and emotional.

11:30
Coping Strategies Moderate Mistrust, Optimism and Hostility Predictors of Stress
VERONICA Y. WOMACK & LLOYD SLOAN, Howard University
vwomak@howard.edu
African American HBCU Students (147) completed measures of traits, coping strategies and perceived stress. Cultural mistrust, optimism, and hostility all independently predicted perceived stress. Seeking social support moderated the relationship between cultural mistrust and perceived stress while acceptance coping moderated the relationship between both optimism and hostility and perceived stress.

11:45
Gender Differences in Coping Behaviors as Predictors of Psychological Symptoms
DANIEL A. DICKSON, COLLEEN S. CONLEY & KOONAL PATEL, Loyola University Chicago (Sponsor: SCOTT TINDALE)
dickson1@luc.edu
Previous research has illustrated the relationship between avoidant coping behaviors and negative psychological symptoms, especially in response to life stress. The present study aims to investigate gender differences in avoidant coping styles and whether individual avoidant coping styles predict negative psychological outcomes.

12:00
Effects of School Support and Stress on Internalizing and Externalizing
DOROTHY M. LIPSKI, SHANNON M. MARTIN & SARAH K. SIFERS, Minnesota State University Mankato
dorothy.lipski@mnsu.edu
A study investigating relationships between school support, school stress, and internalizing and externalizing behaviors in sixth and ninth grade youth is presented. Significant main effects and interaction were found. Results indicate school support may act as a buffer between stress and externalizing behaviors, with a tendency toward significance for internalization.

Attitude Processes

Friday, 10:30-12:15
Wilson Room
KENNETH DEMARREE, Texas Tech University, Moderator
10:30
It's Written on Your Face (and IAT): Affective Forecasting Errors
ALLEN R. MCCONNELL, Miami University; ELIZABETH W. DUNN, University of British Columbia; SARA N. AUSTIN, Miami University; CATHERINE D. RAWN, University of British Columbia
staytole@muohio.edu
We propose that one source of affective forecasting errors is nonconscious evaluative knowledge that shapes in-the-moment experiences but is unavailable when explicitly predicting one's future feelings. Across two experiments, measures of implicit attitudes (Study 1) and nonverbal facial leakage in response to attitude objects (Study 2) predicted affective forecasting errors.

10:45
Taking it Personally: Context Effects on the Personalized IAT
SARA N. AUSTIN & ALLEN R. MCCONNELL, Miami University
austinsn@muohio.edu
We investigated how context influences implicit attitude measures. When experimenters wore pro-egalitarian t-shirts, participants' personalized but not their traditional IAT scores were influenced by experimenters viewed as similar to the self (showing less negativity toward Blacks relative to Whites). The data indicate that personalized IATs can be influenced by context.

11:00
The Effects of Self-Esteem and Self-Threat on Conscious and Unconscious Decision Making
JENNIFER L. SMITH, TRACY DEHART & JULIE LONGUA, Loyola University Chicago; JENNIFER A. RICHESON, Northwestern University
jsmith11@luc.edu
In the conscious decision making condition, people with high self-esteem evaluate the best job more favorably compared to people with low self-esteem (regardless of self-threat condition). However, in response to self-threat, people with high self-esteem (vs. low self-esteem) derogate the best job in the unconscious decision making condition.

11:15
Meaningful Negation as a Tool to Modify Automatic Racial Attitudes
INDIA R. JOHNSON, BRANDON KOPP & RICHARD PETTY, The Ohio State University
johnson.3338@osu.edu
We examined if negation training could be used to reduce automatic racial prejudice. Two studies demonstrated that meaningful negation can modify automatic racial attitudes. Contrary to recent research suggesting that negation is ineffective, the present research suggests that negation can effectively change automatic racial attitudes when meaningful.
11:30
Reducing Ambivalence by Increasing Doubt: Validation of Positive and Negative Evaluative Reactions
KENNETH G. DEMARREE, Texas Tech University; PABLO BRÍÑOL, Universidad Autonoma de Madrid; RICHARD E. PETTY, Ohio State University
kgdemarree@gmail.com
Attitudinal ambivalence, the simultaneous presence of positive and negative reactions towards the same object, typically leads to the experience of conflict. We show that subjective conflict is reduced when the separate positive and negative reactions are not held with the same degree of confidence.

11:45
Negativity Bias as a Predictor of Reactivity to Stressful Events
EVAVA S. PIETRI, Ohio State University; NATALIE J. SHOOK, Virginia Commonwealth University; RUSSELL H. FAZIO, Ohio State University
pietri.1@osu.edu
The relation between the negativity bias in attitude generalization and emotional reactivity to a stressful event was explored. The more participants weighted resemblance to a negative more heavily than resemblance to a positive when judging novel stimuli, the more their mood was adversely affected by a stressful anagram task.

12:00
On the Evaluation of Multiply-Categorizable Objects
ALISON I. YOUNG & RUSSELL H. FAZIO, Ohio State University
young.1415@osu.edu
Participants rehearsed attitudes towards either a positive (e.g., “immunization”) or negative (e.g., “injection”) potential categorization of an object (flu shot), while making animacy judgments toward the other. Those who rehearsed attitudes toward the positive category later rated the target objects more positively than those who rehearsed the negative category.

Clinical Developmental Poster Session II

Friday, 10:30-12:30
Upper Exhibit Hall
GARY L. CANIVEZ, Eastern Illinois University, Moderator

1
The Impact of Improvisational Techniques on Anxiety Dimensions in Social Functioning
RICHARD C. NEY & JEFFREY DEL ROSARIO, Midwestern University
rneyxx@midwestern.edu
The purpose of this study was to explore the impact of Structured Improvisational Exercises on various dimensions in social functioning. Using
the SCL-90-R before and after 8 weeks of Improv training, the results indicated a significant and positive reduction in interpersonal sensitivity, phobic anxiety, paranoid ideation and high anxiety.

2
Illness Perceptions, Hope, and Marital Satisfaction Among Older Women with Osteoarthritis
CHRISTINA S. KHOU, ANNA HARRINGTON & ASANI SEAWE LL, Grinnell College
khouchri@grinnell.edu
The proposed study investigated associations between illness perceptions, hope and marital satisfaction in women with osteoarthritis. The quantitative results revealed that women's illness perceptions impact marital satisfaction. Qualitative data demonstrates that marital satisfaction is also impacted by hope.

3
Personal Perceptions and Well-Being in Sexual Relationships Among College Students
LYNN S. CHOLLET & ASANI H. SEAWE LL, Grinnell College
cholletl@grinnell.edu
The proposed study investigated the role of positive psychological variables and perceived knowledge in the sexual relationships of college students. The preliminary results reveal that life satisfaction and perceived knowledge are related to perceived risk, intentions to practice safer sex, and stronger perceived self-efficacy to have healthy sex relationships.

4
The Role of Hope in Illness Perceptions Among Older Women with Osteoarthritis
ANNA L. HARRINGTON, CHRISTINA KHOU & ASANI SEAWE LL, Grinnell College
Harringt2@grinnell.edu
This study examined hope among women with osteoarthritis (OA). Results revealed that women high in hope felt less pain over the past month and tended to believe their OA would remain constant. Women reporting more depressive symptoms experienced more pain and believed their illness would flare and remit unexpectedly.

5
Family-Work Conflict and Responsibilities at Home in Professional Psychologists
ALISHA C. OSCHAROFF, A. PATRICIA RUPERT, ELIZABETH TUMINELLO & SASHA BERGER, Loyola University Chicago
aoschar@luc.edu
This study examines the relationship between gender, childcare, and family-work conflict in a sample of clinical psychologists. Having children, particularly young children, significantly predicted FWC for both men and women. No significant gender differences in the strengths of these relationships were found, although women reported taking on more childcare responsibilities.

6
Sleep Patterns of College Students: Differences in Gender and Academic Performance
KILEY R. BRUGGEMAN, SHERRY WERKMEISTER, DANI FETT, JAMAIME MAUER & GEMMA SKILLMAN, University of South Dakota
Kiley.Bruggeman@usd.edu
This study attempts to understand sleep patterns in college students and how academic performance is affected from disruptions in sleep. Students will report on how personal experiences with sleep and study habits have affected academic performance in the past and attempt to improve sleep patterns for the future.

7
The Consequences of Perfectionism Scale: Gender Differences and Associations with Affectivity and Life Satisfaction
SARA A. COHEN, JEAN M. KIM & EDWARD C. CHANG, University of Michigan; LAWRENCE J. SANNA, University of North Carolina Chapel Hill; WILL TSAI, NATAILIE J. LIN, MELISSA L. NG, MAYA MASSING-SCHAFFER, JAMIE R. BACHMANN, VERONICA DIAZ & KAREN BENSUSAN, University of Michigan
saco@umich.edu
We examined for gender differences in using the Consequences of Perfectionism Scale (COPS) with measures of affectivity and life satisfaction. Although no sex differences were found, the COPS was found to be related to outcomes as expected. Our findings indicate that the COPS is a useful measure independent of gender.

8
Development of the Appearance Perfectionism Scale: A Focus on Gender
JAMIE R. BACHMANN, WILLIAM TSAI & EDWARD C. CHANG, University of Michigan; LAWRENCE J. SANNA, University of North Carolina Chapel Hill; JEAN M. KIM, MELISSA L. NG, NATALIE J. LIN, KAREN BENSUSAN, MAYA MASSING-SCHAFFER, SARA A. COHEN & VERONICA DIAZ, University of Michigan
jrbach@umich.edu
In the past, perfectionism has been linked with self-criticism, body image dissatisfaction, and social physique anxiety. The purpose of this study is to develop a measure of appearance perfectionism and to examine the relationship between appearance perfectionism and the desire to seek cosmetic surgery in both genders.
Clinical Classification Systems in Kyrgyzstan: Why are Mental Health Specialists not Happy with ICD-10?

ELENA MOLCHANÓVA, American University of Central Asia; TATIANA GALAKO, Slavonic University; MARIA ZUBAREVA & AIBEK MUKAMBETOV, Kyrgyz State Medical Academy; GWEN MURDOCK, Pittsburg State University
emolchanova2009@gmail.com

In Kyrgyzstan, the International Classification of Diseases (ICD-10) supplements the familiar ICD-9, classical Russian texts, and practitioner's experience. Investigators examined 500 case histories from urban and rural psychiatric hospitals. Results showed reluctance of professionals to rely on ICD-10 exclusively, leading to inconsistency in clinical descriptions and ICD-10th diagnostic criteria.

Maximize Strengths and Minimize Weaknesses: College Students’ Therapist Preference?

MOJISOLA F. TIAMIYU & MELISSA HOELZLE, University of Toledo
mojisola.tiamiyu@utoledo.edu

In this exploratory study, we examined college students' perceptions of mental healthcare professionals' therapeutic emphases on clients' strengths and/or weaknesses. Results revealed some psychological factors (hope and burnout) associated with students' therapist preferences. Recommendations for improving mental healthcare services and training for students are discussed.

Relationships Among Peer Victimization, Perfectionism, and General Distress

KIMBERLY BURKHART, JEANNE BROCKMYER, WESLEY BULLOCK & MOJISOLA TIAMIYU, University of Toledo
kimberly.burkhart@rockets.utoledo.edu

This study provides evidence that a harsh peer environment (indirect victimization for females and direct victimization for males) is associated with the adoption of perfectionistic tendencies (self-oriented and socially prescribed) and the experience of current general distress that does not differ significantly by gender.

The Role of Self-Conscious Affect in Aggressive Responding During the Taylor Aggression Paradigm

PATRICIA S. WALLACE, MICHAEL WAGNER, STANISLAV TREGER, LINDSAY SWALVE & PAUL PIRAINO, Northern Illinois University
pwallace@niu.edu
Aggressive behavior was compared in individuals who self-reported high and low on guilt and high and low on shame using the TOSCA. The results support a link between low guilt and high aggression; however, the role of shame remains unclear.

13
Biopsychological Reactivity to Ostracism in Targets of Relational Aggression
JENNIFER ZWOLINSKI, University of San Diego
jzwolinski@sandiego.edu
This study examined biopsychological responses to "virtual" peer ostracism in individuals with a history of relational victimization. Hormonal status (as indicated by luteal menstrual cycle phase and/or use of oral contraceptives), gender, and short-term exposure to peer ostracism did not interact to result in increased cortisol reactivity and psychological distress.

14
A Qualitative Look at Jealousy and Aggression on Facebook
JAMIE L. BALLEW, NICOLE L. MUSCANELL & ROSANNA E. GUADAGNO, University of Alabama
jlballew@crimson.ua.edu
The present study suggests that behaviors typically experienced or exhibited in face-to-face settings, such as jealousy and aggression, may be prevalent in online environments. Specifically, a high percentage of individuals in this study, who use online social networking sites, report experiencing or witnessing jealous and aggressive behaviors.

15
Effect of Playing Violent Video Games on Subsequent Cooperative Behavior
WYLEY B. SHREEVES, BRADLEY M. OKDIE, CASSIE A. ENO, ROSANNA E. GUADAGNO, DAVID R. EWOLDSEN & JAMIE DECOETER, University of Alabama
wbshreves@bama.ua.edu
Video game research has demonstrated that violent video game play decreases prosocial behavior. Participants played a violent video game competitively or cooperatively then engaged in a prisoner's dilemma task assessing cooperative behavior. Players in the cooperative condition engaged in more cooperative behavior compared to those in other conditions.

16
The Interaction of Sexual Assertiveness and Number of Sexual Partners Predicting Verbal Sexual Coercion and Rape Among College Women
TERRI L. MESSMAN-MOORE, DAVE P. WALKER & ROSE MARIE WARD, Miami University
Sexual assertiveness and number of sexual partners were examined in relation to sexual victimization among 503 college women. Multinomial logistic regression revealed that victimization presence was related only to relational assertiveness. Linear regression indicated that as number of partners increased, rates of victimization increased for women low in assertiveness.

17
“I was Trying to be Funny”: Aggression or Failed Humor?
CAROLYN E. ROECKER PHELPS, JONATHAN HENTZ, MICHELLE ROTH, DIANA TOTH & ELIZABETH GEIGER, University of Dayton
rothmica@notes.udayton.edu
Examined perceptions of malicious humor as an aggressive strategy as a function of the gender of the initiator and gender of the target. Findings suggest men and women differ in their perception of malicious humor as aggression, and challenge researchers to consider such differences in defining and measuring aggression.

18
Tolerance of Sexual Harassment: Gender Differences in Sexism and Childhood Bullying
TRISHA SPANO, Pennsylvania State University Berks; BRENDRA RUSSELL, Pennsylvania State University Berks; DEBRA OSWALD, Marquette University
TLS5094@psu.edu
This study investigated hostile and benevolent sexism toward men and women and whether being a childhood bully predicted tolerance of sexual harassment. Benevolent sexism toward men and hostile sexism toward women predicted tolerance of sexual harassment for male participants while hostility toward women and bullying predicted of harassment for women.

19
Relationship Between Diet Type, Depression, and Disordered Eating in College Students
AMY M. BRAUSCH & KATHRYN D. HENDERSON, Eastern Illinois University
abrausch@eiu.edu
In this exploratory study, relationships between three types of food-category balanced nutrition (standard American diet, ovo-lacto vegetarian, and vegan), depression symptoms, and disordered eating were examined. Participants completed three self-report measures, and the hypotheses were tested by calculating correlations and mean differences. Relationships and implications of the study are discussed.

20
College Students' Perceptions of H1N1 (Swine) Flu Risk
A survey of 500 undergraduates assessed perceptions of H1N1 (swine) flu risk, opinions about flu vaccines, and general health habits. College students reported that they were distrustful of the safety and effectiveness of influenza vaccinations and they felt they had control over the likelihood that they would get sick.

21
**Gender Differences in Pain Sensitivity and Resting Blood Pressure**
SUZANNE G. HELFER, ASHLEY D. BUGEJA, SARAH E. JACKSON & ELIZABETH WOLTJA, Adrian College
shelfer@adrian.edu
Male and female participants completed a two minute cold pressor task while their blood pressure was monitored. Women found the cold pressor more painful and felt the desire to withdraw their hand from the water sooner. Blood pressure was inversely correlated with pain sensitivity for men, but not women.

22
**The Relationship Between Mindfulness and Heart Rate Variability**
ERIN V. ROGERS, Florida State College Jacksonville; RAYMOND FLEMING & AARYN R. SCHUSTER, University of Wisconsin-Milwaukee
erogers@fscj.edu
Mindfulness levels have been found to correlate with high frequency heart rate variability (a suggested physiological marker for emotion regulation and increased parasympathetic nervous system control). Those high in mindfulness were found to experience significantly greater high frequency HRV than those low in mindfulness during relaxation.

23
**Construct Validity of the Student Adaptation to College Questionnaire**
RONALD C. FELDT, MELODY GRAHAM & DENNIS DEW, Mount Mercy College
rfeldt@mtmercy.edu
We used confirmatory and exploratory factor analysis to investigate the factorial structure of the Student Adaptation to College Questionnaire. Results indicated inadequate fit of a four-factor model. Subsequent principal factors analysis indicated six factors. Factors were significantly correlated with four subscales of the NEO-FFI, neuroticism, extraversion, agreeableness, and conscientiousness.

24
**Psychosocial Barriers to Engaging in Health Promoting Behaviors for African American Women**
A community-participatory intervention aimed at empowering African American women to improve their health by understanding motivators and barriers to engaging in health promotion was implemented. Using a pre-post design, changes in participants' perceptions of motivators and barriers to engaging in health promotion are evaluated and recommendations for future interventions are provided.

**25**

**Body Image, Depression and Sleeplessness in College Age Women**

VYTENIS B. DAMUSIS, ASHLEY PHELPS, ELIZABETH BUDDE, CRISTINA ZEBRAUSKAS & LAUREN MANDERNACK, Purdue University Calumet
damusis@calumet.purdue.edu

College women (N=146) sleeping 6 hours or less had larger body mass and indicated a desire to lose more weight than those who slept 7 or more hours. Self-rated depression and dissatisfaction with body image were directly related to the weight-sleeplessness variables with the short sleepers reporting lower self-estimates of personal attractiveness and higher depression than the 7 or more hours of sleep group.

**26**

**Are Attitudes Toward Sleep Related to Sleep Habits?**

MICHAEL J. TAGLER, EVAN A. BROWN, ALEXIS M. CHAMBERS & SAMANTHA A. MIADICH, Ball State University
mjtagler@bsu.edu

Attitudes toward sleep and sleep habits were measured in a sample of undergraduates. Attitudes were found to be positively correlated with sleep quality and sleep duration, and negatively correlated with sleep latency, sleep disturbances, and daytime dysfunction due to sleepiness. Implications and future research are discussed.

**27**

**Sexual Attitudes and Practices Among Rural College Students**

JOHN H. LURQUIN, DANA F. LINDEMANN, BRITTANY B. RICHMOND, SARA A. SMELTZER & AUDRA L. ADOLPH, Western Illinois University
jh-lurquin@wiu.edu

This study assesses factors associated with risky sexual behaviors in a college population. Participants will complete self-report measures related to condom use and sexual behavior and perform a condom demonstration task. Results will provide a better understanding of patterns of sexually related behaviors and assist intervention researchers with program design.
Assessing Condom Use Factors Among Homosexual Men at a Midwestern University
BRITTANY B. RICHMOND, SARA A. SMELTZER, DANA F. LINDEMANN, Western Illinois University
bb-richmond@wiu.edu
This study assesses sexual behavior, STD/HIV knowledge, and condom use skills among homosexual males. Results from a series of self-report measures related to condom use and sexual behavior as well as a condom demonstration task will be presented.

How to Look Good Naked: Do Television Shows Affect Body Image?
SARA A. SMELTZER & DANA F. LINDEMANN, Western Illinois University
sa-smeltzer@wiu.edu
The impact of viewing different television shows on body image will be assessed by participants completing pre- and post-surveys and watching a television show that promotes positive or neutral body image. Predicted results suggest a positive impact on participants' perceived body image who view the positive body image show.

Psychometric Properties of a Measure of Resource Needs of Stroke Caregivers
JASON H. RAAD, Northern Illinois University; ROSEMARIE B. KING, Northwestern University
jasonraad@gmail.com
The reliability and validity of a measure designed to assess unmet resource needs was evaluated. Two-hundred and sixty caregivers of stroke survivors reported their access to resources on a 13-item measure. The measure demonstrated acceptable levels of reliability as well as evidence of construct validity.

The Effect of Entrainment on Response to Negative Affective Images
SHAUN S. STEARNS, CURTIS DARTSCH, KAITLIN JACH, PATRICK HANRAHAN & RAYMOND FLEMING, University of Wisconsin-Milwaukee
stearns@uwm.edu
Progressively slower finger tapping was found to significantly moderate the stress response to negative affective images. Results indicated a significant increase in high frequency heart rate variability and significant decrease in respiratory rate, which suggesting finger tapping may influence parasympathetic activation.
Negotiation Strategies and Self-Efficacy in Condom Use Among College Students
SABINE E. FRENCH & KATHRYN HOLLAND, University of Illinois Chicago
sefrench@uic.edu
The study investigated factors promoting condom use among an ethnically diverse sample of college students. A mediation model tested the role of condom use self-efficacy in the relationship between condom negotiation strategies and condom use. Results suggest that condom negotiation and self-efficacy are important to increasing safe sex behavior.

Impact of Adherence and Family Conflict on Adolescents with Diabetes
DENISE GARDNER, JEFFREY KARST, CHRISTOPHER FITZGERALD & ASTRIDA KAUGARS, Marquette University; JESSICA KICHLER, Children's Hospital of Wisconsin (Sponsor: DEBRA OSWALD)
denise.gardner@mu.edu
Type 1 Diabetes Mellitus (T1DM) involves challenges for adolescents including treatment adherence and family conflict. Sixty-two adolescents with T1DM and their paternal caregivers were given measures assessing these variables along with family quality of life (QOL). Results demonstrate that increased adherence and lower conflict are associated with higher family QOL.

The Effects of Sick Role Enactment on Performance Evaluations
DIANE B. EATON, JAMES C. HAMILTON & JULIE CUNNINGHAM, University of Alabama
dbeaton@crimson.ua.edu
Interpersonal benefits of the sick role may partially account for the high rate of medically unexplained illness in the general population. The current study tested whether sick persons received more lenient feedback compared to healthy persons. Results indicated that illness may function as a shield against interpersonal criticism.

Sampling Rate and Trial Length Effects on HRV Measurement Error
KOTARO SHOJI, RAYMOND FLEMING & MOTOHIRO NAKAJIMA, University of Wisconsin-Milwaukee
mundo@uwm.edu
Two studies investigated differences in measurement error related to electrocardiographic sampling rates for the analysis of heart rate variability. In Study 1, differences between 200 Hz and 1000 Hz sampling rates were apparent for longer measurement epochs. In Study 2, greater measurement error was related to higher heart rate.
36
Attachment Dimensions and Social Influence on Young Adult Alcohol Use
PAUL E. ETCHEVERRY, ALEX RAMSEY & ALBERT BOTCHWAY,
Southern Illinois University Carbondale
petch@siu.edu
Data was collected to test moderation by the attachment dimensions (avoidance
and anxiety) of the association of descriptive and injunctive norms with young
adult alcohol use. Interactional analyses were computed between the attachment
dimensions and partner alcohol norms. The implications of moderation by
attachment on social influence norms is discussed.

37
Parenting Style, Generativity, and Satisfaction Relationships in Parents and
Students
DENISE D. GUASTELLO, Carroll University; JERALEE BRIGGS, University
of Wisconsin-Milwaukee
dguast@carrollu.edu
Ratings of parenting style among 559 students/parents were significantly
correlated. Effective style correlated significantly with generativity and life
satisfaction in students and parents. Negative correlations were found for
permissive style with parent generativity and authoritarian style with student life
satisfaction. ANOVA revealed fathers scoring lowest on generativity and life
satisfaction.

38
Interrelationships Among Measures of Children’s Gender-Related
Attitudes, Preferences, and Cognitions
JUDITH E. OWEN BLAKEMORE & SUSAN J. JOHNSTON, Indiana
University Purdue University Fort Wayne
blakemor@ipfw.edu
In the present study we present data on interrelationships among several
measures of gender development in 3- to 8-year-old children. In spite of the fact
that most of these measures change developmentally, only a few were related in
theoretically meaningful ways. More relationships were found for boys.

39
Expectant Fathers’ Attachment Orientation and Preparation for
Parenthood
MITCHELL K. BARTHOLOMEW, SARAH SCHOPPE-SULLIVAN &
CLAIRE KAMP-DUSH, The Ohio State University
mbartholomew@ehe.osu.edu
The transition to parenthood is a stressful shift that may activate expectant
fathers' pre-existing attachment orientations. Guided by Bowlby-Ainsworth
attachment theory, this study examines relations between expectant fathers' adult
attachment orientation and their preparation for parenthood. Data were derived
from the first phase of a short-term longitudinal study of 180 couples’ adjustment to parenthood.

40
Autism Spectrum Disorder Screening Measures of Children with Williams Syndrome
ELAINE C. BENNATON, FAYE VAN DER FLUIT & BONITA P. KLEIN-TASMAN, University of Wisconsin-Milwaukee (Sponsor: DIANE REDDY)
bennaton@uwm.edu
Williams Syndrome (WS) is a rare neurodevelopmental disorder. The purpose of this investigation was to further examine the possible behavioral overlap between WS and Autism Spectrum Disorders (ASD) using two screening measures for ASDs. A significant relationship between scores on the rating measures was found.

41
Childhood Sexual Contact: Differences in Peer versus Non-Peer Interactions
BARBARA HUNTER, BRENNA PETERS, KATIE BENOIT, LAUREL YOUNG & YOLANDA DAWSON, Southwestern Illinois College
barbara.hunter@swic.edu
College students were asked to recall episodes of childhood sexual contact. Significant differences in perceptions of and behavior during the experience were found between peer and non-peer interactions. Significant sex differences were also found. These findings point to the people and locations that are most dangerous for children.

42
“Sexting,” Text Message Dependence, and Intimacy Among College Students
MICHELLE A. DROUIN & CARLY LANDGRAFF, Indiana University Purdue University Fort Wayne
drouinm@ipfw.edu
“Sexting,” which involves exchanging sexually explicit material via text message, appears to be relatively common among young adult college students. However, results of this study show that sexting is significantly more common among those who are dependent on text messaging and those who have anxious attachments to relationship partners.

43
Identity Development and Social Identification as Predictors of College Enrollment
DAVID J. LANE, Western Illinois University
dj-lane@wiu.edu
In a longitudinal study of predictors of continued enrollment, college students' ego identity and their perceived similarity to the prototypical student were measured. Students who were in the foreclosure stage were more likely to stay enrolled, but only if they also saw themselves as different from the typical student.

44  
**Heritability of Self-Esteem in Preschool-Aged Twins**
JAIMITI L. MATHIAS & LIGABET F. DILALLA, Southern Illinois University Carbondale
jmathias@siu.edu
In this study of self-esteem in 5-year-old twins, monozygotic pairs were more highly correlated with each other than were dizygotic pairs on the cognitive competence, physical competence, and maternal acceptance subscales of a self-esteem measure. Results suggest there is genetic influence on most domains of self-esteem in preschool-aged children.

45  
**Fathers' Contributions to Preschoolers' Theory of Mind Development**
BRENDA L. LUNDY, MELLISSA MCFADDEN SKEEL, TRACY ROW & CHRISTIE WENTLAND, Indiana University Purdue University Fort Wayne
lundyb@ipfw.edu
Fathers' contributions to their preschooler's theory of mind (ToM) was explored in relation to the 'mind-mindedness' construct. The present findings suggest that fathers' descriptions of their children's mental processes may influence the quality of their interactions with them and their children's acquisition of ToM.

46  
**Preschoolers' Behavior Problems, Family Demographics and Classroom Contexts: A Comparison Between CSRP and FACES**
KRISTEN M. SALKAS & CHRISTINE P. LI-GRINING, Loyola University Chicago; C. CYBELE RAVEN, New York University
ksalkas@luc.edu
Children enrolled in Head Start (HS) programs show relatively higher behavior problems. The Chicago School Readiness Project (CSRP) is an intervention that reduced HS children's behavior problems. To inform efforts to scale-up CSRP, this study examines whether the CSRP sample is similar to a nationally-representative sample of HS children.

47  
**Preschoolers' Self-Regulation and School Success: Concurrent and Longitudinal Linkages**
VALERIE FLORES, TESSA BATAGLIA & CHRISTINE P. LI-GRINING, Loyola University Chicago; ELIZABETH VOTRUBA-DRZAL, University of Pittsburgh; LINDSAY CHASE-LANSDALE, Northwestern University
This study examines preschoolers' self-regulation as a predictor of academic skills, social competence, and behavior problems in childhood. Findings suggest that preschoolers' executive functioning moderately predicts their academic skills. This has been confirmed in longitudinal models. The discussion will reflect on prevention programs targeted to improve children's school readiness.

48
The Influence of Parental Meta-Emotion Philosophy on Child's Disposition
LAURA D. REED, PAIGE E. GOODWIN & ROBERT C. INTRIERI, Western Illinois University
LD-Reed@wiu.edu
Parental meta-emotion is defined as how parents feel about emotions, their own as well as their child's. Ninety-seven college students completed online measures of parental bonding, hope, optimism, and parental meta-emotion philosophy. Results indicate that parental meta-emotion is an effective predictor of parental bonding, hope and optimism.

49
I Think I Had an Eating Disorder: Prevalence and Significance
PHAME M. CAMARENA, AMANDA J. CAMPBELL, MOLLY G. DESLANDES & PAMELA A. SARIGIANI, Central Michigan University
phame.camarena@cmich.edu
Quantitative and qualitative data from an anonymous on-line survey of 828 college students were used to examine the psychological profiles of individuals that believed they may have had an undiagnosed eating disorder while growing up. Contrasts between this group, the total sample, and those formally diagnosed are reported.

50
Extension of Q-Sort Methodology for the Assessment of Emotion Regulation
SHANNON V. ERKLIN & M. CHRISTINE LOVEJOY, Northern Illinois University
shannonerklin@yahoo.com
An observational measure of emotion regulation (ER) for children, developed through extension of Q-sort methodology, was compared with traditional measures of ER and other constructs. Only modest support was found for the observational measure. Traditional measures showed strong convergent, but weak discriminant validity. Further research on ER measures is needed.
Psi Chi Distinguished Speaker
The How, What, When, and Why of Happiness
SONJA LYUBOMIRSKY, University of California Riverside
Friday, 12:00-1:00, Empire Ballroom
REGAN GURUNG, University of Wisconsin-Green Bay, Moderator

Invited Fellows Symposium
Recent Directions in Stereotyping and Prejudice Research: Biases in Perception, Communication, and Relationships
Friday, 1:00-3:00, Crystal Room
MARGO J. MONTEITH, Purdue University, Moderator

Stereotyping in Social Perception and Judgment: The Case of Complex and Ambiguous Target Identities
GALEN V. BODENHAUSEN, Northwestern University

Stereotypes in the Communication and Translation of Person Impressions
MONICA R. BIERNAT, University of Kansas

The Interplay Between Racial Attitudes and Interracial Roommate Relationships
RUSSELL H. FAZIO, The Ohio State University

Invited Address
Gender Differences in Depression in Adolescence: The ABC Model
JANET S. HYDE, University of Wisconsin-Madison
Friday, 1:30-3:00, Empire Ballroom
ELAINE BLAKEMORE, Indiana University Purdue University Fort Wayne, Moderator

In adulthood, women are twice as likely as men to be depressed. In childhood, girls are no more depressed than boys; the gender difference emerges between ages 13 and 15. The ABC model integrates biological, affective, and cognitive processes, together with stress, to explain the emergence of the gender difference.
Health Psychology

Friday, 1:00-2:45
Salon 1
GREGORY BUCHANAN, Beloit College, Moderator

1:00 Invited Talk
Physiological and Health Implications of Narcissism
ROBIN S. EDELSTEIN, University of Michigan
redelste@umich.edu
Defensive behavior has generally been associated with poor interpersonal and psychological outcomes; however, much less attention has been paid to the physiological underpinnings and consequences of such behavior. My talk will focus on neuroendocrine and health outcomes associated with narcissism, a personality construct associated with defensive behavior.

1:30
Deferred Empathy Among Critical Care Nurses
BELINDA M. WHOLEBEN & CHRISTINE V. BRUUN, Rockford College; LINDA STEFFENS, MARY FORCE & DEE DODD, Delnor Community Hospital (Sponsor: JOEL LYNCH)
bwholeben@rockford.edu
This study examines deferred empathy—empathy "after the fact." Critical care nurses responded to the Vocational Deferred Empathy Questionnaire by writing narratives of deferred empathy that occurred in their work lives. Participants learned from past behaviors, judging themselves to be better practitioners because of their deferred empathy experiences.

1:45
Blood Glucose and Self-Reported Energy Status Affects Cognition in Diabetes
CHRISTOPHER R. L. PARKINSON & JESSICA R. ARMOUR, Rosalind Franklin University of Medicine & Science; BOBY THECKEDATH, North Chicago VA Medical Center; SANT P. SINGH & LAWRENCE C. PERLMUTER, Rosalind Franklin University of Medicine & Science chris.parkinson@my.rfums.org
Poor cognitive performance in diabetes is associated with difficulty in utilizing blood glucose. In addition, diabetic patients often fail to expend sufficient levels of energy in support of cognitive performance. This pilot study reports on the joint role of energy and blood glucose levels in supporting superior cognitive function.

2:00
Attributions as a Function of Weight Loss
ASHLEY E. HILL & MARK A. STAMBUSH, Muskingum University; BRENT A. MATTINGLY, Ashland University
The current research examined if method of weight loss influences participants' attributions and perceptions of a formerly overweight target. Results indicated that surgery targets were perceived more negatively than diet/exercise targets. These data suggest that individuals who lose weight are still prone to the negative attributions associated with the overweight.

2:15
**Gender Differences in Lay Theories of Health: Relations to Help-Seeking**  
CHRISTINA A. DOWNEY & JULIE DORNEMAN, Indiana University Kokomo; EDWARD C. CHANG, University of Michigan Ann Arbor
downeyca@iuk.edu  
This study explored one possible reason for gender differences in help seeking for health-related problems, namely, that women and men conceptualize health differently. These "lay theories of health" were compared by gender using two methodologies, supporting the idea that women and men may think about health in fundamentally different ways.

2:30
**The Underlying Processes of Body Image and Disordered Eating**  
ASHLEY M. ROLNIK & COLLEEN CONLEY, Loyola University Chicago
arolnik@luc.edu  
Little is known about how body dissatisfaction/disordered eating are related to their underlying emotional and cognitive processes. The current study examined relationships among emotion regulation, cognitive styles, mindfulness, and body image/eating in first-year college men and women. Results suggest that cognitive and emotional mechanisms should be targeted in prevention/treatment options.

**Social Interaction**

*Friday, 1:00-2:45  Salon 5 & 8*

ERNEST PARK, Cleveland State University, Moderator

1:00  **Invited Talk**  
**Prosocial Behavior and Violent Video Games**  
DAVID R. EWOLDSEN, The Ohio State University
ewoldsen.1@osu.edu  
Research consistently finds a link between playing violent video games and aggressive cognitions, affect, and behavior. This talk presents research on possible prosocial effects of playing violent video games.

1:30  **The Impact of Anticipated Versus Experienced Emotions on Bargaining Decisions**
In light of recent theorizing that anticipated, but not experienced, emotions directly influence behavior (Baumeister, et al., 2007), we hypothesized and found that a) anticipated regret and relief are felt more strongly than when experienced and b) anticipated emotions influenced subsequent decision making whereas experienced emotions did not.

1:45
The Prosocial Orientation: Equality versus Collective Outcome Maximization
CHRISTOPHER R. CHARTIER & SUSANNE ABELE, Miami University
charticr@muohio.edu
Current measures of social value orientation (SVO) do not distinguish between prosocials who pursue equality in outcomes from prosocials who prefer collectively optimal outcomes. The development of a new self report measure distinguishing between these preferences is presented, with experimental evidence supporting its predictive validity.

2:00
Maximizing Outcomes in Long-Term Interactions: The Role of Generosity
ANN RUMBLE, Ohio University Chillicothe
rumble@ohio.edu
The main purpose of the current study is to test the hypothesis that strict reciprocity is an effective strategy at the beginning of a social exchange, but due to the problems with noncooperation, a behavioral shift towards a more forgiving reciprocal strategy is necessary to maximize outcomes. Results confirmed the hypothesis.

2:15
Shouldn’t You Take Care of That? Perceived Responsibilities of Victims
AMY M. GARCZYNSKI, RUTH WARNER & RICHARD D. HARVEY, Saint Louis University
amygarczynski@gmail.com
The current study investigated perceived responsibilities of victims. One-hundred and ninety-two participants completed a 56-item measure on possible perceived responsibilities of victims. A principal axis factor analysis showed that five factors emerged: empathy, revenge, forgiveness, justice, and self defense.

2:30
Reproductive Strategies and Preferences Associated with Prestigious and Dominant Men
DANIEL J. KRUGER, University of Michigan; CAREY FITZGERALD, Central Michigan University
People associate males high in dominance with masculine facial features and short-term mating, and males high in prestige with feminine facial features and long-term mating. Both men and women prefer high prestige males for social relationships and women prefer high prestige males for long-term romantic relationships.

**Animal Learning**

*Friday, 1:00-2:15*  
**Salon 2**  
DAREN KAISER, Indiana Purdue University Fort Wayne, Moderator

1:00 Invited Talk  
Memories Can't Wait: Alleviating Impairment in Animal Models of Cognitive Dysfunction  
MARK E. BARDGETT, Northern Kentucky University  
bardgettm@nku.edu  
Multiple pathologies likely lead to similar forms of memory impairment in neuropsychiatric disorders. This talk will review current ways to mimic these pathologies and their behavioral consequences in laboratory animals. It will also evaluate how modulation of H3-type histamine receptors modifies behavioral outcomes in each model.

1:30  
Taking the “Self” Out of Self-Control: Dogs Are Like Humans  
HOLLY C. MILLER, KRISTINA F. PATTISON, C. NATHAN DEWALL, REBECCA RAYBURN-REEVES & THOMAS R. ZENTALL, University of Kentucky  
zentall@uky.edu  
Human and non-human self-control processes rely on the same biological mechanism—the availability of glucose in the bloodstream. Dogs that were required to exert self-control persisted for a shorter time on a subsequent unsolvable task, however, a boost of glucose (but not artificial sweetener) eliminated the negative consequences of prior self-control exertion.

1:45  
Pigeons’ Acquisition of Simultaneous Discrimination Midsession Reversal  
REBECCA M. RAYBURN-REEVES & THOMAS R. ZENTALL, University of Kentucky  
zentall@uky.edu  
Pigeons were trained on a simultaneous red-green discrimination that reversed mid-way through each session. After much training they anticipated the change in contingency before it occurred and perseverated after it occurred suggesting a
reduced ability to respond quickly based on feedback from the change in contingency (little ability to develop a win-stay/lose-shift strategy).

2:00
**Evidence Against Metacognition in Pigeons May Be Biased**
JESSICA P. STAGNER & THOMAS R. ZENTALL, University of Kentucky
zentall@uky.edu
Roberts et al. (2009) found that pigeons failed to choose additional information which would have resulted in higher matching accuracy and concluded that pigeons do not have metacognition but their results may have been biased by an added delay to reinforcement. When this bias was eliminated, pigeons chose to obtain the additional information.

**Sex Roles**

*Friday, 1:00-2:45*  
Salon 6 & 7
AMANDA DIEKMAN, Miami University, Moderator

1:00  **Invited Talk**  
**Prevalence and Effects of Rape Myths in Print Journalism**  
RENAE FRANIUK, Aurora University
rfraniuk@aurora.edu
This research highlights findings from four studies examining rape myths in news media. Results showed that rape myths are prevalent in articles and headlines, and that exposure to rape myths in the news leads participants’ to hold negative attitudes about rape and rape victims. Implications are discussed.

1:30  **Exploring Perceptions of the Motivated Fulfillment of Gender Norms**  
AMANDA M. JOHNSTON & AMANDA B. DIEKMAN, Miami University
johnstam@muohio.edu
We investigated the perceived motivations of social groups to adhere to social norms. Across two studies, we examined the perceived motivations of men and women to possess gender normative traits. Women were perceived as motivated more by ideals than oughts; men were perceived as equivalently motivated by ideals and oughts.

1:45  **The Influence of the Operational Sex Ratio on Marital Age**  
DANIEL J. KRUGER, University of Michigan; CAREY FITZGERALD, Central Michigan University; TOM PETERSON, University of Michigan
djk2012@gmail.com
When women are scarce, males may be more eager to enter into committed relationships, but may also need higher social status and resource potential to be
considered marriageable. We found that when women are scarce, they marry earlier on average and the variance in male marital age increases.

2:00
Sex and Gender Roles Combine to Determine the Experience of Pain
STEPHANIE L. FOWLER, HEATHER M. RASINSKI & ANDREW L. GEERS, University of Toledo
fowler.sl@gmail.com
In a laboratory study, we tested the possibility that priming gender roles can influence the way men and women respond to a pain stimulus. When given feminine primes, women reported more pain than men. There were no sex differences in pain for participants given a masculine or neutral prime.

2:15
The Mere Presence of a Female Leader Increases System Justification
ELIZABETH R. BROWN & AMANDA B. DIEKMAN, Miami University
Browner2@muohio.edu
Women's ascent into leadership could either highlight gender inequality, leading to decreased satisfaction with the status quo, or highlight gender equality, leading to increased satisfaction with the status quo. We find that the mere presence of a female as opposed to a male leadership candidate increases system justification beliefs.

2:30
Is There a Double Standard of Aging?
KELLY L. BARNES, MARY E. KITE & KELLEY HOLLANDER, Ball State University
klbarnes@bsu.edu
Research suggests there is the double standard of aging (that women are thought to age earlier than men). Forty-four participants created two avatars that varied by target gender and target age. Naive raters thought attractiveness declined with age and rated 65 year old women as older than 65 year old men.

Academic Motivation, Adjustment, and Performance

Friday, 1:00-2:45 Salon 3
JACK CROXTON, State University of New York Fredonia, Moderator

1:00
The Academic Motivations Scale: Validating the Motivational Continuum
MEERA KOMARRAJU & DANIEL NGUYEN, Southern Illinois University Carbondale
meerak@siu.edu
1202 students completed The Academic Motivations Scale in attempts to validate Deci and Ryan's (2000) suggestion that various types of motivation are not distinct categories, but rather follow a continuum. Correlational analyses provide support for the discrepancy established by prior research and suggest introjected-regulation to be misplaced along the continuum.

1:15
Internal Determinants of Intrinsic Motivation
ALEN AVDIC & MEERA KOMARRAJU, Southern Illinois University Carbondale
alen@siu.edu
Searching for reliable predictors of academic motivation, this study assessed 291 participants on internal motivational determinants including personality traits and attachment styles. Regression analyses revealed openness as most reliable and strongest predictor of intrinsic motivation. Intellectual curiosity and seeking novel experiences appear to fuel an intrinsic desire for attending college.

1:30
Academic Discipline and ACT Scores as Predictors of College GPA
MEERA KOMARRAJU, ALEX RAMSEY & VIRGINIA RINELLA, Southern Illinois University Carbondale
meerak@siu.edu
Responses to the Student Readiness Inventory (SRI), ACT scores, and current GPA were obtained from 191 college freshmen. Regression analyses indicated that although ACT scores predicted 5% of the variance in college GPA, Academic Discipline, one of the ten SRI subscales, significantly predicted an additional 10% of the variance.

1:45
Motivation Types and Their Role on Student Performance
ALEN AVDIC & MEERA KOMARRAJU, Southern Illinois University Carbondale
alen@siu.edu
This study examines roles of different types of motivations in explaining student performance. According to self-determination theory, motivation can be generated from within or outside an organism. Although intrinsic motivation was expected to attribute genuine qualities, the results reveal that amotivation and extrinsic motivation are stronger predictors of student performance.

2:00
Examining Retention in Nontraditional Students: Relationships and Classroom Practices Matter
STEPHANIE GRANDA & DAVID C. MUNZ, Saint Louis University
sgranda@slu.edu
This study examined adult learners' affective experiences (i.e., affective commitment, satisfaction, academic involvement) as mediators between campus environment (i.e., social, academic, relationships), classroom experiences (i.e., feedback, autonomy, skill variety, task significance, task identity), and intentions to stay and leave the university. The model was partially supported.

2:15
College Adjustment: Similarities & Differences For White & Non-White Students
VIRGINIA B. WICKLINE, Miami University; VALERIYA SPEKTOR, CLAIRE BURGESS & ALLIE KIBLER-CAMPBELL, The College of Wooster
wicklivb@muohio.edu
The Wooster-Wickline College Adjustment Test (WOWCAT) (including 10 subscales) evidenced strong internal consistency in a ethnically and culturally diverse college sample. While minority students (compared to Whites) generally reported greater adjustment difficulties at a predominantly White liberal arts institution, differences were only seen for some, but not all, adjustment domains.

2:30
Worklife Balance of Working Students and Working Non-Students
ANDREA M. OLSON & RACHEL DAUNER, St. Catherine University
andreamolson@stkate.edu
We explored relationships among work hours (actual and ideal), satisfaction variables and health variables in working students and working non-students. Ideal work hours were significantly related to satisfaction with work schedule for working students. Working students had higher job and life satisfaction and reported better physical health than working non-students.

Aggression and Psychopathy

Friday, 1:00-2:45
Salon 4
MICHAEL TAGLER, Ball State University, Moderator

1:00 Invited Talk
Psychopathy and Left Hemisphere Activation Deficits
DAVID S. KOSSON, Rosalind Franklin University
david.kosson@rosalindfranklin.edu
The Left Hemisphere Activation (LHA) hypothesis provides a parsimonious explanation for several features of psychopathy prominent in clinical descriptions not easily explained by other perspectives. I will review the evidence for an association between psychopathy and situation-specific performance deficits associated with differential demands on left hemisphere systems. In addition, I will summarize recent research on physiological
correlates of LHA and the implications of this research for the mechanisms underlying psychopathy.

1:30
Family, Peer, and Neighborhood Predictors of Adolescent Antisocial Behavior
THOMAS SLATTERY & STEVEN A. MEYERS, Roosevelt University
thomas.slattery@mymail.roosevelt.edu
We explored how antisocial behavior (ASB) develops within the context of parenting, peer relations, and violence exposure. Exposure to community violence robustly predicted ASB, indicating the importance of social context. Parental and peer predictors were significant as a function of gender and type of antisociality.

1:45
Examining the Effects of Video Games on Aggression in College Students
DALE KORINEK & MELANIE D. HETZEL-RIGGIN, Western Illinois University
md-hetzel@wiu.edu
This study investigated whether video games provide a cathartic, distracting, or enhancing effect on primed aggression. College students played a violent video game, a non-violent video game, or browsed the Internet for 30 minutes. Preliminary results suggest that the Internet group expressed more verbal aggression than the other two groups.

2:00
Longitudinal Model of Ecological Correlates of Chinese Adolescents’ Aggression
MICHAEL M. SHUSTER & YAN LI, DePaul University
mshuster@depaul.edu
This study used a Chinese sample to explore the relationships between parental cultural values (collectivism and social harmony), parenting practices (coercive and psychological control) and adolescent aggression using a longitudinal, multi-informant, structural model. Preliminary results indicate significant relationships among values, parenting and aggression as well as marginally significant mediation pathways.

2:15
Involvement in Real-Life and Online Verbal Aggression Among College Students
MICHELLE F. WRIGHT & YAN LI, DePaul University
mwrigh20@depaul.edu
In the present study, we hypothesized that verbally aggressive adults would engage in verbally aggressive activities online. Participants gave demographic information, answered questions about online and real-life verbally aggressive
behaviors. Bivariate correlations were performed and significant relationships were found between real-life verbal aggression and online verbal aggression.

2:30
The Effect of Motivational Statements on Neuropsychological Performance in Chronic Cannabis Users
RAYNA B. ERICSON, VA Ann Arbor; MITCH EARLEYWINE, University at Albany, SUNY
rayna.ericson@gmail.com
Examiners gave either a motivational statement or a neutral statement to chronic cannabis users prior to neuropsychological assessment. Participants who were given the motivational statement performed equally on most domains, but performed significantly better on a test of verbal learning and memory than those given the neutral statement.

Cognition & Cognitive Development
Poster Session

Friday, 1:00-3:00
Upper Exhibit Hall
E. JEAN JOHNSON, Governors State University, Moderator

1 Hemispheric Asymmetry and Summation Priming
MARIA A. PITEROS, RYAN M. SCOTT & THOMAS M. HOLTGRAVES, Ball State University
mapiteros@bsu.edu
We examined performance on a summation priming task as a function of individual differences in arousal asymmetry (assessed with a line perception task). Participants made lexical decisions following three word primes. Participants with a more active right hemisphere demonstrated a greater summation priming effect than did other participants.

2 Question Wording Effects On Open-Ended Responses: Think vs. Feel
DAVID J. MARKHAM, ADAM FELTON, NOAH JACOBS & THOMAS HOLTGRAVES, Ball State University
djmarkham@bsu.edu
Participants responded to open-ended questions regarding how they "thought" or "felt" about presidential candidates they liked or disliked. For both liked and disliked candidates, responses to the feel prompt were significantly more negative and marginally significantly more abstract than responses to the think prompt. Implications for question wording are discussed.
3
A Study of The Extended Generate-Recognize Model and Two-Cue Model
RU ZHANG & FRANCIS S. BELLEZZA, Ohio University
rz156005@ohio.edu
The extended generate-recognize model and the two-cue model (Bellezza & Karadogan, 2009) can be used to describe the recall-recognition paradigm. An experiment was conducted to try to address which of the two models is superior. The results obtained from fitting the two models indicated that both models worked well.

4
A Model for Source Monitoring in the Paired-Associates Learning Paradigm
RU ZHANG, JENNIFER ELEK & FRANCIS S. BELLEZZA, Ohio University
rz156005@ohio.edu
A multinomial processing-tree model was used to describe source-memory performance in the paired-associates learning paradigm. Source locations of the two words were superior when the target was recalled compared to not recalled. Source information and word-association information seemed to be stored in the same memory node.

5
Interventions to Improve Learning of Patient Education Materials
ROCHELLE L. O'NEIL & KATHERINE A. RAWSON, Kent State University
roneil1@kent.edu
Two experiments explored the effects of including support for self-regulated learning in patient education materials on retention of health-related information. Results demonstrate that learning significantly increased with the addition of a metacognitive support component, but that the effects depended on providing learners with appropriate feedback.

6
Do Intervening Tests Facilitate Learning of Complex Material?
KATHRYN T. WISSMAN, MARY A. PYC & KATHERINE A. RAWSON, Kent State University
mpyc@kent.edu
Research shows that intervening tests over initial word lists facilitate learning and retention of a subsequent word list. We evaluated whether intervening tests also facilitate learning and retention for more complex text materials, and the extent to which the effect depends on a filled interval between studying and intervening tests.

7
Can Repetitive Saccadic Eye Movements Enhance Mental Rotation?
SHELLEY D. HANAVER-TORREZ & KEITH B. LYLE, University of Louisville
sdhanaver@gmail.com
Repetitive saccadic eye movements enhance memory retrieval, especially for strongly right-handed individuals. The present study examined, for the first time, the effect of saccades on mental rotation, a complex cognitive operation without a memory-retrieval component. Results are discussed in terms of how saccades might affect intra- and interhemispheric brain activity.

8
High Working Memory Load Impairs Serial Pattern Learning Performance
SHANNON M.A. KUNDEY, Hood College; ANDRES DE LOS REYES, University of Maryland College Park; JAMES D. ROWAN, Wesleyan College; REBECCA ALLEN, Hood College; REBECCA GERMAN, Hood College
kundey@hood.edu
We explored working memory's role in human sequential pattern learning. Undergraduates chose spatial locations within a circular array. Participants learned a rule-based pattern that did/did not contain a pattern structure violation under high/low working memory load conditions. The high working memory load groups committed significantly more errors.

9
Structured Exercise Does Not Prevent Cognitive Decline in MCI
LINDSAY A. MILLER, MARY BETH SPITZNAGEL, ELLEN GLICKMAN & JOHN GUNSTAD, Kent State University
lmille92@kent.edu
Exercise provides cognitive benefits to healthy older adults, though it is unknown if a similar effect exists for persons with Mild Cognitive Impairment (MCI). 31 persons with MCI completed a structured exercise program twice a week for six months. Analyses showed improvement in physical fitness, but no improvement in cognition.

10
Effects of Previous Environment and Travel Patterns on Spatial Scaling in New Environments
PENNEY NICHOLS-WHITEHEAD & JUSTIN PERSOON, Grand Valley State University
nicholpe@gvsu.edu
Folk theory suggests one's Environment of Origin (EO), determines future perception of space. Incoming freshmen provided information about distances and movement patterns within the EO and the University Environment (UE), categorized distances as near or far, or recorded past movements. EO measures predicted behavior in the UE.
Affordance Interactions are Affected by Spatial Working Memory Load
JOSEPH E. GRGIC & JEREMIAH D. STILL, Missouri Western State University
jrggc@missouriwestern.edu
According to Gibson (1979), affordances are available through direct perception of the environment. Interaction designers interpret this as meaning affordances are executable without cognitive cost. We provide evidence that this commonly accepted belief is not true. Affordance interaction performance was decreased by loading working memory with spatial information.

Putting More Cognitive Effort Helps Reduce the Level of Regret
JISOOK PARK, Kansas State University
jsapril@k-state.edu
The idea of four meta-goals for consumer decision is widely accepted yet still requires empirical validation and development. Current study shows that consumers experienced less regret when they invested more cognitive effort in purchasing and when they initially purchased a product at a local store than online.

The Measurement and Evaluation of Regret: Preliminary Analysis of a Scale
JISOOK PARK & MICHAEL R. SMITH, Kansas State University
jsapril@k-state.edu
Regret has intrigued researchers in academia and the workplace due to its role in decision making. Despite wide interest, there is still a need for a properly developed and validated regret scale. The current study works towards developing a regret scale for use in basic and applied research.

Varying Levels of Cognitive Effort Across Different Types of Consumer Products
JISOOK PARK, Kansas State University
jsapril@k-state.edu
The idea of four meta-goals for consumer decision is widely accepted yet still requires empirical validation and development. A survey regarding consumer decision processes across several product categories revealed systematic difference in levels of cognitive effort people are willing to invest across different types of product, expanding the theoretical model.

Interference in WM and its Relationship with Ravens
JANELLE J. EVANS & RYAN P. BOWLES, Michigan State University
The choice of processing component in a working memory task can impact performance on the task, and empirical relations with other variables. Research design and theories of working memory should pay closer attention to the nature of the processing component.

16
Domain-Specific Critical Thinking and Strength of Religious Beliefs
SARA M. STEIN & KARL OSWALD, California State University Fresno
sarahahaaa@csufresno.edu
This study investigated the relationship critical thinking and strength of religious beliefs. Consistent with our predictions, overall critical thinking scores negatively correlated with religiosity as measured by the Personal Values scale. Our results support previous research on critical thinking but the relationship between religious beliefs and critical thinking is unclear.

17
Enhancing Retention Through Distributed Practice
KARL OSWALD, KARMJOT GREWAL & PAUL SKOMSVOLD, California State University Fresno
dippy007@csufresno.edu
The present study further investigated the application of this effect on reading comprehension tasks, while simultaneously observing the influence of semantic similarity of dissimilarity on recall.

18
Attentional Control Settings Can Be Object-Based
STACEY E. PARROTT, BRIAN LEVINTHAL & STEVEN FRANCONERI, Northwestern University
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Recent work shows that different attentional control settings are possible for different locations. We extend this work to show that different settings are possible to different objects, even when those objects occupy the same spatial location. We speculate that these settings are stored in visual working memory.

19
Comparison of an Ipsative versus a Between-Person Method
MOLLY A. O’CONNOR, University of Wisconsin-Milwaukee; LOREN L. TOUSSAINT, Luther College; LORI LANGE, University of North Florida; MOTOHIRO NAKAJIMA, University of Minnesota Duluth; RAYMOND FLEMING, University of Wisconsin-Milwaukee
oconnno38@uwm.edu
This study compared an ipsative approach (relative to self) to a standard approach (relative to others) to measure coping and its effect on stress. Buffering effects of coping on stress were observed using an ipsative analysis,
but not the standard analysis, highlighting the importance of measuring coping relative to self.

20
**WAIS-IV Interpretation with Adolescents: Implications of Hierarchical Exploratory Factor Analyses**
GARY L. CANIVEZ, Eastern Illinois University; MARLEY W. WATKINS, Arizona State University
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Orthogonal higher-order factor structure of the WAIS-IV for the adolescent standardization adolescent sample is reported. Multiple criteria for factor extraction were not in agreement. The Schmid and Leiman (1957) procedure was used to examine the hierarchical WAIS-IV structure and to apportion variance to the various factors.

21
**CAS Construct Validity: ADHD Distinct Group Differences and Diagnostic Utility**
GARY L. CANIVEZ, Eastern Illinois University; ALLISON R. GABOURY, Puyallup School District, WA
glcanivez@eiu.edu
The Cognitive Assessment System (CAS) produced statistically significant Planning and Attention differences between an ADHD group and a matched control group. Direct discriminant function analysis, diagnostic efficiency statistics, and receiver operating characteristic (ROC) curves showed statistically significant diagnostic agreement/utility. Results were consistent with theory and past CAS research.

22
**Relativism of Music Aesthetics: Contextual Shifts in Preferred Tempo**
MATT RASHOTTE & DOUG WEDELL, University of South Carolina
Rashotte@sc.edu
Participants listened to the song Sgt Pepper manipulated at different tempos. The fast tempo context varied the speed from -12% to +30%. Slow tempo context varied from -30% to +12%. Preference ratings suggested listeners shifted their ideal point from the original tempo to a faster tempo because of the context.

23
**The Effect of Decision Making Training on Mock Jury Deliberations**
REBECCA STARKEL & R. SCOTT TINDALE, Loyola University Chicago
rstarke@luc.edu
Group discussions were analyzed to determine whether training in juror decision making influenced the nature of jurors' discussion. Although there was no effect of training, high malice groups were more likely to reference certain points of evidence, use training materials more, and debate more that low malice groups.
24
Can a Decoy Influence Preference for Presidential Candidates?
JONATHAN C. PETTIBONE, BENJAMIN ENGLERT & AMANDA LAUGHLIN, Southern Illinois University Edwardsville
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Prior to the 2008 U.S. presidential election, participants were presented with sets of candidates that included Obama, McCain, and an asymmetrically dominated decoy designed to increase preference for another candidate. Results showed that preference was increased for the candidate who dominated the decoy in judgment but not in choice.

25
Decision-Making Related to Need for Closure and Cognitive Load
KELLY J. BRATKOWSKI & JOAN E. RIEDLE, University of Wisconsin-Platteville
bratkowk@uwplatt.edu
The relationship between need for closure and change in attributions given new information was examined under varying conditions of cognitive load. Cognitive load moderated change in attributions for those low in need for closure. Need for closure also related to conservatism and applied versus theoretical interests.

26
DIY Garden Paths: Sentence Completions of Ambiguous Sentences
STEPHANIE GRAY WILSON, Capital University
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The current study used a sentence completion task to demonstrate a preference for particular types of syntactic structures. These preferences are thought to reflect experience with the language and the relative roles of various types of information during language comprehension. The results are consistent with interactive theories of language processing.

27
A Comparison of Frequencies as Defined by Google Search “Hits”
APRIL D. FUGETT & ELIJAH WISE, Marshall University
fugett5@marshall.edu
Presently, people are becoming more acquainted with information accessible to them through internet search engines. This study was an attempt to justify the use of search engines as a method for categorizing and discussing data. Statistical analysis indicates that this measure is comparable to current measures.

28
Text Signals Perform as Function Indicators
KRISTIN A. RITCHEY & MICHELLE M. ZERBI, Ball State University
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One theorized benefit of text signals (e.g., headings) is that they indicate the text's function or purpose. Participants' ability to identify a text's functions and to recall the text were higher when the text contained signals that indicated function than when it contained signals that did not indicate function.

29
The Structure of the Concept of B.S.
FAY K. MAAS & NICHOLAS C. PEDERSON, University of Minnesota Duluth
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Advertising, public relations and politics are often misrepresentations that are not exactly true yet are not lies either. We examined whether adults considered misrepresentations that varied on the dimensions of pretentiousness and scope to be instances of B.S. Results suggest that B.S. is distinct from the concept of lying.

30
Backward and Forward Causal Relations in Narrative Texts
STEPHEN W. BRINER & SANDRA VIRTUE, DePaul University;
CHRISTOPHER A. KURBY, Washington University
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Participants read texts in which a cause occurred before an effect (i.e., forward condition) and texts in which an effect occurred before the cause (i.e., backward condition). Lexical decision responses to inference-related target words demonstrate that forward and backward causal relations are processed differently during narrative text comprehension.

31
Semantic Priming by Pictures in Lexical Decisions in Visual Fields
LINDA NETHERLAND, DANIEL J. SCHMOLLER, QUINTINO R. MANO & DAVID C. OSMON, University of Wisconsin-Milwaukee
netherl2@uwm.edu
This lexical decision experiment used a cross-form priming design to test whether picture primes interact with visual field presentation. ANOVA demonstrated main effects of picture priming and visual field presentations, and an interaction such that picture priming had the strongest effect on lexical decisions in the left visual field.

32
Emotional Priming Effects on the Accessibility of Autobiographical Memories
FRANK L. HASSEBROCK & MARY FOX, Denison University
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College students recalled autobiographical memories for pictures that had been seen previously (primed) or that were new. The pictures represented either
positive or negative emotions. Memories were recalled quicker to positive pictures which were primed versus new; however, memories were recalled quicker to negative pictures which were new versus primed.

33 Directed Forgetting in Face Recognition
JENNIFER K. SEDA & MITCHELL METZGER, Ashland University
jseda@ashland.edu
Directed forgetting, a common phenomenon observed in verbal tasks, was demonstrated in this experiment for face stimuli. As predicted, significantly more faces followed by "remember" cues were recalled than faces followed by "forget" cues. Parallels in DF between verbal tasks and face recognition tasks will be discussed.

34 Extensions of the Survival Advantage in Memory
CHASTITY MCFARLAN, St. John's University; BOGDAN KOSTIC & ANNE CLEARY, Colorado State University
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The survival advantage in memory shows that processing words for relevance to grasslands survival improves recall. This study examined this effect for other survival scenarios, including those unrelated to nature or human evolution. Comparable recall rates occurred for other survival settings, such as the jungle, the desert, and space.

35 Do all Bilateral Motor Movements Enhance Memory Retrieval?
RYAN P. HACKLÄNDER & KEITH B. LYLE, University of Louisville
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Performing repetitive saccades before the retrieval phase of a memory test enhanced subsequent retrieval while another bilateral motor movement, simultaneous finger tapping, did not. These findings are contrary to the hypothesis that all bilateral motor movements can enhance retrieval by activating the brain bilaterally and increasing interhemispheric interaction.

36 Remembering the Past Causes Forgetting, Simulating the Future Does Not
TARA A. JOBE & BENJAMIN C. STORM, University of Illinois at Chicago
tjobe2@uic.edu
Research suggests that remembering the past and imagining the future rely on common psychological and neural processes. We report two experiments examining the consequences of remembering the past and imagining the future on the accessibility of other information in memory.
37
Visual Sketchpad May Store a Dual-Code for Concrete Words
JOSEPH B. SABETTI, JAMIE L. CACCHIONE, BRANDON B. LEWIS, JULIE A. WELCH & MICHAEL A. SKELLY, Edinboro University
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The effect of word type (concrete vs. abstract) and the effect of articulatory suppression (AS) (present vs. absent) on the proportion of items recalled correctly was investigated. The results support the conjecture that concrete words may be represented both orthographically and pictorially in the visual sketchpad of working memory.

38
The Color of Memory: Multi-Color Highlighting and Releasing Proactive Interference
JAMIE L. CACCHIONE, JOSEPH B. SABETTI, JULIE A. WELCH, BRANDON B. LEWIS & MICHAEL A. SKELLY, Edinboro University
jc071557@scots.edinboro.edu
The present experiment investigates the effect of multi-color highlighting on releasing proactive interference (RPI) on the fourth and seventh trial in a modified RPI paradigm. Results indicate that items from the same semantic category are differentially encoded in memory based on the color of text highlighting.

39
Repeated Retrieval Potentiates Encoding by Enhancing Organizational Processing
PHILLIP J. GRIMALDI & JEFFREY D. KARPICKE, Purdue University
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Subjects studied and recalled a list in 1, 3 or 5 consecutive free recall tests. They then restudied the list and recalled it again. Repeated retrieval increased the number of new items learned in the restudy period. This potentiating effect of retrieval was due to enhanced organization induced by retrieval.

40
Prospective Memory: Individual Differences in Personality and Working Memory
DEBORAH PERSYN, REBEKAH E. SMITH & PATRICK BUTLER, University of Texas San Antonio
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Prospective memory involves remembering to perform an action at some future point and is important in everyday activities. The current study investigates the role of the individual differences in personality and working memory in determining performance on an event-based prospective memory task.
Fan Effects in Memory for Source
SARA HURT, ERIC WU, JONATHAN SCHICK, NAVED AHMED, MICHELLE EVANS, MICHELLE BEDDOW & ARLO CLARK-FOOS, University of Michigan Dearborn
acfoos@umd.umich.edu
It is widely believed that semantic knowledge is organized by associations between related concepts, with some concepts having more associations than others. In one experiment the ability to recall the source of a word was affected by the number of semantic associations to that word.

Memory of Odor Names: Evidence for Multimodal Encoding
STEVEN P. MEWALDT & JENNIFER N. LUCAS, Marshall University
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College students learned 16 odor names in one of three conditions: 1) odor names alone (6 sec. each), 2) odor name first (3 sec.), then odor (3 sec.), 3) odor first (3 sec.), then odor name (3 sec.). Recall was better when learning included odors, supporting a multi-modal memory model.

Insulin-Induced Memory Facilitation and ADDL-Induced Memory Disruption
MATTHEW R. BLANKENSHIP, JACOB DEVRIES, SARA SMELTZER, LAURA HEMPHILL & MARK PETERSON, Western Illinois University
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Synthesized amyloid-derived diffusible ligands (ADDLs) delivered directly to the hippocampus disrupt performance on the radial arm maze. It is not known how these disruptive proteins exert their effects but memory facilitation mediated by insulin may shed light on this aspect of Alzheimer's disease pathology.

Negative Beliefs about Worry Predict Generalized Anxiety Disorder
JASON C. LEVINE, COLLEEN KEHOE, HALEY NEWMAN, VALERIE ROUNTREE & RAYMOND FLEMING, University of Wisconsin-Milwaukee
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This study investigated the central components of Well's Metacognitive Theory of generalized anxiety disorder. Among the components, only the belief that worry is dangerous and uncontrollable significantly predicted a diagnosis of GAD. Appraising worry as uncontrollable and dangerous may be a significant characteristic of GAD. Implications are discussed in detail.

Recall of Implicit Deontics in Selection Task Reasoning Rules
GARY L. BRASE, Kansas State University
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When people reason about basic conditional rules couched within a deontic context, a large percentage of people erroneously remember the rules as having deontic auxiliary modifiers (“may” or “must”). Rules are not mis-remembered as their converse, however. These phenomena imply a context-specific deontic reasoning ability not reliant on syntax.

46
Social Problem Solving and Loneliness: A Test of an Interactive Model in College Students
MAYA MASSING-SCHAFFER & EDWARD C. CHANG, University of Michigan; LAWRENCE J. SANNA, University of North Carolina Chapel Hill; JAMESON K. HIRSCH, Eastern Tennessee State University; NATALIE J. LIN, MELISSA L. NG, WILLIAM TSAI, JEAN M. KIM, SARA A. COHEN, KAREN BENSUSAN, VERONICA DIAZ & JAMIE R. BACHMANN, University of Michigan
mayams@umich.edu
This study examined the role of loneliness as a moderator of the link between social problem solving and maladjustment in college students. As expected, loneliness was found to be an important moderator. These results indicate a need to consider broader integrative models of maladjustment.

47
Ruminations and Adjustment in College Students: A Focus on Ethnic Differences
NATALIE J. LIN, EDWARD C. CHANG & WILLIAM TSAI, University of Michigan; JAMESON K. HIRSCH, Eastern Tennessee State University, LAWRENCE J. SANNA, University of North Carolina Chapel Hill; MELISSA L. NG, JEAN M. KIM, VERONICA DIAZ, SARA A. COHEN, MAYA MASSING-SCHAFFER, KAREN M. BENSUSAN & JAMIE BACHMANN, University of Michigan
natalie@umich.edu
This study examined for ethnic differences in rumination between Asian and European Americans. Consistent with expectations, Asian Americans were found to ruminate more European Americans. Yet greater rumination was not associated with greater dysfunction in the former compared to latter group. Implications for future research are discussed.

48
Culture and Eye Movement Strategy During Visual Search (Part 1)
YEN-JU LEE, HAROLD H. GREENE & PRINCESS L. HEARNS, University of Detroit Mercy
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Eye movements were monitored during search for a conspicuous target in roadmaps. While saccadic measures depended on saccade direction, no difference was evident between American and East Asian participants. Thus American and East Asian participants may use similar oculomotor strategies when they search for a conspicuous target.

**49**

**Orientation Selective Gain Control Pools and Summing Circuits at Oblique Orientations**

PATRICK J. HIBBELER, ANTHONY R. WILLIAMS & LYNN A. OLZAK, Miami University
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Hibbeler and Olzak (in preparation) conducted a study to measure the contrast gain control pool and summing circuit for orientation. The results indicated increased sensitivity at oblique orientations. The proposed research will be examining the bandwidths of oblique orientations at the level of the gain control pool and summing circuit.

**50**

**Spatial Frequency Selective Gain Control Pools and Summing Circuits at Oblique Orientations**

ANTHONY R. WILLIAMS, PATRICK J. HIBBELER, LYNN A. OLZAK & EVAN J. BARR-BEARE, Miami University
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The current research examined the effects of orientation at higher levels of cortical visual processing. College-age observers were run in a series of discrimination tasks using sinusoidal gratings at oblique orientations. Results were analyzed and compared to past research examining higher level visual processing at cardinal orientations.

**51**

**A “Unity Assumption” Doesn’t Promote Intersensory Integration**

GIOVANNI F. MISCEO & NATHANAEL J. TAYLOR, Benedictine College
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Forty participants simultaneously felt and saw through a reducing (50%) lens a square. Half could and half could not see their haptic explorations. Subsequent size matches were mutually influenced by vision and touch only when the haptics were visible, suggesting that intersensory integration need not dependent on the "unity assumption."

**52**

**A Novel Neural Network Model of the Attentional Blink: Towards a Mechanistic Understanding of Individual Differences in Attention and the Effects of Attention Training**

CHRISTOPHER J. MAY & EBEN DAGGETT, Carroll University
cmay@carrollu.edu

We created a computational model wherein the attentional blink organically emerges. Moreover, the length of the blink in the model is malleable, depending on connections between distinct network layers. Finally, we discuss how these connections may correspond to individual differences in attention as well as the effects of attention training.

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Large Moving Frames Cause More Induced Motion
MICHAEL F. SHERRICK, Memorial University
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In two experiments, large moving visual frames were more effective than small frames in generating the perception of induced visual motion in a truly stationary central point of light. These results may have occurred because the larger frames shifted the observers' perceptual straight-ahead.

54

Embodied Cognition and Memory: Semantic Characteristics and Approach/Avoidance Type Movements
LISA R. VAN HAVERMAET, LEE H. WURM & LYNNE N. KENNETTE, Wayne State University
aw5308@wayne.edu

This study links together early evaluative processing (Danger & Usefulness dimension) and approach/avoidance behaviors (Pull/Push) in the context of cognitive processes: RT & recall. Participants either pulled a joystick for words and pushed for nonwords or vice versa followed by memory recall task. Results showed an "approach" bias for RT.

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Effect of Smoking Status on Cognitive Flexibility and Working Memory
JUSTIN GREENSTEIN, MARIA E. HINES, JORDAN P. LIPPMAN & JON D. KASSEL, University of Illinois Chicago
jgreenst1@yahoo.com

The current study examined the effects of smoking status on cognitive flexibility and investigated whether smoking status moderates the relationship between working memory span and cognitive flexibility. Results indicate that although smoking status does not influence cognitive flexibility, smokers and nonsmokers perform cognitive tasks differently.

56

Examining the Link between Memory and Understanding in Multimedia Learning
MICHAEL J. SERRA, KYLA ELLIS, DEVNY MARKS & JENNIFER SCARDINO, Texas Tech University
michael.serra@ttu.edu
We explored the link between memory and understanding in a multimedia-learning situation using archival data from our lab (n = 500). Multimedia does not exert an effect on both memory and understanding in the same way. Rather, memory and understanding can interact with multimedia to affect the other variable.

57
Mindfulness and Working Memory
GREG L. ROBINSON-RIEGLER, University of St. Thomas; SARAH J. GERVAIS, University of Nebraska Lincoln; LYNSEY R. MIRON, University of St. Thomas; ANGELA M. DUFFY, University of St. Thomas
griegler@stthomas.edu
This work examined whether trait mindfulness was positively correlated with working memory processing. Consistent with predictions, mindfulness was positively correlated with working memory for men. For women, however, mindfulness was negatively correlated with working memory. Implications for state and trait mindfulness and gender differences will be discussed.

58
The Role of Emotion in the Recall of Script-Based Events
DENISE DAVIDSON, VANESSA RASCHKE & SANDRA VANEGAS, Loyola University Chicago
ddavids@luc.edu
Across two experiments, results indicated that emotion associated with distinctive (script-interruptive) and less distinctive (script-irrelevant) story actions aided their recall. However, recall of peripheral story information was negatively affected when emotion was in the stories. Findings are discussed in terms of the beneficial and detrimental effects of emotion on memory.

59
Children's and Adults' Common Knowledge, Riddle Responses and Pollution Solutions
HELEN A. SWANSON, JOSHUA EBER & LACEY SEEFEEDT, University of Wisconsin-Stout
swansonh@uwstout.edu
We examined children's and adults' responses to: what french fries are made of; two logic tasks; a litter control problem; and a visual perception task. Contrary to primarily dubious, online sources, the age groups performed similarly except on one logic task on which adults, not children as claimed, performed better.

60
The Impact of Action Video Game Experience on Neurocognitive Performance
BRETT J. HOLFELD, REBECCA CICHA, RIC FERRARO, MEGAN KVASAGER, KIMBERLY SCHWEITZER, BRITTANY JOHNSON &
Positive and negative effects of video game performance are common. Across 103 undergraduates, we observed no association between various reaction time tasks (Simon Effect, Mental Rotation, Attentional Blink) and video game usage. However, video game usage was significantly negatively associated with impulse control and organization, both components of executive function.

Effects of Delayed Responding on Interference Control Among Preschoolers
DEREK MONTGOMERY & WHITNEY FOSCO, Bradley University
(Sponsor: TIMOTHY E. KOELTZOW)
montg@bradley.edu
Preschoolers were instructed to respond with a counterintuitive label (e.g., "boat") to a picture (e.g., car) across 16 trials. An imposed 3s delay between picture and subsequent response significantly improved accuracy. The delay was effective even when children could not formulate a response during the delay because the picture was invisible.

Museum Memories: Linkages to Exhibit Experiences
IRIS CHIN, ERIN WILKERSON, PHILIP HOFFMAN & CATHERINE HADEN, Loyola University Chicago; DAVID UTTAL, Northwestern University
ichin@luc.edu
In an experimental study involving 83 children (M age = 4.9) and their parents, we have increased parent-child conversational interactions in a museum exhibit. In this presentation, we link exhibit talk to what the children were able to remember when reminiscing about their museum experience 1-day and 2-weeks later.

The Role of Similarity in Preschool Children’s Interpretations of Negations
KATIE L. AASLAND & BRADLEY J. MORRIS, Grand Valley State University
aasland.k@hotmail.com
This study investigated how preschool children use semantic information to interpret negations. Experiments utilized an "I Spy" game, presenting two objects from the same category and an unrelated object. These results indicate that young children use category information when interpreting negatives and affirmed interpretations of negatives using semantic information.
Awards and Recognitions

Recognition of Charter Fellows
(see list p. 9)

Graduate Student Paper Awards
Scott T. Barrett  Shannon Pinegar
Rayna B. Ericson  Jane G. Stout
India R. Johnson

Minority Student Travel Awards (TBA)

Friday, 3:00  Red Lacquer Room
ROBERT WEIS, Denison University  & JANICE KELLY, Purdue University, Moderators

MPA Presidential Address
Affective Processes in Groups
JANICE KELLY, Purdue University

Friday, 3:30-4:30  Red Lacquer Room
JUDITH ELAINE BLAKEMORE, Indiana University Purdue University Fort Wayne, Moderator

Research has tended to focus on task processes in small groups to the relative neglect of affective processes. I will present recent theory and research that explores various affective processes in groups, including affect regulation, affective convergence, and the direct effect of affect on group process and performance.

MPA BUSINESS MEETING

Friday, 4:30-5:15  Red Lacquer Room

MEETING OF MPA LOCAL REPRESENTATIVES
Friday (Immediately following the Business Meeting)  Red Lacquer Room

***SOCIAL HOUR***
In Recognition of MPA Charter Fellows
Everyone Welcome

Friday, 5:00-7:00  Honore Ballroom
Invited Address
What is the Evidence for Evidence-Based Prevention of Youth Problems?
PATRICK H. TOLAN, Center for Positive Youth Development, University of Virginia

Saturday, 9:00-10:30 Crystal Room
EMILY DURBIN, Northwestern University, Moderator

This presentation will summarize current empirically based understanding of prevention for reducing the prevalence of youth behavior problems and associated social problems such as delinquency, drug use, school failure, and violence. The increasing use of terms such as evidence-based to suggest reliability of effects and the variations in how that status is rendered are addressed and then a summary of what is known, is not yet adequately studied, and important implementation and utility criteria for using the knowledge we have about prevention are covered. The goal is to help inform about the practical and scientific issues in trying to apply psychological science to improve public health related to youth.

APA Accreditation Site Visitor Workshop
(Advanced Registration Required)

Saturday, 8:30-5:00 Wilson Room
KRISTEN THOMPSON, APA Commission on Accreditation, kthompson@apa.org

The Accreditation Site Visitor Workshop is a full-day training that includes instruction about the role and functions of an accreditation site visitor and provides detailed information about the Guidelines and Principles for Accreditation of Programs in Professional Psychology.
Cognitive Aging

Saturday, 8:30-9:30

HEATHER BAILEY, Washington University St. Louis, Moderator

8:30 Invited Talk
Towards An Agile Mind
WILMA KOUTSTAAL, University of Minnesota
kouts003@umn.edu
I will present a new integrative framework for thinking about mental agility across the lifespan. Agile minds adaptively vary both levels of cognitive control and of representational specificity across domains of memory, emotion, perception, and action. Recent findings in flexible remembering, environmental enrichment, and fluid reasoning are discussed in the context of the framework.

9:00
Aging, Context, and the Subjective Experience of Hearing
CHAD S. ROGERS, LARRY L JACOBY & MITCHELL S. SOMMERS,
Washington University St. Louis
crogers@artsci.wustl.edu
Aging is accompanied by declines in hearing, but little is known about the subjective experience of hearing. In two experiments, older adults were more likely than young adults to use contextual information when context was misleading. In those cases, higher confidence for older adults was followed by poorer accuracy.

9:15
Effects of Strategy Training on Age-Related Deficits in Working-Memory Performance
HEATHER R. BAILEY, Washington University St. Louis; JOHN DUNLOSKY, Kent State University; CHRISTOPHER HERTZOG, Georgia Institute of Technology
hroth@artsci.wustl.edu
Age-related differences in span performance were assessed following strategy training. For participants who completed strategy training, no age-related deficit in span performance was observed. That is, older adults benefitted from strategy training as much as did young adults. Although span performance increased after training, performance on transfer tasks did not.

Drug Abuse

Saturday, 8:30-9:45

SHAWN GUILING, Southeast Missouri State University, Moderator
8:30 Invited Talk
Potential Role for Natural Compounds as a Treatment for Stimulant Abuse
DENNIS K. MILLER, University of Missouri
millerden@missouri.edu
Natural organic compounds have been used as treatments for and prophylactics against degenerative disorders. Our recent research has shown that the natural products apocynin and resveratrol can diminish the effects of the addictive psychostimulant methamphetamine in vivo and in vitro, suggesting a potential role for these compounds in drug addiction.

9:00
The Effects of IV Gestational Nicotine Exposure on Adolescent Methamphetamine Sensitization and Brain-Derived Neurotrophic Factor (BDNF)
RUSSELL W. BROWN & BENJAMIN A. HUGHES, East Tennessee State University; RYAN LACY, LAUREN BALLINA & STEVEN B. HARROD, University of South Carolina
zdmn8@goldmail.etsu.edu
Prenatal IV nicotine did not alter methamphetamine-induced sensitization observed in adolescent offspring. However, prenatal nicotine produced increased brain derived neurotrophic factor (BDNF) within regions that mediate drug reinforcement and higher cognitive function in the same rats. These results demonstrate long-term prenatal IV nicotine-induced changes in neuronal plasticity within motivational systems.

9:15
Characterization of Lobeline and Methamphetamine Using Prepulse Inhibition with Six Interstimulus Intervals
RYAN T. LACY, LAUREN E. BALLINA, RACHEL SINGLETON & STEVEN B. HARROD, University of South Carolina
rtlacy@gmail.com
The effects of lobeline and methamphetamine on prepulse inhibition were assessed using a six interstimulus interval procedure. Results indicate methamphetamine decreased percent of inhibition with tone prepulses. Lobeline produced a decrement in peak startle responses. Results suggest the present procedure detected robust lobeline and methamphetamine-induced alterations in prepulse inhibition.

9:30
Age and Sex Differences in Amphetamine Sensitization and Accumbal Dopamine Overflow in a Rodent Model of Psychosis
MEREDITH L. SMITH, JESSICA J. SMITH, KIMBERLY N. HUGGINS & RUSSELL W. BROWN, East Tennessee State University
zdmn8@goldmail.etsu.edu
This study demonstrates that priming of the dopamine D2 receptor produced by neonatal quinpirole (D2/D3 agonist) treatment enhanced locomotor activation and dopamine overflow in response to amphetamine in both adolescent and adults, although adolescent males demonstrated muted responding. Implications towards clinical disorders associated with increased D2 sensitivity will be discussed.

**Social Stigma**

*Saturday, 8:30-10:00  Indiana Room*

**JOHN PRYOR, Illinois State University, Moderator**

**8:30**

**Identity and Weight: Is Being Fat a Special Type of Stigma?**

ERIN D. SOLOMON, MELINDA BULLOCK, AMY M. GARCZYNSKI & LAURA VAN BERKEL, Saint Louis University
esolomo2@slu.edu

This study applied the Rejection Identification Model (RIM; Branscombe, Schmitt, & Harvey, 1999) and the Justification Suppression Model (JSM; Crandall & Eshleman, 2003) to fat prejudice and stigma. Results show that stigmatized individuals are more identified with the stigmatized group but they do not derive esteem benefits from this identification.

**8:45**

**Unhealthy Comparisons: Cognitive Responses to Thin Literary Characters**

JENNIFER N. FORD, DAVID J. LANE, RAEGAN CHRISTY, Western Illinois University
JN-Ford@wiu.edu

Young women tend to suffer reduced body-satisfaction when comparing their bodies to unrealistically thin body types promoted by media. Descriptions of female characters in popular modern novels did reduce body-satisfaction in young women, but this effect was dependent upon whether the participant identified or contrasted with the character.

**9:00**

**Affective, Cognitive, and Behavioral Reactions to Having a Stigmatized Family Member**

JOHN B. PRYOR, STACEY L. MCCLELLAND & GLENN D. REEDER, Illinois State University; ARJAN E. R. BOS & SARAH STUTTERHEIM, Maastricht University
pryor@ilstu.edu

The purposes of this research were to develop a measure of sensitivity to stigma-by-association and to explore the possible antecedents and consequences of experiencing stigma-by-association. Survey respondents were asked questions
about stigmatizing conditions present in their family members and their reactions to being related to a stigmatized person.

9:15
Stigma Differences Surrounding Behavioral Stereotypes of Mental Health Consumers
ROBERT BEEDLE, JENNIFER RAFACZ & PATRICK CORRIGAN, Illinois Institute of Technology
robertbeedle@creighton.edu
This study examined employers’ attitudes of hiring someone with mental illness. An employer survey revealed attitude differences between candidates with psychosis versus drug addiction. Candidates with a psychosis were viewed as representing a safety threat whereas candidates with a history of drug addiction were viewed as being less dependable.

9:30 Invited Talk
A Quarter Century of Research Using the Body Esteem Scale
STEPHEN L. FRANZOI, Marquette University
Stephen.Franzoi@marquette.edu
In 1984 Franzoi and Shields introduced the Body Esteem Scale (BES), which was one of the first measures that identified gender-specific body-esteem dimensions. This presentation reviews the past 25 years of BES research and presents new evidence concerning the viability of its factor structure among contemporary young adults.

Perspectives on the Self
Saturday, 8:30-9:45
Marshfield Room
KRISTINE M. KELLY, Western Illinois University, Moderator

8:30 Invited Talk
On Moving Beyond Effortful Impulse Control in Psychological Models of Self-Control
KENTARO FUJITA, The Ohio State University
fujita.5@osu.edu
Many psychological models suggest that successful self-control entails effortful control of impulses. I will briefly review research that challenges this assertion. Instead, I will argue that self-control is a dynamic process involving numerous mechanisms that occur prior to the experience of temptation impulses and require little conscious effort.

9:00
Attitudinally Diverse Social Networks and Self-Concept Clarity Across the Lifespan
ALYSSON E. LIGHT & PENNY S. VISSE, University of Chicago; JON A. KROSNIK, Stanford University; SOWMYA ANAND, University of Illinois ael@uchicago.edu

We explored the relation between the structure of an individual's social context and the structure of his or her self-concept. Two studies, including a nationally representative sample, revealed that attitudinally diverse social networks were associated with lower self-concept clarity, and poorer well-being, particularly when network closeness was high.

9:15
An Attack to the Brand an Attack to the Self?
MONIKA LISJAK, ANGELA Y. LEE & WENDI L. GARDNER, Northwestern University
m-lisjak@kellogg.northwestern.edu

The results of three studies show that among participants who are connected with a brand, those with low implicit self-esteem develop more positive brand evaluations after reading negative brand information. These findings suggest that brands may be part of the extended self.

9:30
Immoral Actions Lead to Exaggerated Perceptions of Risk
RAEGAN TENNANT & JANE RISEN, University of Chicago
rtennant@chicagobooth.edu

Even when there is no causal link, do people expect bad outcomes to follow bad behaviors? We examine likelihood judgments for negative outcomes (e.g., contracting an STD) following actions that are morally unacceptable or acceptable. We find that moral acceptability influences judgments even when there is no logical connection.

Children’s Concepts

Saturday, 8:30-9:30 Logan Room
JOAN SCHILLING, Edgewood College, Moderator

8:30 Invited Talk
Are Girls Good at "GORP"? The Effects of Generic Language on Children’s Thinking and Motivation
ANDREI CIMPIAN, University of Illinois at Urbana-Champaign
acimpiant@illinois.edu

Generic sentences (e.g., "Girls are good at X") are a linguistic means of conveying generalizations about entire categories (e.g., girls). I argue that hearing this type of language leads children to conceptualize abilities in terms of underlying stable traits rather than effort, which in turn impairs their achievement motivation and performance.
9:00
Effects of Generic Language on Category Content and Structure
SARAH M. STILWELL & SUSAN A. GELMAN, University of Michigan; ELIZABETH A. WARE, Viterbo College
Stilwell@umich.edu
This study examines how generic noun phrases (e.g., "Zarpies eat tulips") affect children's concepts. A novel category was introduced using generic, specific, or no-label wording. As predicted, preschoolers who heard generics more often linked the category to properties expressed, and more often essentialized the category, compared to the other conditions.

9:15
Young Children's Use of Spatiotemporal Cues to Track Ownership
ERIKA M. MANCZAK & SUSAN GELMAN, University of Michigan
erikamm@umich.edu
Previous research indicates that original possession is the primary factor guiding adults' ownership inferences. Preschool children received competing cues about object possession, appearance, and desirability before being asked to determine ownership among toys. Results indicate that even preschoolers are highly sensitive to spatiotemporal cues and original possession in determining ownership.

Gender & Racial Attitudes
Saturday, 8:30-9:45
Kimball Room
DANIEL ARKKELIN, Valparaiso University, Moderator

8:30 Invited Talk
The Medium is the Means: Email as a Moderating Factor on Gender Differences in Persuasion
ROSANNA E. GUADAGNO, University of Alabama
rosanna@ua.edu
This talk will review research on the impact of communication mode on persuasion outcomes. Findings indicate that email varies in effectiveness for men (who will be prone to be persuaded by a competitor) and women (who will be prone to reject entreaties from strangers). These results fit within a social role theory in terms of gender differences in interaction style.

9:00
African American Racial Ideology as a Predictor of Political Participation
ELIZABETH SHOCKLEY & PENNY S. VISser, University of Chicago; LESLIE ASHBURN-NARDO, Indiana University Purdue University Indianapolis
eshockley@uchicago.edu
African American racial ideologies predict academic outcomes. If this reflects
generalized effects of racial ideology on engagement with mainstream
institutions, we expect associations between racial ideology and political
participation. In our sample, racial ideologies served as predictors depending on
racial identity centrality. System justification and efficacy were explored as
mediators.

9:15
The Functions of Symbolic Racism
MARK J. BRANDT & CHRISTINE REYNA, DePaul University
mbrandt5@depaul.edu
Symbolic racism (SR) has been conceptualized as a new form of racism or a
legitimizing ideology. This study proposes and tests a hybrid model of SR.
Results suggest that SR is both an expression of a new form of racism and a tool
used to mask support for inequality.

9:30
Autobiographical Themes in Response to Civil Rights Movement Related
Cues
MATTIE S. GABSTON, Indiana University East
mgabston@iue.edu
The current study explored thematic differences in autobiographical memories
generated by African American and European American adults in response to
civil rights related cues. While participant ratings of memory affect did not
differ, an analysis of the memories themselves indicates both groups responded
to the cues with different thematic content.

Statistics Workshop
Web-Based Questionnaires: How Design Affects Data
Saturday, 10:30-11:30         Crystal Room
RANDALL THOMAS, ICF International
We will focus on constructing better web-based questionnaires, including
question and response format development. Pulling together the latest
findings concerning the influence of design effects, we will also cover how
visual interactive measures, response order effects and response format
effects affect results for this mode of questionnaire administration.
Language & Social Cognition

Saturday, 10:00-11:00
COLLEEN STEVENSON, Muskingum College, Moderator

10:00 Invited Talk
The Developmental Origins of Accent Attitudes
KATHERINE KINZLER, University of Chicago
kinzler@uchicago.edu
In this talk I present evidence that infants’ and children’s early social reasoning is influenced by the language and accent with which others speak. These early accent-based social preferences surpass those based on race, and may have origins in human cognitive evolution.

10:30 Adjusting Manner of Language Processing to Non-Native Speakers
SHIRI LEV-ARI & BOAZ KEYSAR, University of Chicago
shiri@uchicago.edu
We show that listeners process language differently when listening to non-native speakers: They rely more on context when listening to non-native than to a native speaker, as evidenced by both referential choice and eye-gaze. The change in the underlying process was evident with high but not low working memory listeners.

10:45 The Effect of Partner-Specific Memory Associations on Reference Resolution
DANIEL G. SLATEN & WILLIAM S. HORTON, Northwestern University
d-slaten@northwestern.edu
Using a visual-world eyetracking paradigm, we test the influence of partner-specific memory associations on reference resolution. Pre-recorded instructions from each of two partners told participants which of two pictures to select on each trial. The results demonstrate how ordinary implicit memory processes can constrain online language comprehension.

Motivated Self

Saturday, 10:00-11:15
Marshfield Room
CHRISTINA BROWN, Saint Louis University, Moderator

10:00 Development and Validation of the Fear of Social Pain Questionnaire (FOSP)

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Previous studies showed that fear of pain increases the perception of physical pain. Consistent with the Pain Overlap Theory, we developed and validated a new instrument aimed to assess several dimensions of fear of social pain and their predictive validity. Higher levels of fear predicted higher levels of self-reported pain.

10:15
The Social Impact of Suffering: Physical Pain Thwarts Social Needs
PAOLO RIVA, University of Milano Bicocca; JAMES H. WIRTH & KIPLING D. WILLIAMS, Purdue University
paolo.riva16@gmail.com
In a novel test of Eisenberger & Liebermans' (2004) Pain Overlap Theory, we examined whether both social and physical pain affect fundamental social needs. Using standard paradigms, we manipulated social distress and physical discomfort. Although with different strength, social and physical pain reduced basic need satisfaction and worsened mood.

10:30
Affective Reactions to Praise as Evidence of Accuracy Motivations
SHANA COLE & EMILY BALCETIS, New York University
shana.cole@gmail.com
Affective reactions to praise can provide important information about the motivations that underlie self-views. Two studies demonstrate that praise from loved ones is less emotionally impactful than praise from strangers, especially in important domains. We discuss how these findings reflect the dynamic interplay of concurrently active self-enhancement and accuracy motivations.

10:45
Self-Construals and its Effect on Death-Related Anxiety and Behavior
JO A. SASOTA, The Ohio State University; EDWARD OREHEK & ARIE KRUGLANSKI, University of Maryland
sasota.1@osu.edu
How the self is constructed was found to influence death-related anxiety and behavior. Specifically, it was found that people who constructed the self in relation to others (vs. the self as autonomous agent) were (1) less anxious of death, (2) slower to avoid death, and (3) faster to approach death.

11:00
When Self-Affirmations Reduce Defensiveness: Timing is Key
CLAYTON R. CRITCHER & DAVID DUNNING, Cornell University; DAVID A. ARMOR, San Diego State University
crc32@cornell.edu
Self-affirmations reduce threat-inspired defensiveness, but experimental confounds in past work have obscured a significant boundary condition. Affirmations were effective only when positioned before the initiation of a defensive responses, and did not undo past defensive conclusions formed in response to test feedback (Study 1) or counterattitudinal advocacy (Study 2).

**Judgment & Decision Making I**

*Saturday, 10:00-11:15  Logan Room*

JONATHAN PETTIBONE, Southern Illinois University Edwardsville, Moderator

10:00  
**Moral Decision Making in an Uncertain World**  
KATHERINE V. KORTENKAMP, University of Wisconsin-La Crosse; COLLEEN F. MOORE, University of Wisconsin-Madison  
kortenka.kath@uwlax.edu  
This study examined the effects of uncertainty on moral judgments and whether questions of appropriateness are distinct from questions of morality. Responses to hypothetical moral dilemmas revealed that utilitarian choices were judged more appropriate than moral and were judged less acceptable when outcomes were uncertain as opposed to certain.

10:15  
**Adding a Better End to a Difficult Study Episode**  
BRIDGID FINN, Washington University  
bridgid.finn@wustl.edu  
Two experiments explored the remembered discomfort of a difficult study experience and the influence of this evaluation on prospective study choices. Extending an unpleasant study experience with a somewhat less difficult interval was preferred to a shorter, unextended interval. Future study choices reflected this preference.

10:30  
**When the Reliability of Contradictions Affects Belief Revision**  
JESSE R. SPARKS & DAVID N. RAPP, Northwestern University  
sparks@u.northwestern.edu  
Individuals often revise their belief in conditional relations (if A then B) when faced with contradictory evidence. This project explored whether the credibility of the source of such evidence would affect the likelihood of revision. Revision was less likely when evidence came from unreliable compared to reliable or neutral sources.
10:45
Just the Facts, Ma’am: Counterfactuals in Information Search
AMY L. SUMMERVILLE, Miami University
summera@muohio.edu
Individuals seek out information about foregone decision alternatives if they feel regret; in turn, this information can relieve this regret. The present research examines a cognitive mechanism for these effects: counterfactual thoughts. Counterfactual thoughts are associated with both the likelihood of seeking information and in subsequent increases in satisfaction.

11:00
Openness to Experience as a Predictor of Counterfactual Seeking
AMANDA R. TRASK & AMY L. SUMMERVILLE, Miami University
traskar@muohio.edu
Interest in foregone options is generally assumed to result from dissatisfaction, but other research suggests curiosity and creativity as a relevant motive. In this study, trait-level openness predicted the desire to view foregone alternatives, independent of satisfaction. Thus, counterfactual-seeking may serve alternative motivations for those high in creativity and curiosity.

Parent-Child Relationships: Clinical Issues
Saturday, 10:00-11:00
Kimball Room
ALBERT TUSKENIS, Governors State University, Moderator

10:00 Invited Talk
Developing and Testing Child Informed Approaches to Divorce Mediation
AMY HOLTZWORTH-MUNROE, Indiana University
holtzwor@indiana.edu
New divorce mediation approaches help parents consider the best interests of their children, providing general information regarding the impact of divorce on children (Child Focused) or individualized feedback from a child interview (Child Inclusive). In an ongoing pilot study, we compare these approaches and divorce mediation as usual.

10:30
The Moderated Mediation of Dysphoria by Causal Uncertainty and Attachment
KEVIN ROUNDING & JILL A. JACOBSON, Queen's University
kevin.rounding@queensu.ca
Previously, causal uncertainty has been shown to partially mediate the relationship between parental and offspring dysphoria. In this study exploring the moderating role of parental attachment, we found that higher levels of
parental attachment attenuated offsprings' causal uncertainty, resulting in lower levels of dysphoria in offspring reared by dysphoric parents.

10:45
Infant Behaviors That Influence Mothers’ Provision of Responsive and Directive Behaviors
CARRIE A. LLOYD, Carroll University
calloyd@carrollu.edu
Mother-infant interactions are predictive of social, cognitive, and language development. Responsiveness correlates with positive outcomes of development and directiveness relates to negative outcomes. Yet some studies show maternal directiveness correlates to positive outcomes. The current study investigated infant behavior that may elicit differential maternal responses and different types of directives as possible motivations for consequent developmental effects.

Distressed Relationships
Saturday 10:00-11:15       Salon 4
RALPH ERBER, DePaul University, Moderator

10:00
Self-Focused versus Other-Focused Behavior in Relationally-Distressed, Depressed Individuals
SARAH KANG & LYNNE KNOBLOCH-FEDDERS, Northwestern University
sarahkang2010@u.northwestern.edu
Interactions of 22 depressed/distressed couples, and 37 nondepressed/distressed couples, were compared to test whether depressed persons are self-focused (Pyszczynski & Greenberg, 1987). Interpersonal behavior was coded using Structural Analysis of Social Behavior (SASB; Benjamin, 1979; 1987; 2000). Depressed/distressed individuals exhibited a trend toward more self-focused, and less other-focused, interpersonal behavior.

10:15
Comparing Interpersonal Behavior of Distressed Couples With and Without Depression
LYNNE KNOBLOCH-FEDDERS, Northwestern University
l-knobloch@northwestern.edu
Behavior of depressed/distressed couples (n=26) versus nondepressed/distressed couples (n=37) were compared using observational assessment based on Structural Analysis of Social Behavior (Benjamin, 1979, 1987, 2000). Compared to nondepressed/distressed couples, depressed/distressed couples exhibited more other-directed hostility and sulking, less autonomy-taking, and trends towards more blaming and less joyfully connecting behavior.
10:30
Attachment Anxiety and the Self-Concept after a Romantic Breakup
ERICA B. SLOTTER, Northwestern University
ericaslotter2011@u.northwestern.edu
Romantic breakup is traumatic, predicting substantial emotional distress, which is partially due to the post-breakup-upheaval of individuals' self-concepts. The current research established a moderator to this effect: attachment anxiety. Two studies demonstrated that individuals experiencing attachment anxiety desired greater closeness with romantic partners and experienced greater self-relevant-consequences after a breakup.

10:45
When Does it Hurt the Most? The Effects of Time and Explanation on Reactions to Rejection
SUSAN J. MARKUNAS, CHERYL FRANZEN, BETH POLEK & RALPH ERBER, DePaul University
smarkuna@depaul.edu
When does social rejection hurt the most? Is it more distressing when rejection is immediate or delayed? In addition, does the presence of an explanation for the rejection buffer the negative effects? Results indicated that rejection is the most detrimental when it is immediate with an explanation.

11:00
A Tripartite Conceptualization of Enmity
CHRISTOPHER R. JONES & RUSSELL H. FAZIO, The Ohio State University
jones.2333@buckeyemail.osu.edu
We introduce a novel conceptualization of enmity as the convergence of three components. An individual's enemy is someone that the individual a) dislikes, b) believes is threatening or malevolent, and c) wishes harm upon. Questionnaire data validated this conceptualization and demonstrated substantial correspondence between these elements.

Stereotyping & Prejudice I
Saturday, 10:00-11:15
Indiana Room

10:00
“Fill Her Up”: Gendering Objects and Stereotypical Views of Objects
KELLY DANAHER, University of Kansas; IVA KATZARKA-MILLER, Transylvania University; MONICA BIERNAT, University of Kansas
kdanaher@ku.edu
Two studies explored the outcomes of gendering objects. In Study 1, gender stereotypical adjective ratings were related to the use of gendered pronouns. In Study 2, objects referred to as "she" or "he" were viewed consistent with gender stereotypes. Gendering objects may perpetuate stereotypes through the altered perceptions of objects.

10:15
**Does Making Discrimination Salient Lead the Stigmatized to Stigmatize?**
MAUREEN A. CRAIG & JENNIFER A. RICHESON, Northwestern University
macraig@u.northwestern.edu
In an experimental study, when sexism was made salient via an article manipulation, White female participants expressed more pro-White bias on both automatic and explicit attitude measures, compared with participants for whom sexism was not made salient.

10:30
**Gay Bashing in Response to Heterosexual Identity Threat**
ANGELA J. NIERMAN & NYLA BRANSCOMBE, University of Kansas
anierman@ku.edu
We hypothesized that group membership of the recipient of derogation moderates the relationship between social identity threat and gay bashing. Heterosexual men interacted online with a gay or straight bogus discussion partner. Participants were most likely to send offensive comments when interacting with a gay man under conditions of threat.

10:45
**Commitment to the GLBT Community: Predicting Community Involvement**
KRISTEN E. KONKEL, JUSTIN J. LEHMILLER & ANDREW BAXLEY, Colorado State University
kristen.konkel@colostate.edu
The present research used Rusbult's Investment Model to examine how GLBT persons become committed to their GLBT community. Satisfaction, alternatives, and investments were all significant predictors of community commitment, which, in turn, predicted one's social and political involvement with the GLBT community.

11:00
**Learning to Cope: Achievement Goals Affect Women’s Reactions to Sexism**
JANE G. STOUT & NILANJANA DASGUPTA, University of Massachusetts Amherst (Sponsor: DANIEL P. CORTS)
jgstout@psych.umass.edu
This experiment measured the effect of achievement goals on women’s confidence and self worth when they encountered sexism in a professional context. Results indicated that when faced with sexism, women who focused on
learning felt less nervous, more confident and more motivated than women who focus on performance.

Applied Social Poster Session

Saturday, 10:00-11:30
Upper Exhibit Hall
HAL BERTILSON, University of Wisconsin-Superior, Moderator

1 Revisiting the Traits Commonly Associated with Vehicle Stereotypes
ROBERT W. FUHRMAN & JARRYD T. WILLIS, University of Texas San Antonio
robert.fuhrman@utsa.edu
150 students rated 11 vehicle categories along 30 trait dimensions. Drivers of minivans, sedans, and economy cars were rated favorably, while drivers of sports cars, pickups, and SUVs were rated negatively. This pattern replicates Anthony & Fuhrman (1999) and indicates that vehicle stereotypes have remained stable across the 11-year period.

2 White Lies: Weight Under-Estimation as a Motivator of Weight Loss
AMY M. GARCZYNSKI, ERIN D. SOLOMON, MELINDA BULLOCK, KACIE GEBHARDT & ANDREA HOFF, Saint Louis University
amygarczynski@gmail.com
This study examines whether weight under-estimation may motivate future weight loss. We tested whether weight under-estimation predicted desired weight loss in the next year. Regressions showed that weight under-estimation predicted desired weight loss, and that weight under-estimation significantly predicted weight loss when controlling for frequency of weighing one's self.

3 The Impact of Temporal Perspective and Connectedness on Attitude Strength
MELANIE N. THOMAS, ELIZABETH A. MAJKA & PENNY S. VISSER, University of Chicago; JON A. KROSNICK, Stanford University; SOWMYA ANAND, University of Illinois
majka@uchicago.edu
In a nationally representative sample, individuals with a more limited temporal perspective expressed weaker attitudes (e.g., attitudes that were held with less certainty) and were more likely to shift their attitudes in response to a counterattitudinal persuasive message. Importantly, these effects were especially pronounced for individuals without strong social connections.
4 Reactance and Self-Affirmation: How Threats to Self Affect Resistance to Persuasion
MAUREEN E. O'BRIEN & CAITLIN S. MILLS, Christian Brothers University
mobrien@cbu.edu
The present study tested the "buffering" effects of self-affirmation in the face of a threat to attitudinal freedom. Self-affirmed, threatened participants liked the messenger but did not agree more than non-affirmed, threatened participants. Further research should investigate the possibility that a more compelling attitude issue would contribute to stronger effects.

5 Stigma in Interviewing Preferences in Chicago, Hong Kong, and Beijing
JENNIFER D. RAFACZ, ROBERT BEEDLE & PATRICK CORRIGAN,
Illinois Institute of Technology
jenrafacz@hotmail.com
This cross-cultural analysis of employers in Chicago, Hong Kong, and Beijing examined rankings on willingness to interview candidates after reading different explanations for an employment gap. No differences were found between Chinese employers. Differences were found between Chicago and Chinese employers regarding individuals with histories of psychiatric hospitalization or imprisonment.

6 Stigma of Health Conditions: Interviewing and Hiring Behaviors of Employers
JENNIFER D. RAFACZ & PATRICK CORRIGAN, Illinois Institute of Technology
jenrafacz@hotmail.com
This was a cross-cultural examination into stated interviewing and hiring behaviors of individuals with various health conditions. Chicago employers reported an increased likelihood of interviewing employees with drug abuse problems and hiring individuals with substance abuse, psychosis, and HIV/AIDS when compared to employers in Beijing.

7 Classification and Prediction of Interpersonal Intentions: A Cross-Cultural Investigation
JOHN ADAMOPOULOS, KATIE AASLAND, RACHEL WALKER & CATHERINE IDEMA, Grand Valley State University; VASSILIS PAVLOPOULOS, University of Athens Greece
adamopoj@gvsu.edu
The empirical classification of interpersonal intentions was explored in samples of U.S. and Greek students. Cultural differences in the significance of types of intentions supported research reflecting the familial orientation of Greeks.
Differences in the prediction models suggest important culture-intention type interactions that have not been systematically explored to date.

8 Sexual Permissiveness in the U.S. and Japan: Stereotypes and Realities
LAUREN SHAPIRO CRANE & THE STUDENTS OF "CULTURAL RESEARCH IN PSYCHOLOGY," Wittenberg University; TIMOTHY LEUERS TAKEMOTO, Yamaguchi University (Sponsor: JEFFREY BROOKINGS)
lcrane@wittenberg.edu
87 Japanese and 162 American undergraduates completed a survey on sexual permissiveness. Participants reported their own attitudes, and their perception of the other country's attitudes. Japanese showed greater permissiveness. Japanese viewed Americans as more permissive than they actually were, and Americans viewed Japanese as more conservative than they actually were.

9 Views on Sacredness and Divinity: Comparing American Buddhists and Christians
LAUREN SHAPIRO CRANE & CHRISTIAN M. BARILLE, Wittenberg University (Sponsor: JEFFREY BROOKINGS)
lcrane@wittenberg.edu
50 Catholics, 45 Protestants, and 17 Buddhists completed a survey addressing the nature of Divinity, sacredness, and humankind. Buddhists emphasized spiritual integration of humans, nature, and Divinity; Christians emphasized distinction-oriented themes involving a Supreme Being. The findings of this survey-based study complement and affirm those of an earlier interview-based study.

10 Synesthesia and Altered States of Consciousness in “Manas” Tellers
ELENA MOLCHANNOVA, American University of Central Asia (Sponsor: GWENDOLYN K. MURDOCK)
emolchanova2009@gmail.com
Manas tellers (manaschi) have special status in Kyrgyzstan, because while reciting the Manas epic poem at sacred sites, they seem to experience and participate actively in a variety of the epic scenes. This case study revealed two cognitive features common to manaschi: altered consciousness and a visual-verbal type of synaesthesia.

11 The Correlation Between Pretend Play and Creativity in Costa Rica
ALISSA IRIONS, Nebraska Wesleyan University
airions@nebrwesleyan.edu
This study explores the correlation between pretend play and creativity in U. S. and Costa Rican cultures. Though studies confirm that there is a correlation between pretend play and creativity, there has been little research involving individuals other than U.S. Americans. This study is a response to this lack of research.

12
Culture and Gender Variation in Hmong and Euro-American Students’ Worries
VIOLET N. THOR & GRACE E. CHO, St. Olaf College
thorv@stolaf.edu
The roles that gender and culture play in students' worries were examined in 177 Hmong and Euro-Americans. Participants reported the frequency and intensity of their worries across domains. Findings indicated females worry more than males overall, but cultural findings were mixed. Hmong students reported heightened worries in only some domains.

13
Experiencing Joy When One’s Future is Threatened
DEMARIS A. MONTGOMERY & NEJERI L. REYNOLDS, Bradley University
montgom@bradley.edu
Previous evidence indicates that contemplating one's mortality produces an unconscious, emotional coping response of focusing on affirming information. In this study we found evidence that a similar coping response may be present when young adults contemplate a threat to their future, an injury, rendering them unattractive to the opposite sex.

14
How Sadness and Event Resolution Impact Music Listening Preferences
MICHELLE E. TAHLIER, ANCA M. MIRON & FRANCES H. RAUSCHER, University of Wisconsin-Oshkosh
tahlim15@uwosh.edu
This study investigated how individuals regulate feelings of sadness through music listening strategies. Individuals who experienced sadness due to an unresolved sad event were more likely to choose to listen to happy and exciting music than participants who were asked to write about a resolved sad event.

15
Responsiveness to Self-Produced Cues of Emotion and Mindfulness Meditation
CAROLYN SHAINHEIT, Miami University; WILLIAM FLACK, JR., Bucknell University
shainhcr@muohio.edu
This research examined the relationship between cue response style and responsiveness to mindfulness meditation. Individuals who were more responsive to facial expression manipulations were also more responsive to mindfulness meditation. The ability to identify individuals who would benefit most from mindfulness meditation could provide valuable information for clinical practice.

16
The Effect of Clothing Color and Anxious Attachment on Anxiety Regulation
ANNE D. HERLACHE & ANCA M. MIRON, University of Wisconsin-Oshkosh
herlaa84@uwosh.edu
Compared to women scoring low on anxious attachment, anxiously attached women perceived another woman wearing orange (vs. white) clothing as being more willing to help them in a stressful situation. Subsequently, they were more likely to choose to work with her. High anxiety/orange clothing participants displayed the strongest affiliative behavior.

17
Using Salient Positive Partner Characteristics to Maintain or Reduce Romantic Anger
KOREY R. LEWIS, ANCA M. MIRON & BRAD BREZINSKI, University of Wisconsin-Oshkosh
lewisk12@uwosh.edu
This study explored a novel anger regulation strategy that low vs. high anxiety individuals may use in their romantic relationships. Specifically, we investigated whether low-anxiety people choose to focus on trivial vs. moderately important positive partner characteristics in an effort to regulate their romantic anger.

18
Validation of the Repair Style Questionnaire
SCOTT H. HEMENOVER, Western Illinois University; LISA PYTLIK ZILLIG, University of Nebraska Lincoln; MICHAEL KWIAKTOWSKI, Western Illinois University; SARA GLASS, Western Illinois University
SH-Hemenover@wiu.edu
We examined the factor structure and validity of a new scale of affect repair style. Results reveal a two-factor structure with Active and Passive repair style factors. These factors showed wide links with numerous dimensions of personality, affect regulation and adaptation. These findings have implications for affect regulation.

19
Validation of an Affect Regulation Motives Scale
SCOTT H. HEMENOVER, Western Illinois University; TIRZA E. SHULMAN, University of Wisconsin-Fond du Lac; REBECCA LEVERETTE, Western Illinois University; MASUJIRO OMURA, Western Illinois University
SH-Hemenover@wiu.edu
We developed the Affect Regulation Motives Scale to measure individual differences in regulatory motives (increase PA, NA; decrease PA, NA). Individuals motivated to increase PA/decrease NA were characterized by positive psychological functioning and life satisfaction. Those motivated to decrease PA/increase NA were characterized by psychological distress and poor life satisfaction.

20  
Perception of the Color Green as Environmentally Friendly  
TARA J. SCHMIDT, NICOLE A. THOMPSON & EVE M. CURTIS, Carroll University  
tjschmid@carrollu.edu  
Participants viewed a picture of a cleaning product with either a green or a purple label. They thought the one with the green label was more likely to be organic, and were willing to pay 92 cents more for it.

21  
The Effects of Person-Centered Communication Styles on Political Candidate Evaluation  
RANDALL A. RENSTROM & VICTOR C. OTTATI, Loyola University Chicago  
renstr@luc.edu  
Sensitive, "person-centered" communication styles can influence political candidate evaluation. Highly person-centered candidates are preferred over low, however the candidate's gender moderates this effect. Consistent with gender stereotypes, highly person-centered female candidates are rated more positively than high person-centered males whereas low person-centered females are judged more harshly than low males.

22  
Affect Regulation Styles and the Positivity Ratio: Discriminating Among Languishing, Moderate, and Flourishing Affectivity  
LARISSA K. BARBER, DAVID C. MUNZ, MATTHEW J. GRAWITCH & CLAIRE E. CAVANO, Saint Louis University  
laciebarber@gmail.com  
The current study aimed to discriminate among flourishing, moderate, and languishing affectivity group assignment based on affect regulation styles measured by the Measure of Affect Regulation Styles (MARS). The MARS more successfully identified strategies differentiating between languishing and non-languishing individuals than those with flourishing versus moderate affective health.
23
Strong Right-Handers Are less Likely to Prefer Obscure Music Genres
STEPHEN D. CHRISTMAN, University of Toledo
stephen.christman@utoledo.edu
Research shows that strong right-handedness is associated with decreased
tendency to update beliefs, arising from decreased interhemispheric interaction.
In the current study, strong handedness was associated with decreased liking of
obscure musical genres, providing further evidence for decreased intellectual
openness in strong right-handers.

24
Personality Variability Across Time: An Experimental Approach
LAURA M. SINNETT & CHARLIE M. WHITE, Grinnell College
sinnett@grinnell.edu
Within subject variability of trait ratings was higher for participants who
completed measures on different days and times than for those who completed
them on a non varying schedule. These results support the causal role of
situations on trait levels and provide an impetus to further explore underlying
mechanisms.

25
A Confirmatory Factor Analysis of the Rational-Experiential Inventory
JEFFREY B. BROOKINGS, Wittenberg University; JEAN E. PRETZ, Illinois
Wesleyan University
jbrookings@wittenberg.edu
In a confirmatory factor analysis of the Rational-Experiential Inventory (n =
315), the four-factor model proposed by the scale's authors provided the best fit
to the data. However, the overall fit of the model was only modest, primarily
because the two Experiential subscales were not clearly distinguishable.

26
Happy Moods Increase Social Approach
RACHEL E. TENNIAL & CHRISTINA M. BROWN, Saint Louis University;
AMANDA B. DIEKMAN, Miami University
tenialr@slu.edu
Positivity and approach behavior are strongly associated (e.g., Chen & Bargh,
1999), yet there is little research showing that happiness increases approach. In
two studies, we found that participants in happy moods were more likely than
neutral participants to desire interactions with other people, although certain
factors moderated this effect.

27
Reliability and Construct Validity of the College Student Stress Scale
RONALD C. FELDT & CHRIS KOCH, Mount Mercy College
rfeldt@mtmercy.edu
We assessed the reliability and construct validity of the College Student Stress Scale (CSSS) in undergraduate (N = 185) college students. Results indicated good internal consistency reliability and convergent validity (Perceived Stress Scale). CSSS total score was significantly correlated with neuroticism, test anxiety, and self-efficacy for learning and performance.

28  
**Role Interpretations as a Mechanism for Personality Consistency**  
KATHLEEN H. CONNOLLEY, LAURA M. SINNETT, JORDAN C. ALLISON & MUSARRAT J. RAHMAN, Grinnell College  
connolle@grinnell.edu  
Role occupants interpreted multiple role demands consistent with their own personalities, an effect not found in control participants equally familiar with the role. This occurred for the Big Five traits of Extraversion and Conscientiousness. These results provide evidence for the importance of role interpretations as a mechanism for personality consistency.

29  
**Maternal Personality and Children's Anger as Predictors of Maternal Responsiveness**  
JAMIE L. KOENIG, University of Iowa  
jamie-koenig@uiowa.edu  
Personality affects parenting, especially at times of stress. We examined links between mothers' Big Five traits and their observed responsiveness, and toddlers' difficult temperament (or anger proneness) as a moderator of those links. Mothers who were high in Openness and Agreeableness were more responsive, regardless of their children's temperament.

30  
**Race Differences in Self-Esteem: Consideration of Domain of Self-Esteem, Sex, Time, and Other Moderating Factors**  
SUSAN K. SPRECHER & JAMES BROOKS, University of Illinois  
sprecher@ilstu.edu  
With a large sample collected over 20 years, this study provides empirical support that Blacks have higher self-esteem than those who identify with other races, a finding consistent with prior literature. The findings extend prior research by considering the moderating influences of domain of self-esteem, time/cohort, sex, and other factors.

31  
**Need for Cognition and Religiosity Predict Students' Meanings of Education**  
AMANDA M. MITCHELL, RYAN KIELBASA, ERIKA VANDYKE & DONNA HENDERSON-KING, Grand Valley State University  
hendersd@gvsu.edu
This study surveyed students attending a religion-affiliated and a state university to explore differences in what education meant to them. State university students were significantly more likely to see education as career preparation and gaining independence. We also examined religiosity and need for cognition as predictors of meanings of education.

32
Effect of Active Procrastination on Time-Pressured Task Performance
TEGAN R. CLASSEN & JOHN H. YOST, John Carroll University; LANCE D. JONES, Bowling Green State University
jyost@jcu.edu
Active Procrastination (Chu & Choi, 2005), a positive form of procrastination, is an intentional decision to procrastinate in order to maximize motivation and is theoretically rooted in a preference for time pressure. This research provides empirical evidence that time pressure motivates active procrastinators and leads to higher levels of performance.

33
The Effect of Self Ambivalence on Attribution of a Success versus Failure Task
TAYLOR M. HAMMOND, Ball State University; MARK STAMBUSH, Muskingum University
tmhammond2@bsu.edu
This study examined how participants' self ambivalence level would affect whether they attributed their results of a manipulated success/failure task to internal or situational characteristics. Results suggested that participants high in self ambivalence were more likely to attribute failure internally, thus displaying an atypical attribution pattern.

34
Career Indecision and Personality: A Multidimensional Perspective
JOSHUA A. TAYLOR, CORINNE WRIGHT & MEGAN MORRIS, Wright State University (Sponsor: GARY N. BURNS)
taylor.275@wright.edu
This study examined the dimensionality of the Career Decision Scale and the relationship between career indecision (CI) and personality. Results indicated that a four-factor model fit better than a single factor. More importantly, the pattern of relationships between personality and CI differed greatly depending upon the number of CI factors.

35
Do Materialism and Intrinsic Aspirations Predict Students’ Meanings of Education?
DONNA H. HENDERSON-KING & AMANDA M. MITCHELL, Grand Valley State University
hendersd@gvsu.edu
We examined whether materialism, intrinsic aspirations, and seeking meaning in life predicted undergraduates’ meanings of education. Materialism was a positive predictor of seeing education as a source of stress, an escape, or making social connections. Intrinsic aspirations emerged as a predictor for these and several other meanings of education.

36
Does Basic Need Satisfaction Help Predict Prosocial Behavior?  
MARK A. TRACY & MARK F. STASSON, Metropolitan State University  
marktracy1@gmail.com
This study examined the role of basic need satisfaction in the prediction of prosocial behavior. 175 undergraduate students completed surveys for partial course credit. Results suggest that basic needs were important factors in predicting prosocial behavior, as levels of competence and autonomy moderated the traditional relationship found between empathy and prosocial behavior.

37
Ingroup Commitment and Identity is Related to Helping Outgroup Members  
DENNIS POEPSEL, University of Arkansas; PATRICIA A. MARSH, University of Central Missouri  
dlpoep@gmail.com
The current study examined the relationship between group membership and prosocial behaviors. Variables measured included ingroup commitment/identity and general prosociality. Participants also completed vignettes measuring helping toward outgroup members or neutral individuals. Results suggest commitment/identity is related to participants' general level of prosociality and to helping outgroup members.

38
Aversive Racism and Differences in Juror Decisions Based on Defendant Race  
NICOLE E. IANNONE, Purdue University; LORA LEVETT, University of Florida  
niannone@purdue.edu
We explored whether making race salient undermined the effects of aversive racism in jury contexts. Participants evaluated Black, White, and Hispanic defendants when race was salient or not. Salient Black defendants were viewed more positively than Hispanic defendants, suggesting the benefits of race saliency do not apply to Hispanic defendants.

39
The Utility of the IORNS to Predict Violent Behavior Among Mentally Disordered Offenders
This study examined the predictive validity of the Inventory of Offender Risk, Needs, and Strengths (IORNS) among violent offenders with severe mental disorders. Forensic patients in the Minnesota Security Hospital completed the IORNS and prospective behavioral data was collected. Scores on the IORNS significantly predicted violent behavior.

40
The Impact of Defendant Race on Mock Juror Judgments: A Meta-Analytic Review
RANDALL A. GORDON & DENA J. BAKER, University of Minnesota Duluth
rgordon1@d.umn.edu
Findings revealed a near zero effect size for the effect of defendant race on mock juror judgments. Moderator analyses showed this to be a function of type of crime committed and own race bias, especially among black mock jurors. The results and their relationship to the archival literature are discussed.

41
Religiosity and Alcohol Misuse Among College Students
CHRISTOPHER W. DYSLIN, Governors State University; CYNTHIA J. THOMSEN, Northern Illinois University
c-dyslin@govst.edu
Associations between alcohol use and religiosity were examined in a survey of Midwestern college students (N=640). Rates of problem drinking were generally high. Apparently associations between drinking and religiosity variables were largely attributable to demographic differences between groups (primarily in race/ethnicity). However, extrinsic religiosity predicted binge drinking after demographic controls.

42
Low Ball Technique: A Meta-Analytic Review
DENNIS D. STEWART & PHILLIP RUDNEY, University of Minnesota Morris
steward@morris.umn.edu
A meta-analytic review was done of the low-ball technique, which is two-stage compliance building technique. We found across thirteen studies that low-ball participants were more likely to comply than were control participants. Other analyses were done to examine to what degree the low-ball technique can be generalized to other situations.

43
Fat Talk Among College Women: Frequency, Content, and Impact
RACHEL H. SALK & RENEE ENGELN-MADDOX, Northwestern University
This study explored college women's participation in fat talk. Engaging in fat talk was associated with greater body dissatisfaction. There was no association between a woman's actual body size and how often she complained about her body size. Fat talk may be less about being fat than about feeling fat.

44  
**Athletes and Problematic Eating: A Meta-Analysis**  
LAUREN M. METZGER & SARAH K. MURNEN, Kenyon College  
metzgerl@kenyon.edu  
The relationship between athletic participation and eating disorder attitudes was examined using meta-analysis in studies with female and male athletes from varying sports. Overall, female aesthetic sport athletes were found to have the greatest risk for eating disorders, while female ball-game athletes were shown to have the least risk.

45  
**Punishing the Punisher: How We Perceive Those Who Punish**  
SHAWNA L. BARR, Ohio University Chillicothe (Sponsor: ANN C. RUMBLE)  
This study was designed to test the perceptions of those who punish. When punishment is viewed as unjustified, the punishers are then viewed as less desirable amongst the group, regardless of the increased benefit to the group. Findings imply that other group members may fear that they will be the next to be punished.

46  
**Perceptions of Men and Women Who Aggressively Pursue Dates**  
TARA J. SCHMIDT & LAUREN A. FISCHER, Carroll University  
tjschmid@carrollu.edu  
Participants read a scenario in which either a man or a woman aggressively pursued a date with another person on a bus and then rated their perceptions of the character. They perceived the male date initiator significantly more negatively, including rudeness and inappropriateness, than the female.

47  
**Do We Know When Our First Impressions Are Accurate?**  
KATRINA JONGMAN-SERENO, ERIKA CARLSON & SIMINE VAZIRE, Washington University St. Louis  
encarls@artsci.wustl.edu  
We examined the accuracy of first impressions and awareness of one's accuracy. We found that people formed accurate impressions of others' personalities and accurate metaperceptions (beliefs about the impression one makes others), but people were only aware of their level of accuracy for metaperceptions and not for impressions of others.
48
**College Students’ Self-Evaluations Regarding Empathy and Motivational Reactions**
KONSTADINA ANDRIOPOULOS, CHRISTINA KRAUSE & DENISE DOUGHERTY, Aurora University; MICHAEL HARPER, Benedictine University
kandriopoulos01@aurora.edu
This study examined college students' \((n = 104)\) level of empathy and their motivational behaviors, specifically avoidance seeking and revenge seeking behaviors. These variables were examined across gender and college major. Results indicate that females report a higher level of empathy than males; psychology majors report a higher level of empathy than criminal justice majors, and males report higher levels of revenge-seeking behaviors than females, \(ps < .05\).

49
**Blaming the Bottle: Responsibility/Blame Attributions for Sexually Coercive Events**
THOMAS F. SAWYER, North Central College; ALLISON L. SHOSTROM, Roosevelt University; BRANDI L. BALENSIEFEN, North Central College
tfsawyer@noctrl.edu
This research examined attributions of blame and responsibility made after reading descriptions of sexual aggression within which victim intoxication, offender intoxication, and degree of coercion were manipulated. Though degree of coercion affected offender blame, expected effects of victim intoxication on victim blame and offender intoxication on offender blame were absent.

50
**Facial Masculinity Effects on Competiveness Attributions**
THOMAS F. SAWYER, JENNIFER E. JOHN & MIKE R. O'CONNOR, North Central College
tfsawyer@noctrl.edu
Participants made competitiveness judgments for faces manipulated to enhance their masculinity or femininity. Response patterns suggest competitiveness attributions to be closely associated with the relative masculinity of faces. In a second experiment, efforts to prime participants for competitive or cooperative states did not moderate subsequent judgments of competitiveness.

51
**Effects of Applicant Attractiveness and Warmth on Perceptions of Competence**
JOSEPH BOCHINSKI, RENEE COULTER, MOLLY BENSON, EDWARD WITT & M. BRENT DONNELLAN, Michigan State University
bochinskij@gmail.com
This study examined how applicants' attractiveness and warmth influence perceptions of social and instrumental competence. One-hundred and ten undergraduate students were presented with an employee hiring task. More physically attractive applicants were seen as less instrumentally competent; warmer applicants were seen as more socially, and less instrumentally, competent.

52
Verbal and Nonverbal Modality Effects in the 2008 Presidential Primary Debates
ANDREA J. MARSDEN & MILES L. PATTERSON, University of Missouri St. Louis
ajmarsden@umsl.edu
This study examined verbal and nonverbal modality effects of McCain's and Obama's presentations from a sample of the primary debates. Obama was significantly favored over McCain. Furthermore, females favored Obama more than males did in the audiovisual condition, whereas males favored Obama more than females did in the text condition.

53
Counterfactual Thinking, Dispositional Empathy, and Monetary Victim Compensation
CHRISTINE H. JAZWINSKI, JODY J. ILLIES, JESSICA J. MERTEN & ADAM C. AUSTIN, St. Cloud State University
chjazwinski@stcloudstate.edu
Counterfactual thinking cued by event mutability impacted monetary victim compensation judgments in the context of natural disaster scenarios. However, sympathy towards victims, though correlated with victim compensation, was not influenced by event mutability even in participants with high scores on dispositional empathy.

54
Breaking the Effect of Temporal Construal on Behavior Predictions
RANDY MCCARTHY & JOHN SKOWRONSKI, Northern Illinois University
rmccarthy3@niu.edu
Thinking about others in distant contexts results in abstract mental representations; this is the essence of Construal Level Theory. This study showed when cognitive load was imposed, the influence of temporal construal was diminished. This is evidence for the distance=abstract heuristic thought to explain the observations in Construal Theory research.

55
Does Accessibility of Positive/Negative Schema Vary by Child Abuse Risk?
LAUREN M. IRWIN, JULIE L. CROUCH & JOHN J. SKOWRONSKI, Northern Illinois University
This study combined picture priming and lexical decision making task methods to assess the accessibility of positive and negative schema among parents at low/high risk for child abuse. Results indicated that risk status was associated with accessibility of positive/negative words only following priming with faces of the opposite affective valence.

56

Memory, Emotion, and Intentional Forgetting
CLIFFORD BROWN, Wittenberg University; COURTNEY MCNUTT, University of Rhode Island
cbrown@wittenberg.edu
Using slideshows of neutral and emotional (pleasant and unpleasant) images, some participants were asked to forget the titles of half of the images while other participants were asked to remember them all. Participants remembered emotional image titles more than neutral image titles, especially participants in the intentional forgetting condition.

57

A Meta-Analysis of Uplifting Effects from Role Model Exposure
ERIC W. FULLER, PHOEBE LIN & NICHOLAS BERGERON, Wayne State University
du0874@wayne.edu
A meta-analysis was conducted on studies that used role model exposure to influence cognitive and behavioral outcomes. Effect sizes ($k = 32$) from 19 empirical studies were examined. An overall moderately strong effect size ($d = .68$) suggested that role model exposure resulted in beneficial outcomes for individuals.

58

Effects of Headlines with Rape Myths on Attitudes about Rape
RENAE FRANIUK & LAUREN BIERITZ, Aurora University
rfraniuk@aurora.edu
This research investigated the impact of rape myths in news headlines on judgments about a prototypical vs. non-prototypical sexual assault. Exposure to rape myths was most likely to trigger rape myths related to one's own gender and rape myths were most likely to be used when the situation was non-prototypical.

59

Need for Cognition and the Planning Fallacy
SAMUEL KARPEN & EDWARD HIRT, Indiana University
skarpen@indiana.edu
We find that increased motivation or ability to think leads to more accurate completion time predictions across various tasks and manipulations of motivation and ability. Overly optimistic planning is widespread and difficult to
prevent without heavy handed interventions. This research provides a way to increase planning accuracy subtly.

60
The Effect of Attitude Representation Complexity on Attitude-Behavior Consistency
KEITH M. WELKER, DAVID E. OBERLEITNER & RUSTY B. MCINTYRE, Wayne State University
welkerk@wayne.edu
In the present study, college students designed simple or complex attitude concept maps about substance abusers and reported their attitudes and future planned actions toward substance abusers. Results demonstrate that the complexity of cognitive representations affects discrepancies between attitudes and planned behaviors.

61
Effect of Repetition on Frequency Estimates for Cross-Race Faces
MEGHAN N. ROYER, STEVEN G. YOUNG, PETER M. WESSELS & KURT HUGENBERG, Miami University
royermn@muohio.edu
The current experiments investigated how face repetition would differentially influence participants' estimates of how many times they had previously seen ingroup and outgroup faces. Together, the results indicate that familiarity and recollection play different roles when rendering estimates of previous exposure to outgroup, rather than ingroup, faces.

62
The Effect of Interhemispheric Interaction on Willingness to Forgive
JEANNETTE M. STEIN-WHITMORE, University of Michigan Flint
whitmore@umflint.edu
Participants read descriptions of interpersonal transgressions and rated their willingness to forgive before and after an apology was offered. As expected, apology increased willingness to forgive. Interestingly, individuals with a greater degree of interhemispheric interaction (as measured by handedness) showed a greater impact of apology than those with less interaction.

63
Breaking Boundaries: The Mere Possibility of Cross-Race Interaction Reduces the CRE
MATTHEW W. BALDWIN, University of Kansas
mwbaldwin@ku.edu
The cross-race effect (CRE) is the phenomenon whereby people recognize same-race faces better than cross-race faces. We report that, after being informed that a cross-race interaction would occur later in the experiment, participants
show a reduced CRE. This study provides further evidence for a social-cognitive model of the CRE.

64

Sexual Objectification and Humanization of Men and Women
RABECCA M. HARRIS & SARAH GERVAIS, University of Nebraska Lincoln
rmharris@huskers.unl.edu
This work examined the sexual objectification and humanization of men and women. Using a lexical decision task, the activation of sexually objectifying and humanizing concepts for male and female targets was measured. As hypothesized, women were more sexually objectified and less humanized than men. Implications for theory will be discussed.

Symposium
An Individual Difference Approach to Understanding Interest in STEM Careers
Saturday, 11:30-1:00 Salon 4
ROSANNA E. GUADAGNO, University of Alabama, Organizer

Plugging the “Leaky Pipe” in STEM: The Influence of Gender & Life Goals
ANNELIESE C. BOLLAND, JOAN M. BARTH, ALABAMA STEM EDUCATION RESEARCH TEAM, University of Alabama

Congruity Between Goals & Roles: Why Women Drop Out of STEM Careers
AMANDA DIEKMAN, Miami University

The Role of Ability and Gender Stereotypes on Occupation Interest
CASSIE A. ENO, ROSANNA E. GUADAGNO, JOAN M. BARTH & STEM EDUCATION RESEARCH TEAM, University of Alabama

What is Research? Beliefs & Expectations Among Students Majoring in Engineering, Life Sciences & Psychology
WILLIAM GRAZIANO, IDA NGAMBEKI, SARA BRANCH, ANNA WOODCOCK & DEMETRA EVANGELOU, Purdue University

Cross Cultural Patterns in Interest in Persons and Things
MREA M. HABASHI, Iowa Wesleyan College; WILLIAM G. GRAZIANO, Purdue University; FEYZA CORAPSI, Bogazici University
Metacognition

Saturday, 11:30-12:30  
Salon I

JOHN DUNLOSKY, Kent State University, Moderator

11:30
The Contribution of Monitoring Past Test Performance, New Learning, and Forgetting to Judgment-of-Learning Resolution
ROBERT ARIEL & JOHN DUNLOSKY, Kent State University
rariel@kent.edu
When learners judge their learning across multiple study-test trials, their accuracy in discriminating between learned and unlearned items improves on the second trial. We examined the source of these improvements by estimating the joint contribution of three factors to judgment resolution—monitoring past test performance, new learning, and forgetting.

11:45
The Influence of Response Biases and Practice on Preschoolers’ Delayed Judgments of Learning
STACY L. LIPOWSKI, WILLIAM E. MERRIMAN & JOHN DUNLOSKY, Kent State University
spicken@kent.edu
Research has shown that adults and grade school children can make accurate judgments of learning (JOLs) after a delay. However, the accuracy of preschoolers’ delayed JOLs has not been examined. Three experiments were conducted to determine whether preschoolers can make accurate delayed JOLs and what factors influence their accuracy.

12:00
Judging Remembering and Forgetting in a Two-Dimensional Evaluative Space
MICHAEL J. SERRA & FRANCESCA R. FLORES, Texas Tech University
michael.serra@ttu.edu
We examined whether learners think about remembering and forgetting as two ends of a single spectrum or as two separate constructs. Judgments of remembering and forgetting made concurrently in a two-dimensional space revealed that learners think about the two constructs as polar ends of a single spectrum.

12:15
Decomposing the Memory for Past Test Heuristic in the Underconfidence-with-Practice Effect
BENJAMIN D. ENGLAND & MICHAEL J. SERRA, Texas Tech University
benjamin.england@ttu.edu
We examined the role of memory for past test performance (MPT) in causing judgments of learning to become underconfident with practice. Although MPT was responsible for increasing the relative accuracy of the judgments across trials, MPT actually reduced underconfidence compared to items that were never tested.

**Stereotyping & Prejudice II**

*Saturday, 11:30-12:45  Indiana Room*

CAREY S. RYAN, University of Nebraska at Omaha, Moderator

**11:30**

Undermining Stereotype Maintenance Processes: Effects of Perspective Taking

ANDREW R. TODD, University of Cologne; ADAM D. GALINSKY & GALEN V. BODENHAUSEN, Northwestern University

atodd@uni-koeln.de

Three experiments investigated the effects of perspective taking on processes involved in stereotype maintenance. Results indicated that perspective taking increased the solicitation of expectancy-inconsistent information in a trait hypothesis-testing context (Experiment 1) and enhanced recall (Experiment 2) and internal attributions (Experiment 3) for stereotype-inconsistent behaviors in an impression-formation context.

**11:45**

Are Stereotypes Inherently Negative? Assessing Activation in Memory for Positive and Negative Stereotypes

KARLA A. LASSONDE & AMBER SCHIERL, Minnesota State University Mankato

karla.lassonde@mnsu.edu

The effects of positive and negative stereotypes on behavior have been demonstrated but little is known about how valence influences activation of stereotypical knowledge. Participants read text that was inconsistent with negative stereotypes more slowly than text that was inconsistent with positive stereotypes. Additional variables influencing stereotypical knowledge activation were revealed.

**12:00**

Keep an Open Mind: Effect of Mindset on Stereotypic Judgments

KATHRYN L. BOUCHER & ROBERT J. RYDELL, Indiana University

katbraun@indiana.edu

In two studies, participants primed with an inclusive mindset showed reduced stereotyping for a stereotyped group and perceived greater variability within the stereotyped group than participants primed with an exclusive mindset. These
findings suggest that an open mind may decrease the tendency to subtype stereotype inconsistent individuals.

12:15
Reducing Prejudice with a Single Connection to the Self
JILL E. LYBARGER & MARGO J. MONTEITH, Purdue University
jlybarge@psych.purdue.edu
Previous research suggests that creating a common ingroup with multiple outgroup members is an effective way of reducing explicit prejudice. We investigated the effects of establishing a potent link with a single outgroup member and showed that it reduced explicit but not implicit prejudice.

12:30
The Pitfalls of Inaction: Does Failing to Confront Prejudice Lead to Dissonance?
HEATHER M. RASINSKI & ANDREW GEERS, University of Toledo; ALEXANDER CZOPP, Western Washington University; JACKIE SMOKTONOWICZ & AMANDA JOHNSON, University of Toledo
hrasinski@hotmail.com
Most people don't confront bias, even though they want to (Swim & Hyers, 1999). As illustrated in two studies, targets of prejudice who remain silent may experience a discrepancy between their activism beliefs and their inaction, leading them to rationalize the perpetrator's behavior or to self-affirm another valued trait.

Efficacy & Performance

Saturday, 11:30-12:30 Kimball Room
JOSEPH FERRARI, DePaul University, Moderator

11:30
Interaction of Implicit Attitudes and Temptation-Goal Association Predicts Academic Success
LILE JIA & ED HIRT, Indiana University
ljia@indiana.edu
In pursuing academic success, we found that negative, but not positive, implicit attitudes toward temptations (e.g., internet) recruits the operation of automatic self-control mechanism in the form of asymmetrical association between the temptations and the overarching goal. This suggests the signaling function of attitudes in effective resistance to temptations.

11:45
Positive and Negative Effects of Obama on Academic Task Performance
Black participants watched similar videos of Barack Obama or George Bush followed by a verbal task (anagram). Obama elicited greater performance among low academic achievers (low GPA), but worse performance among high achievers, showing a reverse Obama effect. Positive, counter-stereotypic role models can elicit surprising and mixed consequences.

12:00
The Mediating Effects of Coping Efficacy Between Contextual Supports and Barriers and Math Efficacy Beliefs of African American High School Students
BYRON WALLER, Governors State University; MATTHEW ABRAMS, Loyola University Chicago
We examined the influence of perceived barriers and supports on math self-efficacy beliefs. Using social cognitive career theory as a frame, contextual factors, perceived barriers and supports, are important variables in developing math self-efficacy beliefs. Coping efficacy was found as an inconsistent mediator between math self-efficacy and barriers.

12:15
The Influence of Math Anxiety on Young Children’s Math Achievement
GERARDO RAMIREZ, ELIZABETH GUNDERSON, SUSAN C. LEVINE & SIAN L. BEILOCK, University of Chicago
Prior work has revealed that math anxiety can be particularly detrimental to the math performance of individuals with high working memory (Beilock, 2008). Here we investigate how the interaction of math anxiety and WM impacts the math ability of 139 first and second grade students in the Chicago Public Schools.

Judgment & Decision Making II

Saturday, 11:30-12:30 Logan Room
KEITH MARKMAN, Ohio University, Moderator

11:30
Goals, Performance and Satisfaction in Marathon Running
REBECCA J. WHITE & GEORGE WU, University of Chicago; AARON SACKETT, University of St. Thomas; ALEX MARKLE, Hong Kong University of Science and Technology (Sponsor: THOMAS NYGREN)
rebecca.white@chicagobooth.edu
Marathon running offers a compelling real-world context for understanding motivating forces underlying goals. We surveyed over 2000 runners across 15 marathons regarding their marathon goals, performance, and satisfaction, both before and after race day. We show that goals act as reference points and that satisfaction with performance exhibits loss aversion.

11:45  
**Does Analytical Thinking Worsen Intuition-Based Performance?**  
SHANNON PINEGAR & KEITH MARKMAN, Ohio University  
spinega@gmail.com  
Three studies demonstrated the activation of an analytical mindset and its effect on intuition-based performance. Using the artificial grammar task, which measures intuition, we tested ones ability to classify correct letter strings after altering analytical thinking through math or counterfactual thinking. Results indicated that analytical thinking worsens intuition-based performance.

12:00  
**Discussion of Shared and Unshared Information in Decision Making Groups: A Cultural Perspective**  
YANAN FENG, NICOLA BOWN, CHRISTOPHER W. ALLINSON & JOHN MAULE, The University of Leeds  
shirley.fyn@gmail.com  
Cultural influence on the information sharing process in decision-making groups was examined. Four-person British and Chinese groups decided which of two hypothetical candidates would be recruited for a lecturer position. Although no significant difference was found in the total amount of unshared information exchange, the way of information exchange was different.

12:15  
**The Effect of Manipulating Confidence on Judgments of Knowing**  
LESLEY G. HATHORN, Metropolitan State College of Denver  
lhathor1@mscd.edu  
This study manipulated confidence in judgments of psychology fact knowledge. Participants who believed they scored above the mean did not change their confidence or estimated scores on a test of facts. However, participants who believed they scored below the mean showed lower confidence but did not revise estimated scores.

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**Moral & Religious Attitudes**

*Saturday, 11:30-12:45  Marshfield Room*  
BRIAN CRONK, Missouri Western State University, Moderator
11:30
Moral and Religious Convictions Predicted Voting in the 2008 Election
G. SCOTT MORGAN, DANIEL WISNESKI & LINDA SKITKA, University of Illinois Chicago
gmorga2@uic.edu
We investigated the effects of moral and religious convictions on intentions to vote. Participants reported their levels of moral and religious conviction about issues they nominated as important, as well as intentions to vote in the 2008 presidential election. Stronger moral and weaker religious convictions predicted increased intentions to vote.

11:45
Moral Attitudes “In the Head”: Moral Conviction, Accessibility, and Knowledge
DANIEL C. WISNESKI & LINDA J. SKITKA, University of Illinois Chicago
dwisne2@uic.edu
Attitudes higher in moral conviction are more accessible from memory and are associated with more attitude relevant knowledge than attitudes lower in moral conviction. Controlling for measures of attitude strength, frequency of attitude expression, and news exposure did not eliminate the association of moral conviction with these two variables.

12:00
Which Measures of Religiosity are Related to Self-Control?
DOUGLAS S. KRULL, Northern Kentucky University
krull@nku.edu
The current project investigated relationships between self-control and several measures of religiosity. Self-control was positively related to some measures (e.g., intrinsic), unrelated to some measures (e.g., service attendance), and negatively related to some measures (e.g., quest). Relationships between self-control and religiosity seem to depend on one’s commitment to one’s faith.

12:15
On Religious Predictors of Alcohol Use
DOUGLAS S. KRULL, Northern Kentucky University
krull@nku.edu
The current project investigated relationships between several measures of religiosity and alcohol use. Binge drinking was predicted by some measures (e.g., intrinsic, service attendance), but not by other measures (e.g., quest, extrinsic-personal religiosity), suggesting the importance of religious commitment. Effects were weaker for alcohol use than for binge drinking.

12:30
Religion and Dispositional Reactance
DOUGLAS S. KRULL, Northern Kentucky University
The current project investigated relationships between several measures of religiosity and dispositional reactance. Reactance was negatively related to most types of religiosity (e.g., intrinsic religiosity, service attendance), but was unrelated to extrinsic religiosity and was positively related to quest.
Invited Address

Thursday, 9:30-10:30  Buckingham Room
In Search of the Perfect Test: Factors That Influence Students’ Perceptions and Performance on Classroom and Online Tests
JEFF STOWELL, Eastern Illinois University
Increased use of course management software to administer course exams online for face-to-face classes raises the question of how well test anxiety and other emotions generalize from the classroom to an online setting, and how this may influence students’ exam performance. We measured students’ emotions when taking classroom- and online-delivered exams, using a counterbalanced crossover design. We found that students who normally experience high levels of test anxiety in the classroom had reduced test anxiety when taking online exams, while the reverse was true for those low in classroom anxiety. Furthermore, the relationship between test anxiety and exam performance was weaker in an online setting than in the classroom. I will share other results related to students’ perceptions of the different exam formats, and discuss the pros and cons of using online testing for face-to-face courses.

Symposium

Thursday, 9:30-10:10  Price Room
Using Universal Design to Teach Students at Different Learning Levels
JAMIE DUSOLD, HOLLY PASSI, KIMBERLY PETERS, CHRISTOPHER BALTHAZAR & STEVEN A. MEYERS, Roosevelt University
jamie.dusold@mymail.roosevelt.edu
Psychology instructors are faced with the challenge of engaging students possessing varying levels of ability. Previous research indicates that students learn best when they are afforded flexibility and when instruction is tailored to these differences. We review how to use universal design in psychology classes to teach students at different skill levels.

Symposium

Thursday, 10:10 -10:50  Price Room
Collaborative Learning with Students of Different Abilities
THOMAS A. MALIA, VILMARIE FRAGUADA, WILLIAM PASOLA & STEVEN A. MEYERS, Roosevelt University
thomas.malia@mymail.roosevelt.edu
We present best practices for designing and implementing collaborative learning techniques in the classroom to maximize student participation and learning at all ability levels. Techniques presented include group-based activities, peer-mentoring and learning communities as well as evidence supporting their effectiveness.

**Symposium**

*Thursday, 10:30-11:10*  
**Buckingham Room**

**When Science Is Personal: Thinking Critically When Scientific Findings Clash with Personal Values**  
RENEE ENGELN-MADDOX & BEN GORVINE, Northwestern University; ADAM B. COHEN, Arizona State University  
rengeln@northwestern.edu

Some topics present pedagogical challenges because scientific claims clash with the personal experiences/values of students. This symposium will include data on student and faculty perceptions of effective ways to teach such issues. Examples from courses on Psychopathology, Psychology of Gender, Evolutionary Psychology, and Psychology of Religion will be presented.

**Symposium**

*Thursday, 10:50-11:30*  
**Price Room**

**Team-Based Learning in a Personality Course**  
ROBIN LIGHTNER, University of Cincinnati  
robin.lightner@uc.edu

The session will describe data from a Personality course that switched from traditional lectures to team-based learning. The instructor uses group quizzing followed by highly-structured application exercises. The TBL section outperformed traditional sections and self-reported more enjoyment and better learning. The audience will receive exercise templates and tips for implementing TBL.

**Symposium**

*Thursday, 11:10-11:50*  
**Buckingham Room**

**Communication Stalemates Between Religious Right and Gay Advocates on Homosexual Orientation: Why They Occur and How to Increase Tolerance for the Good of All**  
NANCY J. CARBONELL, Andrews University  
carbonel@andrews.edu

In multicultural classes, discussions on homosexual orientation are hot and contentious especially between those who come from a fundamentalist religious background and those who don’t. Communication stalemates occur. Understanding the paradigms that fuel these discussions will be addressed. Ways to increase tolerance on all sides and reduce stigma are discussed.
Symposium
Thursday, 1:00-1:40  Buckingham Room
Innovative Assignments for Cultivating Intrinsic Motivation in Students
KRISTINE M. KELLY, Western Illinois University; ROBIN A. ANDERSON, St. Ambrose University; GREG BOHEMIER, Culver-Stockton College
KM-Kelly2@wiu.edu
We will present innovative classroom assignments that we have used successfully to promote intrinsic motivation in students. In particular we review three assignments that can be used in a variety of courses to stimulate students’ curiosity, fantasy, and sense of control. Student feedback confirms the assignments foster intrinsic motivation.

Roundtable
Thursday, 1:00-1:40  Price Room
Capstone Courses and Program Portfolios in Undergraduate Psychology
Proposal for a Roundtable for Society of Teaching Psychology Track
E. JEAN JOHNSON, Governors State University, Discussion Leader
Co-Presenters:
DREW APPLEBY, Indiana University-Purdue University Indianapolis;
PATRICIA PUCCIO, College of DuPage; ALBERT TUSKENIS & CHRISTOPHER DYS LIN, Governors State University
j-johnson@govst.edu
Despite calls for capstone experiences at the undergraduate level as well as effective program assessment, there is limited research regarding the effectiveness of capstones or program portfolios. We will discuss this issue and propose developing an intercollegiate research team to investigate capstone experiences and portfolio use in undergraduate psychology programs.

Society for the Teaching of Psychology Invited Address
Four Decades Professing Psychology: Lessons I Have Learned
DAVID MYERS, Hope College
Thursday, 2:00-3:30  Empire Ballroom
CHARLES BREWER, Furman University, Moderator

Symposium
Thursday, 3:35-4:15  Buckingham Room
Practice (Not Graded) Quizzes, With Answers, Improve Introduction to Psychology Exam Performance
VIRGINIA WICKLINE, Miami University; VALERIYA SPEKTOR, The College of Wooster
We investigated whether practice (versus graded) quizzes, with or without correct answers provided, were more beneficial for introductory psychology exam performance. Across six class sections (N = 249), students performed significantly better on exams if they had practice rather than graded quizzes but only when correct quiz answers were provided.

Roundtable

Thursday, 3:35-4:15

Maximizing Student Retention and Success Through Effective Models of Academic Advising and Cross-Campus Partnerships

JENNIFER SICILIANI, University of Missouri-Saint Louis; CAROL KIVI, University of Minnesota-Duluth; FLOYD WELSH, University of Missouri-Saint Louis

sicilianij@msx.umsl.edu

We propose to host and facilitate substantive discussion among session attendees concerning the successes and challenges inherent in employing various models of academic advising with Psychology students, as well as the means by which cross-campus partnerships might augment the efficacy of this service, so integral to student success and retention.

Symposium

Thursday, 4:15-4:55

We’re Not Joking: Humor Enhances Tradition and Online Instruction

MARK A. SHATZ & FRANK M. LOSCHIAVO, Ohio University-Zanesville

shatz@ohiou.edu

When used appropriately, humor is a powerful pedagogical device. We describe how to systematically incorporate humor into traditional and online instruction, and we offer strategies for locating, developing, and using humor to enhance learning.
MARY E. KITE, Ball State University

When teaching about stereotyping, instructors often focus on topics such as how human information processing leads to bias toward social groups and that even non-prejudiced people unknowingly act in biased ways. Although accurate, this research and theory lends a pessimistic view about the possibility of reducing bias. However, social attitudes and beliefs do change over time and optimism is warranted. I will explore ways to balance these two perspectives and will discuss strategies for effective social change.

SYDNEY M. MANSON, Indiana University Southeast
tmanson@ius.edu

Suggestions are provided for covering the area of industrial/organizational psychology in a limited time in an introductory psychology course. Focused on the goal of introducing students to the area and stimulating interest in the field, areas of suggestions include lecture material on major topics and career opportunities, activities and assignments, and sources of information for instructors and students.

CYNTHIA LUBIN LANGTIW & EARLE RUHNKE, JR., The Chicago School of Professional Psychology
clangtiw@thechicagoschool.edu

Blended teaching is here to stay. Our theory is that soon there will not be a differentiation between blended teaching and traditional lecture format. All teaching will be blended, integratively utilizing face-to-face, technology, and multimedia. Participants in this roundtable will discuss integration of psychology theory, didactic information and clinical skill building into a blended course.

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Although effective teaching is one of the cornerstones of student achievement and retention, most graduate students are poorly prepared for teaching. In this roundtable, graduate students who recently completed a teaching course will address two themes; learning how to teach undergraduate psychology and landing that first teaching job.

**STP Creative Classroom and Teaching Pedagogy Poster Session**

*Friday, 10:30-12:30*  
*Upper Exhibit Hall*

DONNA DAHLGREN, Indiana University Southeast, Moderator and Organizer

52  
**Dining in the Dark: A Pedagogical Sensory Experience**  
ALEXIS GROSOFSKY, Beloit College  
grosofsk@beloit.edu  
Students enrolled in Sensation & Perception ended the semester with a dinner in darkness. The goal was for students to reflect upon the use of their senses in a novel way. A post dining questionnaire revealed some interesting observations about their experience and enjoyment of it.

53  
**“Is This Gonna Be on the Test?” What Do Students Really Remember From Their Survey Course?**  
DIANNE R. MORAN, Benedictine University  
d Moran@ben.edu  
The present investigation examined whether survey students were able to both learn and retain material better if they applied that material to themselves as compared to when the material was presented in the traditional lecture/book/test format.

54  
**Read the Textbook – PLEASE!!!!!!!!!!!!!**  
DIANE E. WILLE, Indiana University Southeast  
dwille@ius.edu  
This study compares two methods designed to encourage students to read their textbook: A writing assignment based on the SQ3R method and on-line quizzes. The quizzes were found to be more beneficial than the writing assignment; the quizzes were more likely to be completed and course grades improved.
Delay of Gratification and Academic Performance
HAL S. BERTILSON, BRITTANY COLLINS, ROBYN GOODFELLOW & DANE MATTSON, University of Wisconsin-Superior
For first- and second-year students, we tested delay of gratification lectures by similar-age college students as a means to improve academic performance. The lectures, conducted in the student-friendly, student center emphasized the motivational aspects of delay of gratification with examples of application to academic performance.

Developing Multicultural Awareness Among Psychology Students Through International Service Learning Programming
LUCINDA WOODWARD, ROBIN MORGAN & MATTHEW DECKER, Indiana University Southeast
luwoodwa@ius.edu
A group of 11 psychology students participated in a 3-week field research project dedicated to assessing the epidemiology of PTSD in Ghana, West Africa. Students utilized journaling and group discussion to evaluate experiences and chart personal growth. Instructors examined the interpersonal and idiographic variables that best predicted learning outcomes.

Developing Guidelines for the Use of PowerPoint in the Psychology Classroom
KATHRYN L. HAMILTON, University of Wisconsin-Stout; ALLEN H. KENISTON, ASHLEY S. ZELLHOEFER, NATHANIEL B. MURKEN & BENJAMIN D. HUSTEDT, University of Wisconsin-Eau Claire
hamiltonk@uwstout.edu
PowerPoint is widely used with lectures, but we know little about its influence on retention and understanding of lectures. We will summarize results of our studies as well as recent reviews and critiques of PowerPoint use. We then will suggest guidelines for effective use of PowerPoint as a lecture aid.

Cooperative Learning and Decision Making in Education
LESLEY HATHORN & JOHN HATHORN, Metropolitan State College of Denver
lthor1@mscd.edu
Many professions recognize that the ability to work in teams is an essential skill. Those in sports, at work, in classrooms, and on The Apprentice cooperate in working towards common goals. Even careers that have traditionally not required collaborative skills, such as computer engineering, now require teamwork (Costlow, 2000).
59  
**A Procedure for Seeking Student Opinions About Research**  
DAVID S. KREINER, DANIELLE L. DAVIS & ANGEL MUÑOZ, University of Central Missouri  
kreiner@ucmo.edu  
Based on the ethical argument that a research population should be able to provide input on their research preferences, we conducted focus groups with college students. After analyzing the focus group responses, we designed a survey on which students rated the importance of various characteristics of research studies.

60  
**An Evaluation of Supplemental Learning Modules Designed for Lecturers of Psychology and Counseling**  
MATTHEW J. COVIC & E. JEAN JOHNSON, Governors State University  
movic@mail.govst.edu  
Examines the efficacy of online faculty education and professional development modules. The strength of the modules is assessed through an analysis of the alignment to a Center for Online Teaching and Learning and Standards for Effective Pedagogy rubrics.

61  
**Senior Psychology Undergraduates’ Perceptions of their Attainment of APA Learning Goals**  
BETSY L. MORGAN & EMILY J. JOHNSON, University of Wisconsin-La Crosse  
morgan.bets@uwlax.edu  
Senior psychology majors working with faculty modified an assessment tool to better reflect APA learning goals. The questionnaire was used to assess graduating seniors. Results of the indirect assessment indicate a high level of perceived achievement. Implications for future assessment are discussed.

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**Applying the Elaboration Likelihood Model to Advertising**  
TODD M. MANSON, Indiana University Southeast  
tmanson@ius.edu  
In small groups, students evaluated print advertisements according to the elaboration likelihood model of persuasion by considering the route of persuasion (central vs. peripheral), product/issue, target audience, advertising medium, and content of the message. Pre/post data were expected to demonstrate a significant increase in knowledge of the model and its application to advertising.
Academic Motivation, Perception, and Satisfaction: The Impact of Autonomy Supportive versus Controlling Learning Environments
ADENA YOUNG, Missouri State University; MELISSA HAWTHORNE, Texas A&M University Commerce; CHANTAL LEVESQUE, Missouri State University
ayoung@missouristate.edu
To evaluate the impact of subtle manipulations within the classroom, I created three conditions of presentations, including auditory only, visual only, and auditory/visual combined. Each condition was comprised of autonomy supportive versus controlling learning environments. I assessed how the learning climate influenced student perceptions across the presentation modalities.

A Demonstration of Drug-Primed and Drug-Craving Using Chocolate
LAMBERT DECKERS, Ball State University
ldeckers@bsu.edu
Knowledge by description occurs from listening to a lecture while knowledge by acquaintance occurs from direct sensory awareness. This classroom demonstration uses chocolate and chocolate-associated stimuli to teach drug priming and craving by providing students a sensory acquaintance with these processes. The result is a greater understanding of drug addiction.

Using Psychology Service-Learning Internships to Promote Career Exploration and Decision-Making
JAMIE J. PETERSON, St. Catherine University
jpeteron@stkate.edu
A 20-hour service-learning component was added to an introduction to the major/career exploration course. The “service-internships” were located at pre-arranged sites that served vulnerable populations. This poster will describe the impact of the service-internship on students with qualitative and quantitative data and include “faculty lessons learned” regarding implementing service-learning internships.

Comparing Service Learning to Traditional Experiential Learning: Is Service to the Community Really Necessary?
TERESA M. HECKERT, AMELIA A. BOBZIEN, KATHERINE A. JUDD, Truman State University
theckert@truman.edu
The purpose of our study was to compare the impact of service learning and a more traditional experiential learning assignment on civic engagement attitudes. Both classes wrote reflections. Although they did not vary at the beginning, by the end of the semester the classes differed significantly on helping self-efficacy.
67
Exploring Sexual Attitudes and Experiences: A Classroom Exercise
CASEY T. TOBIN, University of Wisconsin-La Crosse
tobin.case@uwlax.edu
For an undergraduate human sexuality course, this exercise facilitates understanding of the relationships between sexual attitudes and experiences. Students complete a questionnaire which indicates moderate to traditional sexual attitudes and corresponding sexual experiences. Discussions center on trends in attitudes and experiences delivered in the research compared to the student responses.

68
Challenges and Benefits of On-Line International Psychology Course
ELENA MOLCHANOVA, American University in Central Asia, Kyrgyzstan;
SEAMUS O’SULLIVAN, American University in Afghanistan
molchanova-e@mail.auca.kg
An international on-line course on cultural psychology was offered to both students in Kyrgyzstan and Afghanistan during the 2009 fall semester (http://lms.auaf.edu.af/). The paper described challenges and benefits of teaching and learning in this international and virtual classroom, equipped with the modern videoconference technologies.

69
The One-Minute Memo Revisited: Making Knowledge Self-Relevant
AIMEE EDISON, Indiana University Southeast
asedison@ius.edu
This project reexamines the effectiveness of “one-minute memos” on lecture material retention. One of two introductory psychology classes will reflect upon lecture material at the end of each class, and relate the material to their own lives. This should increase deeper-level information processing. In-class quiz and test scores will be compared for the two classes.

70
Increasing Student Reflection on How Their Own Development Connects With Young Adulthood Theories in a Service Learning Project
SHERRY SCHNAKE, Saint Mary-of-the-Woods College
sschnake@smwc.edu
I describe the use of service learning in a life-span developmental psychology course, and present assessment data that support the importance of assignment instructions to encourage students to reflect on their own development. I compare students’ written reflections from two different semesters, in which different instructions were given for assignments.

71
Postcards from the Edge: Assessing Active Learning for Depth Perception
DONNA J. DAHLGREN, DIANE E. WILLE & DEBORAH FINKEL, Indiana University Southeast
ddahlgr@ius.edu
Postcards reproductions of famous paintings were used in a group activity to reinforce the concepts of pictorial cues to depth perception. The present study is a comparison of students and professors' perception of an active learning strategy. Over 95% of participants in both groups found the activity instructive and worthwhile.

Invited Address
Friday, 11:00-12:00 Buckingham Room
Texting and Other Incivilities: Combating Threats to Classroom Engagement
REGAN GURUNG, University of Wisconsin-Green Bay
Does it drive you crazy to see students text-messaging in class? What are the educational consequences of this and other inclass incivilities such as surfing the web (e.g., updating Facebook)? This talk will review ways to curb incivility and present research showing the detrimental effects of such incivilities. I will also share data unearthing some of the motivations for such incivilities along with guidelines to redesign the classroom experience to increase engagement.

Symposium
Friday, 1:00-1:40 Buckingham Room
Student's Perception of an Interdisciplinary Study Tour to Tanzania
HERBERT W. HELM, JR. & DONALD MAY, Andrews University
helmh@andrews.edu
The class Cultural Psychology has been taught in conjunction with a couple of university tours. This presentation will look at how it fitted with an interdisciplinary approach to a Tanzania tour, with specific focus on student’s ratings of various activities engaged in both before and during the tour.

Invited Address
Friday, 1:00-2:00 Price Room
To Click or Not to Click: The Impact on Acquisition and Retention of Knowledge
DAVID RADOSEVICH & DEIRDRE RADOSEVICH, University of Wisconsin-Green Bay
Clicker technology is one of many tools available to help instructors create a rich and productive learning environment. This study was designed to measure the effect of clickers on student interest and retention. Two sections of an undergraduate management class participated in this study. Section 1 served as a control group by participating in a typical class without clickers; section 2 used clickers throughout the semester to facilitate active learning. Results indicate that although the classes were comparable at the onset of the semester, those students who used the clickers as an integral part of the classroom reported
greater interest in the class and higher expectations of success, performed better on a midterm exam, and more importantly, performed better on a knowledge-retention test administered at the end of the semester.

**STP Creative Classroom and Teaching Pedagogy Poster Session**

*Friday, 1:00-3:00*  
*Upper Exhibit Hall*

**DONNA DAHLGREN, Indiana University Southeast, Moderator and Organizer**

**64 Facilitating Self-Regulated Learning with Technology: Evidence for Student Motivation and Exam Improvement**  
**LARISSA K. BARBER, PATRICIA G. BAGSBY, MATTHEW J. GRAWITCH & JOHN P. BUERCK, Saint Louis University**  
laciebarber@gmail.com  

Following self-regulated learning and feedback principles, student access to the MyGrade application in Blackboard may facilitate motivation and exam improvement via grade monitoring. Students indicated that the application increased their motivation in the course. Access statistics across two courses revealed that viewing grades weekly or more significantly improved exam scores.

**65 Psychological Frontiers: The Radio Show Bringing Psychological Science to the Community**  
**DAWN N. ALBERTSON, EMILY N. STARK & DANIEL A. SACHAU, Minnesota State University, Mankato**  
dawn.albertson@mnsu.edu  

Here we detail the process of creating a series of short radio shows dedicated to conveying psychological science to the general public. Using faculty write-ups of current literature and broadcasting through the campus radio station, we have created a forum to teach our field beyond the walls of the classroom.

**66 How Much Do Students Really Know About Social Psychology?**  
**PATRICIA A. MARSH, University of Central Missouri; JENNIFER TWIGG, University of Missouri-Kansas City**  
pmarch@ucmo.edu  

Material from a previous CTUP conference was converted into a self-report measure of social psychology terminology. Students’ self-evaluations of concepts were significantly higher by the end of the semester $t(43) = 14.97, p <$
.001, Cohen’s d = 2.26 and were significantly correlated with two of the four course exams.

67
Title: Supplementing Psychology Classes with Forty Studies that Changed Psychology (Hock, 2009)
GWENDOLYN K. MURDOCK, Pittsburg State University; ELENA KIM, American University of Central Asia
gmurdock@pittstate.edu
Hock (2009) text supplemented introductory psychology and history and systems classes. The text includes original research articles, representing the breadth of psychology topics and techniques. Students at all levels find the readings accessible and engaging. Our use of expert/jigsaw group activities and oral presentations and other suggestions are presented.

68
The Effect of Personal Contact on Student’s Academic Achievement
KAYLEE NEWBY, EMILY BRIGGS, RONALD TRUELOVE & KRISTIN RITCHEY, Ball State University
karitchey@bsu.edu
Expression of instructor’s concern for students’ performance can benefit academic achievement. Students who received an individual email from their General Psychology instructor or a teaching assistant showed improved exam scores and higher motivation than students who did not receive an email.

69
Student Organized Alcohol Research (SOAR): A Model for Undergraduate Research
PAMELA PROPSOM & JEANETTE JONES, DePauw University
Propsom@depauw.edu
We offer a model for conducting applied research that provides an intensive research assistantship to an undergraduate student while also offering a larger group of students the opportunity to develop their research skills.

70
The Relationship Between the Development of Multicultural Competencies, Counselor-in-Training’s Spiritual Experience and Counselor-in-Training’s Ethnicity
NANCY J. CARBONELL, TEVNI GRAJALES & CAROLE WOOLFORD-HUNT, Andrews University
carbonel@andrews.edu
Although students had multicultural issues addressed in each of their courses, no significant improvement was found until they enrolled in a course designed especially to address multicultural issues. This study suggests that specific
courses earmarked to address issues of multiculturalism and self-exploration pertaining to one’s particular field is imperative.

**Symposium**

*Friday, 2:00-2:40*  
*Buckingham Room*

**Math Anxiety in Women: Does the Impact of Stereotype Threat and Math Self-Efficacy Suggest the Need for Specialized Pedagogies?**

KAREN E. FRIEDLEN & LAUREL J. END, Mount Mary College  
friedlek@mtmary.edu

Math self-efficacy and math anxiety was assessed in students at an all women’s college. There was a significant negative correlation between the variables, although there were no significant differences in math self-efficacy or math anxiety between ethnic groups. The need for specialized pedagogies in a Behavioral Science Statistics course is discussed.

**Roundtable**

*Friday, 2:00-2:40*  
*Price Room*

**Hands-On Research Experience in a Research Methods in Psychology Class: The Value of Student-Run Experiments**

EMILY STARK, Minnesota State University, Mankato  
Emily.stark@mnsu.edu

This discussion invites others who teach or have taught a research methods course in psychology and/or have included a student-run experiment in their course. By ‘student-run experiment,’ I mean a course component where students design and run their own experiments, whether singly or in groups. I would like to discuss/hear about ways others have used this in their class, and share ideas to maximize the success of this kind of project.
Invited Address

Saturday, 9:30-10:30 Buckingham Room

Who's Afraid of Participation? An Examination of Individual and Situational Factors

CHRISTINE SMITH, University of Wisconsin-Green Bay

Participation in the college classroom has demonstrably positive effects. Yet, it appears that significant numbers of students do not participate in class. For example, Fritschner (2000) found that only about 28% of students participated in course discussions, and 18% of students made 79% of all comments. Thus, the positive impact of participation might be benefitting relatively few students. I surveyed 1111 undergraduate students to examine individual and situational factors that might impact classroom participation. Significant individual factors included gender, age, and academic standing, while significant situational factors included class size, interactions with peers and interactions with the professor. I will discuss the implications of these findings for instructors hoping to increase participation.
Affiliated Meeting of the Society for Community Research and Action
Open Meeting of the Division 27 Interest Group

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FRIDAY, APRIL 30
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Symposium
A Context of Academic Persistence for Ethnic Minority Students
Friday, 8:30-9:20 Salon 1
EBONY BURNSIDE, University of Illinois-Chicago, Chair
SABINE FRENCH, University of Illinois-Chicago
KATRINA DAVIS, DePaul University
BERNADETTE SANCHEZ, DePaul University
JULIA HAU, University of Illinois-Chicago & University of Wisconsin-Madison
MARY LEE NELSON, University of Wisconsin-Madison

Symposium
Integrating Participants’ Religious Beliefs and Affiliations into Contextually Grounded Research
Friday, 8:30-9:20 Salon 2
ASHMEET OBEROI, University of Illinois-Chicago, Chair
MELISSA PONCE-RODAS, University of Illinois-Chicago
ANSUK JEONG, University of Illinois-Chicago
EDISON TRICKETT, University of Illinois-Chicago
Symposium
Applying Systems Theory to a Socio-Emotional Children’s Program
Friday, 8:30-9:20 Logan Room
CHRISTINA AOUN, The Chicago School of Professional Psychology, Chair
HEIDI SCHILLING, The Chicago School of Professional Psychology
ALLISON COHEN, The Chicago School of Professional Psychology
AMBRE CATO, The Chicago School of Professional Psychology
IVAN IRIE, The Chicago School of Professional Psychology
KRISHNA CHARI, The Chicago School of Professional Psychology
CHRISTINE BROOKS, The Chicago School of Professional Psychology
LAUREN LANGES, The Chicago School of Professional Psychology
STEPHANIE EVANS, The Chicago School of Professional Psychology
JALEEL ABDUL-ADIL, University of Illinois-Chicago

Symposium
Innovative Approaches to Intervention Development and Adaptation
Friday, 8:30-9:20 Indiana Room
VERONICA MONARREZ, DePaul University, Chair
GRIGEL ROBLES SCHRADER, DePaul University
JOHN LOPRESTO, DePaul University
LAURA THOMAS, DePaul University

Symposium
Developing Positive Development Approaches for Youth: Implications for Community Interventions
Friday, 9:30-10:20 Salon 1
RHONDA LEWIS-MOSS, Wichita State University, Chair
FELICIA LEE, Wichita State University
CHRIS MICHAEL KIRK, Wichita State University
JAMILIA SLY, Wichita State University
DAVID STOWELL, Wichita State University
Symposium
The Influences of Women’s Incarceration, Romantic Partners, and Trauma History on Substance Abuse Recovery and Community Reintegration
Friday, 9:30-10:20  
Salon 2
LISA WALT, DePaul University, Chair
BRONWYN HUNTER, DePaul University
PATRICIA O’BRIEN, Jane Adams School of Social Work
KITTY WILLIAMS, Career Advancement Network
JODI BACHRACH, DePaul University
LARONDA STALLING, DePaul University
CAROLYN ELLIS, DePaul University
STEPHANIE MAREZ, DePaul University

Roundtable Discussion
Recruitment Challenges and Strategies for Research with Sensitive Populations
Friday, 9:30-10:20  
Logan Room
ECHO RIVERA, Michigan State University, Co-Session Organizer
NKIRU NNWULEZI, Michigan State University, Co-Session Organizer
APRIL ZEOLI, Michigan State University
SHERYL PIMLOTT KUBIAK, Michigan State University
ALEXIS NORRIS, Michigan State University
SIDNEY MARTINEZ, Michigan State University
LIZ TILLANDER, Michigan State University
KENESHA WHITE, Michigan State University

Roundtable Discussion
Beyond the Individual: Community and Environmental Levels of Analysis
Friday, 9:30-10:20  
Indiana Room
CHRISTOPHER BEASLEY, DePaul University, Session Organizer
PATRICK FOWLER, DePaul University
MONICA ADAMS, DePaul University
BRADLEY OLSON, Northwestern University and National-Louis University
LEONARD JASON, DePaul University
Roundtable Discussion
Light at the End of the Funnel: Multiple Levels of Empowerment

Friday, 10:30-11:20
Logan Room

CHRIS KEYS, DePaul University, Session Organizer
LINDSEY BACK, DePaul University
CHRISTOPHER BEASLEY, DePaul University
TODD BOTTOM, DePaul University
MICHAEL BRUBACHER, DePaul University
PAT JANULIS, DePaul University
DIANA LEMOS, DePaul University
KATHY ONG, DePaul University

Roundtable Discussion
Developing Culturally Modified Interventions: Examining the Impact of Sociocultural Factors Among Latino and African American Participants

Friday, 10:30-11:20
Indiana Room

LEONARD JASON, DePaul University, Session Organizer
LAVOME ROBINSON, DePaul University
RICHARD CONTRERAS, DePaul University
JOSEFINA ALVAREZ, Adler School of Professional Psychology
JULIA DIGANGI, DePaul University
ROBERTO LUNA, DePaul University
INGA MILEVICIUTE, DePaul University
ELBIA NAVARRO, DePaul University
GILBERT PADILLA, DePaul University
SHARITZA RIVERA, DePaul University

Roundtable Discussion
What Role does the “Museum” Play as an Agent of Social Change? Community Outreach and Programming at the John G. Shedd Aquarium and the Field Museum

Friday, 11:30-12:20
Logan Room

JUDAH VIOLA, National-Louis University, Session Organizer
MAGGIE KURCZ, John G. Shedd Aquarium
COLBY MITCHELL, John G. Shedd Aquarium
ELIZABETH BABCOCK, The Field Museum
BRADLEY OLSON, Northwestern University & National-Louis University

APA Division 27 Poster Session

Friday, 11:30-1:00
Indiana & Kimball Rooms

LISA WALT, DePaul University, Moderator

1  Effects of Prior Exposure on Sexual Abuse Prevention Education
BRENDA ARSENAULT, NAYANTARA ABRAHAM, JULIA MORILLO FREDRICKSON, Loyola University Chicago

2  Person-Environment Interactions: Legal Referral and House Experience
CHRISTOPHER BEASLEY, DePaul University, STEVEN MILLER, Argosy University, LEONARD JASON, ED STEVENS, JOSEPH FERRARI, DePaul University

3  An Exploration of Hope, Global Self-Esteem, Psychiatric Treatment, and Depression in Oxford House Residents
NICOLE NOEL, LISA WALT, BRONWYN HUNTER, LEONARD JASON, DePaul University

4  The Oxford House Family Concept: Children as a Positive Influence for Residents
ASHLEY ALLIS, HILARY RUNION, DAVID MUELLER, LEONARD JASON, DePaul University

5  Understanding Drug Education Methods of Parents in Recovery
VENITA EMBRY, DAVID MUELLER, LEONARD JASON, JO ELLYN WALKER, DePaul University

6  Children in Oxford House: Parent-Child Relationships and Stress
OLIVIA MASINI, DAVID MUELLER, LEONARD JASON, DePaul University

7  Examining Ethnic Differences and Ethnic Identity in Substance Abuse Treatment Outcomes
ELBIA NAVARRO, RICHARD CONTRERAS, JULIA DIGANGI, JOSEFINA ALVAREZ, LEONARD JASON, DePaul University

8
Examining Public Stigma Towards Addiction
PATRICK JANULIS, JOHN TEMPERATO, JOSEPH FERRARI, DePaul University

9
Women in Oxford House: Sexual Assault History and Empowerment
EMILY ROBISON, BRONWYN HUNTER, LEONARD JASON, DePaul University

10
Men in Oxford House: Stigma and Stigma Management
KORY KOVACHEVICH, BRONWYN HUNTER, LEONARD JASON, DePaul University

11
Explorations of Identity: Using Creative Expression to Prevent Suicide
ANNE KELLY, Dakota Wesleyan University

12
Social Support and Openness to Treatment Among Drug Court Participants
ADAM CARTON, WENDY GUASTAFERRO, Georgia State University, ANDREW CUMMINGS, DeKalb County Drug Court

13
The Influence of Basic Need Satisfaction on Binge Eating
NEETU ABAD, KENNON SHELDON, University of Missouri

14
A Review of Myalgic Encephalomyelitis: Factors to be Considered for a New Case Definition
DYLАН DAMRONGVACHIRAPHAN, JESSICA HUNNELL, LEONARD JASON, NICOLE PORTER, DePaul University

15
An Examination of Mortality Among Participants from a Community-Based Study of ME/CFS
CLAUDIA FELDHAUS, LEONARD JASON, NICOLE PORTER, JESSICA HUNNELL, DePaul University
16
Chronic Fatigue Syndrome: Risk Factors as Predictors of Disease Progression
JESSICA HUNNELL, LEONARD JASON, NICOLE PORTER, DePaul University

17
Sensitivity and Specificity of the CDC Empirical Chronic Fatigue Syndrome Case Definition
ABIGAIL BROWN, MEREDYTH EVANS, LEONARD JASON, DePaul University

18
The Progression of Chronic Fatigue Syndrome in a Community-Based Sample: A Qualitative Analysis
VALERIE ANDERSON, LEONARD JASON, NICOLE PORTER, ABIGAIL BROWN, DePaul University

19
A Longitudinal Analysis of the Individual and Societal Level Costs of Chronic Fatigue Syndrome
JACQUÉLINE CUDIA, VALERIE ANDERSON, LEONARD JASON, DePaul University

20
Etiology Dependent Presentation of Proinflammatory Chemokines in Peripheral Blood Mononuclear Cells of Patients with ME/CFS in Response to Mitogen Stimulated Versus Unstimulated States
ATHENA LERCH, NICOLE PORTER, LEONARD JASON, MATTHEW SORENSON, DePaul University

21
Neural Lesioning in Patients with a Viral Etiology of Chronic Fatigue Syndrome: A Meta-Analytic Review
NIKKI WALANO, ATHENA LERCH, LEONARD JASON, DePaul University

22
The Involvement of Neural Lesioning in the Pathogenesis of Chronic Fatigue Syndrome
KATELYN KREY, ATHENA LERCH, LEONARD JASON, DePaul University

23
Diagnostic Tests for Pediatric Chronic Fatigue Syndrome: A Meta-Analytic Review
NATALIE BELHAIROUS, ATHENA LERCH, LEONARD JASON, DePaul University

24
Courtwatch: Community Collaboration to Promote Justice and Accountability for Violence
ECHO RIVERA, KATIE GREGORY, LAUREN ALLSWEDE, Michigan State University, TONYA AVERY, Personal Protection Order Office- East Lansing, HOLLY ROSEN, ERICA SCHMITTDIEL, Safe Place- East Lansing

25
Impoverished, Abused, and Homeless: To Where do Mothers Turn?
SUSAN LONG, Lake Forest College

26
Gender and the Generation Gap Among Faculty and Staff: Assessing Perceptions of Their University’s Mission
JOHN TEMPERATO, LAUREN KING, JOSEPH FERRARI, DePaul University

27
Students’ Perceptions of Their University’s Mission to be Innovative and Inclusive
TODD BOTTOM, SHIVANGI GANDHI, JOHN TEMPERATO, JOSEPH FERRARI, DePaul University

28
Students’ Needs to Belong and Sense of Community Inclusion
SHIVANGI GANDHI, TODD BOTTOM, JOHN TEMPERATO, JOSEPH FERRARI, DePaul University

29
In it for the Long Haul: A Framework for Academic Success
TODD BOTTOM, CHRIS KEYS, DePaul University

30
Assessing Test-Retest Reliability in the DMV: Does Religious Affiliation Matter?
ANGELA KOENIGS, JOSEPH FERRARI, DePaul University

31
Reluctance to Dislike Others: Support for Socioemotional Selectivity Theory
MARISSA WACHLAROWICZ, KARI NILSEN, CARISSA COLEMAN, LOUIS MEDVENE, Wichita State University
32  
OMHNSS: Status of Evidence-Based Program Implementation in Ohio Public Schools  
ELIZABETH KYRSZAK, SARAH DOMOFF, ERIC DUBOW, Bowling Green State University, NOELLE DUVALL, Children’s Resource Center- Bowling Green, CARL PATERNITE, ROCHELLE FRITZ, Miami University

33  
Wanting to Increase Hope: Participate in a Mentoring Program  
MOJISOLA TIAMIYU, MELISSA HOELZLE, University of Toledo

34  
Classroom Management Training: The Impact on Teachers and Administrators  
LINDSEY BACK, ELIZABETH POLK, CHRIS KEYS, SUSAN MCMAHON, DePaul University

35  
High Academic Aspirations versus Lower Expectations: What Causes this Inconsistency?  
VANESSA MARTINEZ, RACHEL FEUER, BERNADETTE SANCHEZ, DePaul University

36  
Influence of Urban Parents’ Stressors and Symptoms on Child Mental Health  
JALEEL ABDUL-ADIL, BETH BRAUN, BETH SULLIVAN, ALEXANDRA ZAGALOFF, DAVID FARMER, KAREN TAYLOR-CRAWFORD, University of Illinois-Chicago

37  
Participant Unease and Missing Data in Survey Research  
THERESA CROWLEY, MICHAEL BRUBACHER, CHRIS KEYS, SUSAN MCMAHON, DePaul University

38  
Benefits and Satisfaction with Certified Peer Specialist Services: Consumer Perspectives  
ASHLEE KEELE-LIEN, GREG MEISSEN, Wichita State University

39  
Undoing Racism via the REACH US Infant Mortality Reduction Initiative  
ASHLEY TURBEVILLE, DANIEL KRUGER, University of Michigan, TONYA FRENCH-TURNER, REACH US Coordinator- Genesee County
Health Department, DIANA DUNN, RONALD CHISOM, The People’s Institute for Survival and Beyond- New Orleans

40
Empowering Settings in Nicaragua: Hearing the Voices of Nicaraguan Youth
CHRIS MICHAEL KIRK, RHONDA LEWIS-MOSS, BALBIR MATHUR, DAVID KIMBLE, Wichita State University

41
Building Community Capacity: A Community Development Comprehensive Approach for Fighting Poverty
JOAO AGUIAR, O sonho- Lisboa, Portugal

42
Naturalistic Inquiry: A Method for Action-Research Aiming to Promote Empowerment
JOAO AGUIAR, Instituto Superior de Psicologia Aplicada-Lisboa, Portugal

43
Stress and Coping Efficacy in Low-Income Latino Youth
RACHEL FEUER, CLAUDIO RIVERA, BERNADETTE SANCHEZ, DePaul University

44
Examining the Association Between Community Involvement and Disruptive Behaviors
JALEEL ABDUL-ADIL, University of Illinois-Chicago, HEIDI SCHILLING, OLENA DROZD, NICOLE HARTLE, IVAN IRIE, Chicago School of Professional Psychology, DAVID FARMER, KAREN TAYLOR-CRAWFORD, University of Illinois-Chicago

45
Language Discrimination and Mental Health Among Asian Americans
XIA LING, NELLIE TRAN, University of Illinois-Chicago

46
Building Community Leadership Today to Reduce Poverty Tomorrow
DICK SENESE, University of Minnesota

47
Productivity and Grief Processing in the University Workplace
JEANNE HARTIG, National-Louis University
The Impact of Economic Decline on Community Health Indicators
DANIEL KRUGER & ASHLEY TURBEVILLE, University of Michigan

Romance and Recovery
JODI BACHRACH, LISA WALT & LEONARD JASON, DePaul University

Gender, Self-Liking, Self-Competence & Perceived Sense of Community in Oxford Houses
ANGELIQUE MILES, LISA WALT & LEONARD JASON, DePaul University

Roundtable Discussion
The Community Psychology Brand: TIPS for Promoting Our Field
Friday, 1:00-1:50 Logan Room

RHONDA LEWIS-MOSS, Wichita State University, Session Organizer
CHRIS MICHAEL KIRK, Wichita State University
FELECIA LEE, Wichita State University
JAMILIA SLY, Wichita State University
DAVID STOWELL, Wichita State University
KARI NILSEN, Wichita State University
ASHLEE KEELE-LIEN, Wichita State University
SUSAN MCMAHON, DePaul University

Roundtable Discussion
Research Partnerships and Field Work: Undergraduate and Graduate Student Experiences and Benefits
Friday, 1:00-1:50 Indiana Room

OLYA BELYAEV-GLANTSMAN, DePaul University, Co-Session Organizer
MICHAEL BRUBACHER, DePaul University, Co-Session Organizer
JOMANA BLAN, DePaul University
DAISY CAMACHO, DePaul University
THERESA CROWLEY, DePaul University
DAISY GOMEZ, DePaul University
SAMANTHA KRZYSTON, DePaul University
VANESSA MARTINEZ, DePaul University
MARGARET O’NEILL, DePaul University
Roundtable Discussion
Effective Strategies for Conducting Research with Minority Youth in Public Schools

Friday, 2:00-2:50
Logan Room

CLAUDIO RIVERA, DePaul University, Session Organizer
RACHEL FEUER, DePaul University
VANESSA MARTINEZ, DePaul University
BERNADETTE SANCHEZ, DePaul University
JOCELYN CARTER, DePaul University
KEITH ZANDER, University of Illinois-Chicago
SUSAN MCMAHON, DePaul University
SILVIA HENRIQUEZ, DePaul University
SARAH BOSTICK, DePaul University
WILL MARTINEZ, DePaul University
KRISTEN ZYCHINSKI, DePaul University

Roundtable Discussion
Health and Public Policy

Friday, 2:00-2:50
Indiana Room

LEONARD JASON, DePaul University, Session Organizer
FABRICIO BALCAZAR, University of Illinois-Chicago
PATRICK FOWLER, DePaul University
STEVEN HOWE, University of Cincinnati
NICOLE PORTER, DePaul University
BRADLEY OLSON, Northwestern University & National-Louis University
JUDAH VIOLA, National-Louis University
LISA WALT, DePaul University
OLYA BELYAEV-GLANTSMAN, DePaul University
NANCY BOTHNE, Adler School of Professional Psychology
MOLLY BROWN, DePaul University
MEREDYTH EVANS, DePaul University
VALERIE ANDERSON, DePaul University
ABIGAIL BROWN, DePaul University
JESSICA HUNNELL, DePaul University
ATHENA LERCH, DePaul University

**Division 27 Dinner and Poster Award Reception**
Friday, 5:00-7:00
Berghoff Restaurant
(17 W. Adams Street)
(312) 427-3170

(everyone covers own dinner expenses)
Psi Chi Program

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THURSDAY, APRIL 29
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Psi Chi Poster Session I

Thursday, 9:00-10:00 Upper Exhibit Hall

KARL N. KELLEY, North Central College (IL)

1 Neuroplastic Changes of Immature Neurons in Rat Dentate Gyrus 30 Days Following Neonatal Hypoxia Induced Seizures
KATIE LUNSFORD, Aurora University (LEE SHAPIRO, Faculty Sponsor)

2 Alcohol and Acumen: Effects of Alcohol Consumption on Cognitive Functioning
HALLE ZUCKER, SURYA SABHAPATHY, SARA WALKER & LAUREN DRAG, University of Michigan (LINAS BIELIAUSKAS, Faculty Sponsor)

3 Relationship Between Teachers Knowledge of ADHD and Self-Efficacy in Classroom Management
ADAM RAMSEY & LAUREN LEGATO, DePaul University (KAREN BUDD, Faculty Sponsor)

4 Effects of Alcohol and Caffeine on Sexual Aggression and its Moderators
STEPHANIE MONROE & ADRIENNE HEINZ, University of Illinois at Chicago (JON KASSEL, Faculty Sponsor)

5 The Role of Gender Bias in Depression, Reassurance-Seeking, and Interpersonal Rejection
ADELA TIMMONS & MARY PISCIOTTA, University of Kansas (RICK INGRAM, Faculty Sponsor)

6 The Effect of Color-Taste Preconception on Stress Eating
EMILY GARMIRIAN, The College of Wooster (BRYAN KARAZSIA, Faculty Sponsor)
The Relationship between Youth Sports Participation and Symptoms of Depression
ERIN MINOR, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

Attitudes Toward Attention Deficit Hyperactivity Disorder Diagnosis and Use of Medication
JACQUELINE PARKER, University of Toledo (MOJISOLA F. TIAMIYU, Faculty Sponsor)

How Specific is Test Anxiety?
MARY BETH ZERR, Avila University (MARCIA PASQUALINI, Faculty Sponsor)

Perceived and Actual Eating Disorder Knowledge Similar in College Students
EMMA SHRIVER, SARA FALKOFF, SARAH GERLACH & MORGAN SCHWEIGHOEFER, The College of Wooster (VIRGINIA WICKLINE, Faculty Sponsor)

Do Personality Traits Predict False Memories with the DRM Task?
JOSEPH STUPICA & THERESA ARDIRI, Ashland University (MITCHELL METZGER, Faculty Sponsor)

The Role of Mood in Spelling Accuracy
SARAH LEE PAGEL, Dakota Wesleyan University (ANNE KELLY, Faculty Sponsor)

The Association of Social Engagement and Quality-of-Life Assessments with Cognitive Functioning in Older Adults
MICHAEL BIXTER & ANDREW HARTLEY, Elmhurst College (HELGA NOICE, Faculty Sponsor)

Bilingualism and Recall of Taboo Words
SAMANTHA HOOD & PATRICIA TRENDLE, Lewis University (MARY VANDENDORPE, Faculty Sponsor)
15
False Cognate Detection: Examining Bilingual Lexical Systems
KATHLEEN LEE, University of Illinois at Chicago (GARY RANEY, Faculty Sponsor)

16
Role of General Scientific Reasoning Skills and Background Knowledge in Relating Studies to Theories
MASHA REIDER, JORDAN LIPPMAN, ANOOP ALI, SAMANTHA COLONNA, LILY SIMMONS & FARDIS SALIMI, University of Illinois at Chicago (JIM PELLEGRINO, Faculty Sponsor)

17
External Representation Use in Children's Multiplicative Reasoning: Performance and Task Difficulty Effects
DANIEL PAK, ELIZABETH RODRIGUEZ & REALITY CANTY, University of Illinois at Chicago (SUSAN GOLDMAN, Faculty Sponsor)

18
Valence and Emotional Stimulation Effects on Memory
LIZBETH GUTIERREZ, University of Illinois at Chicago (PAULINE MAKI, Faculty Sponsor)

19
Driving, Texting, and Talking: The Mental Costs of Cellular Phones and Relearning to Drive
ANDREA KOLL & AARON WRIGHT, Dana College (CHRISTOPHER GADE, Faculty Sponsor)

20
Is Gist or Activation-Monitoring Responsible for False Memories in the DRM Paradigm
ALEXANDER CLAXTON, Hamline University (MATTHEW OLSON, Faculty Sponsor)

21
How Religiosity Affects Implicit and Explicit Memory: A Study on Memory of Passages Related to Religion and Celebrities
DESIREE HAGAN, John Carroll University (JOHN YOST & SHERI YOUNG, Faculty Sponsor)

22
Eyewitness Errors: The Effects of Misleading Post-event Information on Memory Retrieval
LAUREN BURGERS, Simpson College (SAL MEYERS, Faculty Sponsor)
The Effect of Physical Fitness and Physical Activity on the Internal Clock
RACHEL WAGGONER, The College of Wooster (GARY GILLUND, Faculty Sponsor)

Cue Competition During Strategy Selection Using a Flanker Task
MARISSA CATANZARO, University of Missouri (TODD R. SCHACHTMAN, Faculty Sponsor)

Selective Influence Tests of Single and Multiple Process Models of Recognition Memory
GREG MOSS, JEFF ROUDER & MICHAEL PRATTE, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

The Functioning of Anterior Cingulated Cortex (ACC) in Error Detection
JIAXI WANG & AMOS JONES, Shawnee State University (KYLE VICK, Faculty Sponsor)

Examining the Effects of Restricting Gesture on Prosody and Vocal Performance
MARION NEAL, Elmhurst College (KATHY SEXTON-RADEK, Faculty Sponsor)

The Moderating Role of Acculturation on Latino College Students’ Condom Usage
CRYSTAL M. CHMELOVSKY, University of Illinois at Chicago (SABINE E. FRENCH-ROLNICK, Faculty Sponsor)

Task Variables Affect Causal Inference in Cebus apella Monkeys
ALLISON KIBLER-CAMPBELL, The College of Wooster (CLAUDIA R. THOMPSON, Faculty Sponsor)

Hostile Sexism in Mexico: Spanish Translation of the Ambivalent Sexism Inventory
ASHLEY BUGEJA, Adrian College (SUZANNE HELFER, Faculty Sponsor)
31 Culture of Honor, Acculturation, and Attitudes Toward Intimate Partner Violence in Latinos
JESSICA SCHUETT, Hamline University (DOROTHEE DIETRICH, Faculty Sponsor)

32 Bilingual Children’s Social Preferences and Reasoning About Nationality
HYESUNG HWANG, JOCELYN DAUTEL, JASMINE DEJESUS & KATHERINE D. KINZLER, University of Chicago (KATHERINE KINZLER, Faculty Sponsor)

33 Factors that Affect Taxonomic versus Thematic Preferences in Preschool Children
AMANDA MARKOWITZ, University of Michigan (SUSAN GELMAN, Faculty Sponsor)

34 Effects of Social Exclusion on Adolescents’ Perceptions of Self
ASHLEY MELTON, Indiana University - Purdue University Columbus (JOAN POULSEN, Faculty Sponsor)

35 Coping with Anger: An Examination Using the STAXI-2
MEGAN SNEERINGER, Ashland University (MITCHELL METZGER, Faculty Sponsor)

36 The Effects of Training through Videos and Instruction Booklets on Attitudes Toward Task Training
ASHLEY BUGEJA, Adrian College (SUZANNE HELFER, Faculty Sponsor)

37 College Students’ Experiences with the Media and Interpersonal Attitudes
COURTNEY LYNN EDGAR, University of Toledo (JEANNE BROCKMYER, Faculty Sponsor)

38 Faster Word Recognition with Unconsciously Perceived Related Primes
MATTHEW TOMAYKO, John Carroll University (JANET D. LARSEN, Faculty Sponsor)

39 Conscientious and Medical Adherence as Predictors of Physical Health
DEANNA DRZYMKOWSKI, University of Illinois at Urbana-Champaign (BRENT ROBERTS, Faculty Sponsor)

40
Academic Stressors and Defense Mechanisms
THERESA FERNANDEZ, University of Saint Francis (ELIZABETH DAVIES, Faculty Sponsor)

41
Correlations Among Creativity, Depression, Anxiety, and Perfectionism
SHARLYSE STANLEY, Dakota Wesleyan University (ANNE KELLY, Faculty Sponsor)

42
Neuroticism, Childhood Rejection, and Perceptions of Intrusive Parent-Child Interactions
MELISSA SKEEL, CHRISTIE WENTLAND & TRACY ROW, Indiana University Purdue University Fort Wayne (BRENDA LUNDY, Faculty Sponsor)

43
Long Distance vs. Proximal Romantic Relationships: Predicting Commitment, Investments, and Bias
ARIELLE BUTLER & JALAAL Madyun, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

44
Perspective Taking with Gay Men and Lesbians: A Look at Clinicians’ and College Students’ Ability
RENEE FAGEN & IAN LAFORGE, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

45
Death, Extraversion, Commitment, and Sex: A Study on Terror Management
JALAAL Madyun & AYLSSA KLUVER, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

46
Gender Differences, Self-Esteem, and High School Sexual Activity
JERICA WILD, KELSEY CROWDER, IAN LAFORGE & SARAH MASLONKA, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)
Spirituality and Religious Coping Moderate the FAB
JENNIFER GAMBLE, ANDREW HARTZLER, ANGIE TOSCANO, STEPHANIE KOFRON, SARAH WHITE & BENJAMIN ROSEBERRY, Christopher Newport University (JEFFREY GIBBONS, Faculty Sponsor)

The Relationship of Perceived Patient Responsibility to Organ Donation Prioritizing
KATHLEEN CULLINA, Lewis University (MARY VANDENDORPE, Faculty Sponsor)

The Relationship Between Conformity, Group Membership, Morality, Self-Esteem and Fear of Negative Evaluation
MICHELLE RUFF, Lewis University (MARY VANDENDORPE, Faculty Sponsor)

Do Attractiveness and Expertise Affect Hiring Decisions?
JORDAN INSKEEP, North Central College (HEATHER COON, Faculty Sponsor)

Visualization and Photography: The Effects of Ostracism on Obedience
ALEX TORSTRICK, Purdue University (KIPLING D. WILLIAMS, Faculty Sponsor)

Optimal Terror: Assimilate with Caution
STEPHANIE EIDE & ALYSSA HEDRICK, Simpson College (SAL MEYERS, Faculty Sponsor)

What Do You Think Of Me and How Can I Tell?
ASHLEY ANGULO, University of Chicago (NICHOLAS EPLEY, Faculty Sponsor)

The Relationship Between Fundamental Needs Deprivation and Aggressive Responding in Reactions to Ostracism
KAITLYN HAWKINSON, Hamline University (DOROTHEE DIETRICH, Faculty Sponsor)
55  
Effect of Self-Efficacy and Stereotype Threat on a Stereotype-Neutral Transfer Task  
EMMA TAYLOR, John Carroll University (JOHN YOST, Faculty Sponsor)

56  
Self-Objectification & Eating Behavior: The Sticky Role of Media  
MIRANDA KNAKE, Simpson College (SAL MEYERS, Faculty Sponsor)

57  
The Sexual Economics of Hooking Up  
ABIGAIL WEERS, RYAN EDWARDSON, MINDY HUTCHCROFT, ANDREA NIEBUHR, BURNETT SEUFERT, BREANNA SHIELDS, LAURA STORM & ASHLEY TRAVER, Simpson College (SAL MEYERS, Faculty Sponsor)

58  
Fatigue Effects on Explicit and Implicit Associations  
SARA BURKE & LAURA RAMSEY, University of Michigan (DENISE SEKAQUAPTEWA, Faculty Sponsor)

59  
Recovering from a Relationship Break Up: Pilot Testing of an Online Support Group  
ASHLEY DILLON, University of Missouri (M. LYNNE COOPER, Faculty Sponsor)

60  
Ideological Attitude Shifts: Values Affect Attitudes About Affirmative Action  
THOMAS DIRTH, University of Northern Iowa (HELEN HARTON, Faculty Sponsor)

61  
Culture, Values, and Cognition: Perceptual and Attention Processes in Guatemala and the United States  
SARA ESTRADA-VILLALTA, University of Northern Iowa (NICHOLAS SCHWAB, Faculty Sponsor)

62  
Effect of Situational Context on Optimism in Social Interaction  
SAGAN STEVENS & STEPHANIE FOWLER, University of Toledo (ANDREW GEERS, Faculty Sponsor)
Attention Restoration Therapy and Ego Depletion
ANDREW HULL, Western Illinois University (KRISTINE KELLY, Faculty Sponsor)

Self-Regulation as a Function of Positive and Negative Perfectionism
ANDREW HULL, NICOLE HRASCH & JESSICA BARTZ, Western Illinois University (KRISTINE KELLY, Faculty Sponsor)

Gender Differences in Social Monitoring System Activation: Gender and Relationship Status in Emotion Perception
KRISTIN SCHRAMER & AMY JELINEK, Western Illinois University (KRISTINE KELLY, Faculty Sponsor)

Parental Acceptance-Rejection and Divorce: Sources of Posttraumatic Stress Disorder Symptoms
JESSICA WATKINS, Western Illinois University (KRISTINE KELLY, Faculty Sponsor)

Does Priming for Illness Effect Health Conscious Behavior?
SHANNON DOHERTY, CAVAN GRAY & CAITLIN KRYDER, Western Illinois University (DAVID LANE, Faculty Sponsor)

Psi Chi Poster Session II

Thursday, 10:10-11:10
Upper Exhibit Hall
KARL N. KELLEY, North Central College (IL)

1
L-DOPA Reversal of Behavioral Deficits in the Pitx3/2J Mouse Fetus
HEATHER BOOTH & CHRIS POWERS, Wright State University (GALE KLEVEN, Faculty Sponsor)

2
Epigenetic Rearing Factors in a Genetic Model of Parkinson’s Disease
KELLY LEACH & CONNIE MCGLONE, Wright State University (GALE KLEVEN, Faculty Sponsor)
3  
Risky Pleasure: Sexual Risk-Taking Behaviors in Men and Expectancy Theory  
DESMOND OWUSU & MELISSA HUNTLEY, Buena Vista University  
(WIND GOODFRIEND, Faculty Sponsor)

4  
Comparing Body Image and Self-Esteem Across Cultures: A Look at Jamaican and American Women  
KACY-ANN CORDIEL, College of Wooster (BRYAN KARAZSIA, Faculty Sponsor)

5  
Functional Mathematics and Independent Living Skills as Correlates of Quality of Life in Young Adults with Spina Bifida  
KRISTEN SALKAS, Loyola University Chicago (KATIE DEVINE, Faculty Sponsor)

6  
Prediction of Risky Behavior: The Interaction Between Gender and Time Perspectives  
MAHFAM NEMATI SHAAFAEE & JENNIFER C. VEILLEUX, University of Illinois at Chicago (JON KASSEL, Faculty Sponsor)

7  
Emotional Processing, Physiology, and Psychopathology  
NATALIA RYSZKO, University of Illinois at Chicago (STEWART SHANKMAN, Faculty Sponsor)

8  
Psychopathic Personality Traits, Family History of Substance Abuse and Their Relationship to Risky Decision Making and Physiological Responses  
ALLAN J. HERITAGE, Hamline University (SERENA M. KING, Faculty Sponsor)

9  
Effect of Conscientiousness on Optimism in Social Functioning of Bipolar Disorder  
ANDREW BARSA, John Carroll University (JOHN YOST, Faculty Sponsor)

10  
Diet-Stress Interaction in the Development of Alzheimer’s Disease  
NICHOLAS CROWLEY, KAREN JONES, BRAD FERGUSON, MICHAEL TILLEY, KEVIN FRITSCHIE, DAVID MEHR & DAVID BEVERSDORF, University of Missouri (MELANIE SKAGGS SHELDON, Faculty Sponsor)
11 Effects of Alcohol Expectancies and Sexual Primes on Alcohol-Related Attention
KIMBERLY FLEMING, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

12 Psychiatric Medication Usage Among Children and Adolescents in Treatment for Emotional and Behavioral Problems
HOLLY GIBSON & MARCIA KEARNS, University of Missouri (KRISTIN HAWLEY, Faculty Sponsor)

13 Chronic Stress and Trauma Effects on Binge Drinking Behavior
J. A. WOLFINSOHN, Western Illinois University (MELANIE D. HETZEL-RIGGIN, Faculty Sponsor)

14 Construct Validation of Theory of Mind Tests in Children with Autism Spectrum Disorder
LAUREN MEYER, Denison University (SETH CHIN-PARKER, Faculty Sponsor)

15 Hypnotic Emotional Numbing as a Buffer for Affect Misattribution
JOEL G. SPRUNGER, Indiana University Purdue University Fort Wayne (JEANNIE D. DICLEMENTI, Faculty Sponsor)

16 College-Related Stress and Resiliency
NANCY MILLER, CHERYL LOGAN, DORICA KAFUNYA & BEATRICE DOLCE, Andrews University (HERBERT W. HELM JR., Faculty Sponsor)

17 Assessment and Identification of Comorbid Diagnoses Within Usual Child Mental Health Services
COLLEEN WALSH, MARCIA KEARNS & KRISTIN HAWLEY, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

18 Decision Making and Neuromythologies: An Eye Tracking Investigation
ASHLEY RAETHEL, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)
19  
The Effect of Loneliness on Visual Attention  
CHERYL SWANIKER & ANTHONY WESTON, Andrews University (KARL G.D. BAILEY, Faculty Sponsor)  

20  
Ego Involvement Disrupts Remembering, but Not Intentional Forgetting  
SPENCER CAMPBELL & NICHOLIS FOX, Augustana College (DANIEL CORTS, Faculty Sponsor)  

21  
Auditory, Semantic, and Visual Processing in Rule-Method Directed Forgetting  
RAYNA NARVAEZ, Augustana College (DANIEL CORTS, Faculty Sponsor)  

22  
Birth Time of Year as a Predictor of Adult Achievement  
KESHA SWEATTE, Cuyahoga Community College (JOSEPH F. FAGAN & CYNTHIA R. HOLL, Faculty Sponsors)  

23  
Perceptions of Career Competency Factors and Job Satisfaction in Men and Women with and without Children  
JENNA FROELICH, Lewis University (CHWAN-SHYANG JIH, Faculty Sponsor)  

24  
The Influence of Geographical Software on Education and Spatial Ability  
MARIA PTOUCHKINA & CARA O’BRIEN, Northwestern University (DAVID UTTAL, Faculty Sponsor)  

25  
Don’t Know What to Conclude from a Boring Study? The Role of Situational Interest in Reasoning about Scientific Study Descriptions  
ANOOP ALI, JORDAN LIPPMAN, MASHA REIDER, SAMANTHA COLONNA, LILY SIMMONS & FARDIS SALIMI, University of Illinois at Chicago (JIM PELLEGRINO, Faculty Sponsor)  

26  
The Effects of Perceptual Unitization on Age-Related Associative Memory Deficits  
CHELSEA SWOPE, MOSHE NAVEH-BENJAMIN & TINA CHEN, University of Missouri Columbia (MELANIE SHELDON, Faculty Sponsor)  

27
Examining the Debate over the Unconscious versus Conscious Mind in Complex Decision-Making
DOUGLAS MCQUARRIE, Hamline University (KIM GUENTHER, Faculty Sponsor)

28
The Effects of Performance and Question Difficulty on Interpretation and Planning in Multiplicative Problem Solving Tasks
CAMALEIGH JABER, AMANDA LAMBIE & REALITY CANTY, University of Illinois at Chicago (SUSAN GOLDMAN, Faculty Sponsor)

29
Language, Visual Information and Decision Making
KATE STACKEN, College of St. Benedict/St. John’s University (BEN FABER, Faculty Sponsor)

30
Note-taking as a Determinant of the Effectiveness of PowerPoint as a Lecture Aid
ASHLEY S. ZELLHOEFER, JOHNNATHAN C. CHASE & NATHANIEL B. MURKEN, University of Wisconsin-Eau Claire (ALLEN H. KENISTON & KATHRYN L. HAMILTON, Faculty Sponsors)

31
Handedness in Cebus apella Monkeys Increases in a Sequential Task
MICHELLE MATE & ALLISON KIBLER-CAMPBELL, The College of Wooster (CLAUDIA R. THOMPSON, Faculty Sponsor)

32
Predictors of Disordered Eating Behavior Among College Students
K.A. WESTABY, A.W. GEISSLER, C.M. DORECE & S.K LAWCEWICZ, University of Wisconsin-Eau Claire (ALLEN H. KENISTON, JENNIFER MUEHLENKAMP & DAVID JEWETT, Faculty Sponsors)

33
Good Monkey See, Good Monkey Do: The Power of Modeling and Reinforcement in Children
KELSEY CROWDER & DESMOND OWUSU, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

34
The Relationship Between Spirituality and Life Satisfaction Across the Lifespan
MARY MEYER, Southern Illinois University Edwardsville (CHRISTOPHER ROSNICK, Faculty Sponsor)

35
Perspectives on Parenting and the Impacts on Marital Satisfaction
GENEVIEVE FRIEDMANN & NICOLE CAMPIONE-BARR, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

36
The Differential Influence of Mother, Father, and Adolescent Reports of Parents’ Behavioral and Psychological Control on Adolescent Adjustment
LAURA PETERSEN & NICOLE CAMPIONE-BARR, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

37
Perceptions of Parenting Styles and Personality
JENNIFER JOHN, North Central College (PATRICIA SCHACHT, Faculty Sponsor)

38
Mating 101: An Evolutionary Examination of the Effectiveness of Competition in Attraction
JESSICA PAWLIK, Hamline University (ROBERT GUENTHER, Faculty Sponsor)

39
The Effects of Pupil Color and Size on Potential mating Preference of the Opposite Sex in Humans
JIAXI WANG, AMOS JONES & DESIREE NUTT, Shawnee State University (CHRISTOPHER KACIR, Faculty Sponsor)

40
Serial Murderer Reality Defies Media and Public Perceptions
JUSTIN WELLS & SAMANTHA PENDERGAST, Cardinal Stritch University (TERRANCE STEELE, Faculty Sponsor)

41
Laptop Video Enrichment is Effective for Bonobos
LISA KORNACKI, KATHRYN GILGE & SAMANTHA ERSCHEN, Cardinal Stritch University (TERRANCE STEELE, Faculty Sponsor)

42
Optimism Among Graduate Students
ANTHONY LAVORATA, University of Saint Francis (ELIZABETH DAVIES, Faculty Sponsor)
Linguistic Analysis of the Well-Being Continuum
KATELYN WESTABY, University of Wisconsin-Eau Claire (BLAINE PEDEN, Faculty Sponsor)

Danger Avoidance and Motor Functioning: An Exploration of the Relationships Among Strength, Postural Stability, and Auditory Looming Perception
KATHERINE L. LONG, The College of Wooster (BRYAN KARAZSIA, Faculty Sponsor)

Stress and Subsequent Cortisol Levels from Physical Conflicts Based on Sex, Masculinity, and Color Perception
MELISSA HUNTLEY, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

Religiosity as a Predictor of Sexual Behavior and Sexual Attitudes in College Students
JUSTINE CELONI, KELSEY WESTENBERG, JORY HOUSER & MARSHALL MCELHINNEY, Central College (EDMOND WILLIS, Faculty Sponsor)

Defendant Race and Juror Decisions in a Breaking-and-Entering Case
PETER FEGLEY, STACIA LEONARD & ALLYSE VANDER PLAATS, Central College (EDMOND WILLIS, Faculty Sponsor)

Birth Order and Attitudes About Relationships, Love, and Jealousy
MORGAN A. VINCENT, KATIE MCKIM, HANNAH MARTIN & JACOB CLARK, Central College (EDMOND WILLIS, Faculty Sponsor)

Relationships and Social Stigma
STEPHANIE RICHMAN, Northwestern University (WENDI GARDNER, Faculty Sponsor)

The Role of Expertise and Extraversion on Group Performance and Member Knowledge Acquisition
DANIELLE SCHUBERT, University of Illinois at Chicago (JAMES LARSON & NICK ARAMOVICH, Faculty Sponsors)
51
Achievement Goal Theory and Satisfaction in Sport
BRAD MARSHALL, WHITNEY MILLER & KATIE QUALMANN,
Wisconsin Lutheran College (WENDY CLOSE, Faculty Sponsor)

52
Perception of Hate Crimes: An Experimental Study
LYDIA WITTE, Wisconsin Lutheran College (WENDY CLOSE, Faculty Sponsor)

53
Height and Perceived Muscularity on Self-Esteem in Males
SHEM BIEBER, Wisconsin Lutheran College (WENDY CLOSE, Faculty Sponsor)

54
Gender Differences and Teammate Evaluation in Competitive Behaviors
MALIK STEWART & BILLY MURTHA, Dakota Wesleyan University (ANNE KELLY, Faculty Sponsor)

55
Adult's Attitudes About Childhood Gender Nonconformity and Sexual Orientation
RACHEL THOMAS, Indiana University Purdue University Fort Wayne
(JUDITH ELAINE BLAKEMORE, Faculty Sponsor)

56
Examination of Attitudes to Just World Threat on a Diverse Population When Confronted with Immediate Monetary Rewards
MARK SAUTER, John Carroll University (JOHN YOST & SHERI YOUNG, Faculty Sponsors)

57
Saving College Campus’s Recycling Efforts: Potential Predictors of Recycling Behavior
ALYSON HOCK, MARY HUFF & JESSICA VOLK, Simpson College
(EMILY SKOW, Faculty Sponsor)

58
The Obsession with the Body: Body Objectification and Fat Talk
MARTHA MICKELSON & DARRINA BLEDSOE, Simpson College (SAL MEYERS, Faculty Sponsor)
59
Did I Do That? A Look at How Communication Style Mediates the Perception of Injustice
CLAIRE BURGESS, The College of Wooster (SUSAN CLAYTON, Faculty Sponsor)

60
Are You Jealous?: The Relationship Between Sexual and Emotional Infidelity and Power
COURTNEY STUFFLEBEAM, University of Northern Iowa (HELEN HARTON, Faculty Sponsor)

61
Effects of Racism: Are People More Against Obama Because He’s Black?
ROBERT MURPHY, KODI NORDAHL & SARA RICHARDSON, University of Northern Iowa (HELEN HARTON, Faculty Sponsor)

62
Online Contagion of Aggression
ZACKARY R. LEMKA, University of Northern Iowa (HELEN HARTON, Faculty Sponsor)

63
The Relationship Between the Need to Belong and Facial Attention
AARON SHILLING & VALYA FULLER, Western Illinois University (KRISTINE KELLY, Faculty Sponsor)

64
What’s Trust Got to Do with It? Addressing Fundamental Factors That Affect User Trust
LEEANN PERKINS, Wright State University (GARY BURNS, Faculty Sponsor)

65
The Military Uniform’s Effect on College Students’ Response Toward the War in Iraq
LAWRENZA D. BISHOP, Central College (KEITH JONES, Faculty Sponsor)

66
Eye Salve for the Righteous? Attentional Biases as Correlates of Religious Behavior and Orientation
ELKYN J. BELTRE, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)
A Date with Culture: The Role of Cultural Values and Personality Traits in Emerging Adult’s Attitudes Towards Dating and their Sociosexual Behavior

VALENIYA SPEKTOR, The College of Wooster (AMBER GARCIA, Faculty Sponsor)

Psi Chi Poster Session III

Thursday, 11:20-12:20  Upper Exhibit Hall
TEDDI DEKA, Missouri Western State University (MO)

1  
Best Practices for Psi Chi Chapter Vitality
Revisioning the Psi Chi Governance for Success
MARYBETH SOUTHARD, NINA L. TIBERI, JADE PETERS, HAYLEY SKULBORSTAD, CARSON W. CORNELIUS, KAYLYNN PFISTER, BRET T. BUTTLIERE, ASHLEY MILLER, ALEXANDRA M. BLUELL & STEPHANIE ANDEL, Bradley University (TIMOTHY KOELTZOW, Faculty Sponsor)

2  
Best Practices for Psi Chi Chapter Vitality
Study Away: A Cultural, Personal, and Educational Experience
KERRI ROLLINS, Missouri Western State University (TEDDI DEKA, Faculty Sponsor)

3  
The Relationship Between Social Engagement and Cognitive Functioning Among Older Adults
JESSICA LUNTZ, University of Missouri St. Louis (ROB PAUL, Faculty Sponsor)

4  
Opioid Hedonic Hotspot in the Nucleus Accumbens Shell: Comparative Effects of Mu, Delta and Kappa Agonists
MARK ROSSI, The University of Michigan Dearborn (SUSANA PECIÑA, Faculty Sponsor)

5  
Predictors of Attrition for Children and Adolescents Involved in a Clinical Treatment Program
HEATHER CHATEAUVERT, The University of Michigan Dearborn (ROBERT HYMES, Faculty Sponsor)
6  
Examining Gender Differences in Fathers’ Care of Adolescents with Type 1 Diabetes Mellitus (T1DM)
PATRICIA ESPARZA & CHRISTOPHER FITZGERALD, Marquette University (ASTRIDA KAUGARS & JESSICA KICHLER, Faculty Sponsors)

7  
Depression and Anxiety as Mediators of the Self-Objectification to Disordered Eating Link
DAVID MEDVED & JACOB BURMEISTER, University of Wisconsin-Parkside (TERRY CHI, Faculty Sponsor)

8  
Does Situational Context Affect Women’s Responses to Questions about Sexual Victimization?
LAURINE FERREIRA, Northern Kentucky University (KIMBERLY HANSON BREITENBECHER, Faculty Sponsor)

9  
The Emergence of Relational Aggression in a Children’s Day Camp
KAYDEN PRINSTER, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

10  
Paternal Involvement in the Treatment Regimen of Adolescents with Inflammatory Bowel Disease
SARA LAMB, Marquette University (RACHEL NEFF GREENLEY, Faculty Sponsor)

11  
Cognitive Effects of Pleasant, Ambient Aromas Found in Aromatherapy: How Peppermint and Lavender Aromas Create A Stimulating Environment
MEREDITH RITSCHDORFF, Rochester College (ROBYN SIEGEL-HINSON, Faculty Sponsor)

12  
Point of View Improves Comprehension One Week After Reading Statistical Material
ANNA ISAACSON, ASHLEY LAWRENCE & MATT MOFFITT, Valparaiso University (JENNIFER WINQUIST, Faculty Sponsor)

13  
Tipping Cubes: The Effect of Projection on Performance and Strategy on a Mental Rotation Task in a Virtual Reality Environment
SAMUEL JAFFEE, Olivet College (DINA BATTAGLIA, Faculty Sponsor)
14
Attentional Tests for Scene Schema Research
SAMANTHA PILLOW, JILLIAN PEYERK, JARED GORNEY & JENNIFER ZIRKLE, Saginaw Valley State University (MATTHEW MARGRES, Faculty Sponsor)

15
Losing Control: Cognitive Effects of Social Anxiety
DAVID WUTCHIETT, St. John’s University (BEN FABER, Faculty Sponsor)

16
An Investigation of the Physiological and Behavioral Effects of a Secondary Verbal Task While Maintaining Vigilance
SABRINA GREGERSEN, MARK CHAN, University of Kansas (PAUL ATCHLEY, Faculty Sponsor)

17
Emotion, Mood, and Memory: The Effect of Emotionally Charged Visual Stimuli
JENNIFER L. RAMSEY, Youngstown State University (JULIE BLASKEWICZ BORON, Faculty Sponsor)

18
The Time Course of Stroop and Simon Interference
E.M. CADE, M.S. PRATTE & J.N. ROUDER, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

19
Levels of Processing and Emotion: Which Levels are Most Influenced by Affect?
MICHELLE GLASMANN, ELIZABETH SHODA & ALLYSON TAGLIARINA, Ursuline College (CHRISTOPHER EDMONDS, Faculty Sponsor)

20
Effects of Categorization and Modality in a Classical Free Recall Task
MICHELE BYRNE, EMILY COX & NICOLE KLINE, Ursuline College (CHRISTOPHER EDMONDS, Faculty Sponsor)

21
Concepts of “Self” in Estonia and Morocco
ANDREW SCHMIDT & DANIELLE BLAZEK, Beloit College (LAWRENCE T. WHITE, Faculty Sponsor)
22
Parents, Peers, and Involvement in the Transition to College  
JACQUELYN NORRIS, Northern Illinois University (NINA S. MOUNTS, Faculty Sponsor)

23
“It’s Not a Phase:” Bisexual Identity Development in College-Aged Women  
ERIN MOORE & KATIE MOSACK, University of Wisconsin-Milwaukee (KATIE MOSACK, Faculty Sponsor)

24
Imposter Phenomenon and Self-Concept  
ANNA H. MATTHEWS, Wisconsin Lutheran College (LEANNE OLSON, Faculty Sponsor)

25
Variations in SES, Home Environment, and Childcare on Child Language Abilities  
TRACEY M. MISER, The Ohio State University Newark (JULIE M. HUPP, Faculty Sponsor)

26
Pathways to Collective Action: A Study of College Student Activists  
ANNA-MARIE HOLZ, ALLISON NICKEL, NAOMI RATH & AMANDA SCHMIDT, University of Wisconsin-River Falls (MELANIE AYRES, Faculty Sponsor)

27
The Impact of Weight and Fitness Level on First Impressions  
MISTYLEE CHESKE, Wisconsin Lutheran College (WENDY CLOSE, Faculty Sponsor)

28
Prisoner’s Dilemma: The Effects of Potential Payoffs on Cooperation  
LEAH FEUERSTAHLER, Wisconsin Lutheran College (WENDY CLOSE, Faculty Sponsor)

29
How the Knife Changed My Life: Effects of Bariatric Surgery on Physical Well-Being, Self-Esteem, & Quality of Life  
KATIE KING, Rochester College (ROBYN SIEGEL-HINSON, Faculty Sponsor)

30
Home Cage Behavior in C57BL/6J Wild Type Mice
PATRICK HECHT, KAREN JONES, DAVID BEVERSDORF & MATT WILL, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

31
Objective and Subjective Measures of Pain Sensitivity as Predictors of Athletic Performance
HILARY NEWMAN, JACK TAYLOR & KARINA-MIKAYLA BARCUS, Westminster College (KIRK M. LUNNEN, Faculty Sponsor)

32
An Analysis of the Sociocultural and Historic Role of Intelligence Testing in the United States
CLEMON DABNEY, ELLEN BLUHM, AYANTHI RATNAYAKE & AMY NGUYEN, University of Saint Thomas (JEAN E. GIEBENHAIN, Faculty Sponsor)

33
The History of Institutional Care of Children
ANGELA DUFFY, MELISSA REDFEARN & JACLYN KNUTSON, University of Saint Thomas (JEAN E. GIEBENHAIN, Faculty Sponsor)

34
Attitudes Toward Educating Developmentally Disabled Children: A Historical Analysis
JOSHUA BRIX, ELIZABETH SWABEY-KIETH, AMANDA SESKER, JULIE HOEHN, RUSSELL STRAND & MICHAEL SCHREINER, University of Saint Thomas (JEAN E. GIEBENHAIN, Faculty Sponsor)

35
The Unmarked Grave Project
BRETT FOLLETT, LEIGH NICKLOW, ALISSA DEMARAIS & SIBI LAWSON, University of Saint Thomas (JEAN E. GIEBENHAIN, Faculty Sponsor)

36
The Effects of Social Identity Complexity and Ingroup Salience on Group-Based Guilt
ADRIENNE AUSTIN, The Ohio State University (KRISTI COSTABILE, Faculty Sponsor)

37
Encouraging Responsiveness in Potential Jurors via Sequence and Wording of Questions
HALEY SILER, Centre College (MYKOL HAMILTON, Faculty Sponsor)
38 Lying Eyes: Detection of Deception Through Oculomotor Activity
ELISA FAZZOLARE & SUSANNAH ST. LAURENT, Westminster College
(KIRK LUNNEN, Faculty Sponsor)

39 A Comparison of Visual ERP and EOG in Obsessive-Compulsive (OC) Individuals in Response to Disgusting Stimuli
JESSICA MIKLOSOVIC, MATTHEW FACCIANI & APRIL SOBIERALSKI, Westminster College & Xavier University (KIRK LUNNEN, Faculty Sponsor)

40 Can Self-Monitoring Influence Professors’ Course Evaluations?
KELLY WHALEN, Augustana College (DANIEL CORTS, Faculty Sponsor)

41 Risk-Taking, Reward, and the Big Five
MICHAEL TRUMBO, University of Wisconsin-Parkside (TERRY CHI, Faculty Sponsor)

42 The Role of Perfectionism in the Relationship Between Hassles and Health
ROBYN M. KRUER, ELIZABETH BARRETT, University of Evansville,
University of Wisconsin-Oshkosh (GARY BURNS, Faculty Sponsor)

43 Diet, Body Weight, Body Fat, and Memory Retrieval Inhibition
JUDITH ASEM, Purdue University (TERRY DAVIDSON, Faculty Sponsor)

44 Perceptions of Race and Socioeconomic Status in Ambiguous Situation
MELISSA A. KNIGHT, JESSICA J. WALKER, ANNA K. TUROSAK, DEAHS. QUINLIVAN & MIKO M. WILFORD, Iowa State University, University of Iowa (GARY WELLS, Faculty Sponsor)

45 Tolerance Among Christian and Muslim University Students in Lebanon
JOSEPH OMEDELI, FILIP GRAOVAC, CHRIS REYES & TERRI KING,
Andrews University (HERBERT W. HELM, JR., Faculty Sponsor)

46 Effects of Plaintiff and Defendant Physical Attractiveness in Sexual Harassment Trial Judgments
EVA DOWNES, Central College (EDMOND WILLIS, Faculty Sponsor)
47
Actual and Ideal Gender-Role Perceptions: A 30-Year Comparison
KASSIE HOLCOMB, AARON JONES, ANDREA CLARK & KILEY LYTHBERG, Central College (EDMOND WILLIS, Faculty Sponsor)

48
The Effect of Violent Print Media on Aggression
DAVID COUNTS, Central College (KEITH JONES, Faculty Sponsor)

49
Sex, Drugs, and Rock & Roll: Objectification in Music Videos
JONATHAN MCREYNOLDS & KATY HANUS, Culver-Stockton College (JILL COMPTON, Faculty Sponsor)

50
Potential Risk Factors Associated with Sexual Victimization of College Females
MAREN NORDENBERG, Edgewood College (DAVID LAMBERT, Faculty Sponsor)

51
Type of Support and Gender on Competitive Anxiety Levels in Collegiate Athletes
BRAD MARSHALL, Wisconsin Lutheran College (WENDY CLOSE, Faculty Sponsor)

52
Linguistic Ability and Perceived Attractiveness
KAI TAI CHAN, Wisconsin Lutheran College (WENDY CLOSE, Faculty Sponsor)

53
Effects of Confessions and Exculpatory Evidence on Jurors’ Verdicts
JOHN HUNTER, KATELYNN NEWSUM, SAM TUHN & DEAH QUINLIVAN, Iowa State University (GARY WELLS, Faculty Sponsor)

54
Effects of Victim Pretrial Publicity on Jurors’ Verdicts
SAM J. TUHN, KRISTEN E. JOHNSON, JACEY L. BENAL & DEAH S. QUINLIVAN, Iowa State University (GARY WELLS, Faculty Sponsor)

55
The Effects of Religious Fundamentalism, Priming Secure Base Schema, and Mortality Salience on the Evaluation of Out-Groups
ELIZABETH ZEILENGA, Southeast Missouri State University (SHAWN GUILING, Faculty Sponsor)

56
Comparisons Between High and Low Status Group Members in Online Fan Group Communications
JASON LLOYD, Texas A&M University at Commerce (STEPHEN REYSEN, Faculty Sponsor)

57
Time-Frequency Domain Analysis of Heart Rate Variability Data in Relation to Prejudice
MARK ROSSI, LORINA KARRECI, JASMINE ABUROUMAN, CURTIS D. DOBBS & SHAWN WATTS, The University of Michigan Dearborn (ROBERT HYMES, Faculty Sponsor)

58
An Examination of Masculine and Feminine Strategies for Attaining Power
KATHERINE O’BRIEN & CASSIE ENO, University of Alabama (ROSANNA GUADAGNO, Faculty Sponsor)

59
Influence of Social Context on Perceived Attractiveness
TRACY CASANOVA, University of Cambridge (JASON RENTFROW, Faculty Sponsor)

60
Male versus Female Participation in College Classrooms
JACKIE BHATTARAI, ABBY MCCOY & FELICIA NEW, University of Central Missouri (DAVID KREINER, Faculty Sponsor)

61
Changes in Sexual Behaviors of HIV Seropositive Adults
RYAN EBERSOLE & AMY SMITH, University of Evansville (MARGARET STEVENSON, Faculty Sponsor)

62
A Categorical Analysis of the Relationship Between Protestantism and Evolutionary Understanding and Acceptance
LUKE MCCUNE, University of Kansas (PATRICIA HAWLEY, Faculty Sponsor)

63
Comparing Extraversion and Shyness Online Versus Face-to-Face
EULHO JUNG & JOHN KIM, University of Minnesota Twin Cities (MARK SNYDER, Faculty Sponsor)

64
To Dye For: Male Perceptions of Personality Traits Based on Hair Color
MICHELLE BEDDOW, University of Michigan Dearborn (ROBERT HYMES, Faculty Sponsor)

65
Self-Worth in College Students: An In-Depth Look at the Facebook Generation
SAMANTHA POH & SHANNON CAIN, University of Wisconsin-Platteville (JOAN RIEDLE, Faculty Sponsor)

66
Effort Justification and the Creation of Fantasy Characters
ALEXANDER ARNOLD, University of Wisconsin-Superior (SHEVAUN STOCKER, Faculty Sponsor)

67
Motives for Consuming Pornography Predict Sexual Coercion
AARON HAND, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

68
Increasing Racial Awareness Through Book Group Discussion
JENNICA LINN, University of Wisconsin-River Falls (CYNTHIA KERNAHAN, Faculty Sponsor)

69
Ink and the Sexes: Are Tattoos More Socially Acceptable On Men Or Women?
ANNE STONER & CARLA HOLLIS, Ursuline College (CHRISTOPHER EDMONDS, Faculty Sponsor)

70
Measures of Confidence Across Culture
CURTIS D. DOBBS, University of Michigan Dearborn (NANCY HOWELLS-WROBEL, Faculty Sponsor)

71
Affects of Aggressive Popular Music Lyrics on Perceptions of Internet Aggression
SARAH WINECKE, St. Catherine University (JAMIE PETERSON, Faculty Sponsor)
Attachment Style and Emotional Intelligence: Reciprocally Influential?
MISTY ABSHER, Southern Illinois University Carbondale (PAUL E. ETCHEVERRY, Faculty Sponsor)

Love at First Sight: Effects of Attractiveness, Commitment, and Income on Dating and Marriage Choices of Men and Women
KRYSSTAL WARMOTH, Valparaiso University (DANIEL ARKELIN, Faculty Sponsor)

Psi Chi Workshop

“Publishing Undergraduate Research: Advice to Students and Faculty Mentors”
MARTHA S. ZLOKOVICH, Psi Chi Executive Director

Thursday, 2:00-2:50 Salon 2

The Interim Editor will discuss the submission requirements for the Psi Chi Journal of Undergraduate Research, including advice to undergraduate students and faculty mentors of student research projects. She will address recent and upcoming changes in the submission process, expectations of the faculty mentor, common mistakes, the review and notification process, and timelines. Time will be left for questions and answers.

Psi Chi Poster Session IV

Thursday, 3:30-4:15 Upper Exhibit Hall
DAVID KREINER, University of Central Missouri (MO)

1 Discriminative Validity of the Learning Behaviors Scale
CASSANDRA LEDVINA, Eastern Illinois University (GARY L. CANIVEZ, Faculty Sponsor)

2 The Effect of Shock Videos on College Students Attitudes About Drinking and Driving
3 Parents are like Chameleons… They’re Always Changin’: How Parenting Styles Shifted as a Result of WWII
JOSEPH R. STARKEY, JACOB W. FORSMAN, JENNIFER A. DELLWO & MARTHA I. DICKEY, University of Saint Thomas (JEAN E. GIEBENHAIN, Faculty Sponsor)

4 Juvenile Deficits Revealed in the Pitx3 Model of Parkinson’s Disease
CHRIS POWERS & HEATHER BOOTH, Wright State University (GALE KLEVEN, Faculty Sponsor)

5 Blockade of Interleukin-1β and its Effects on Depressive-Like Behaviors in Short Photoperiod
JENNIFER CHOI, The Ohio State University (RANDY J. NELSON, Faculty Sponsor)

6 Deficits in Early Midbrain Development Alter Fetal Behavior in Mice
CONNIE MCGLONE & KELLY LEACH, Wright State University (GALE KLEVEN, Faculty Sponsor)

7 Investigation of Consequences of Chronic Neuroinflammation in the Cerebellum and Brainstem Regions of Young Rats
ROXANNE KAERCHER, The Ohio State University (GARY WENK, Faculty Sponsor)

8 Motives for Visiting “Pro-Ana/Mia” Web Sites
KELSEY CHAPMAN, Kenyon College (DANA KRIEG, Faculty Sponsor)

9 Family History of Depression and Working Memory Spans
NICHOLAS HUBBARD, Michigan State University (RYAN BOWLES, Faculty Sponsor)

10 Personality, Mood, and Life Events
11 Health Care Utilization in Veterans of the Iraq and Afghanistan Wars
KATE GRAHL, Western Illinois University (MELANIE HETZEL-RIGGIN, Faculty Sponsor)

12 Effects of Multisystemic Therapy (MST) on Marital Functioning on the Parents of Juvenile Offenders
KERI HOWE, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

13 The Effects of Sensory Facilitation on Older Adults’ Episodic Memory
JENNA JORDAN, MOSHE NAVEH-BENJAMIN & SUSAN OLD, University of Missouri (MELANIE SKAGGS SHELDON, Faculty Sponsor)

14 The Relationship Between Sleep Quality and Emotional Valence of Autobiographical Memories
ALEXIS CHAMBERS, Ball State University (MICHAEL TAGLER, Faculty Sponsor)

15 Perceptual Bias In Height Estimation
GABRIEL HUGHES, Kansas State University (GARY BRASE, Faculty Sponsor)

16 Letter Knowledge Transfer in Preschool Children
KAYLA A. MUSIELAK, Michigan State University (RYAN P. BOWLES & LORI E. SKIBBE, Faculty Sponsors)

17 Implicit Health Behaviors: Unconscious Factors Affecting Health
JESSICA MORALES, Minnesota State University Mankato (KARLA LASSONDE, Faculty Sponsor)

18 Assessing Activation in Memory for Positive and Negative Stereotypes
AMBER SCHEIERL, Minnesota State University Mankato (KARLA LASSONDE, Faculty Sponsor)
19
I Wish I was Born in September: Relative Age Effects in Post-Secondary Education
DREW MAGNUSEN & SUSANN FAULK, Southern Illinois University Edwardsville (ELIZABETH MEINZ, Faculty Sponsor)

20
Chew on This: The Effect of Gum Chewing on Performance in Mathematics and Reading Comprehension
EMILY J. KREKE, Southern Illinois University Edwardsville (ELIZABETH MEINZ, Faculty Sponsor)

21
Differences in the Processing Capacities of Anxious and Non Anxious College Students
ELISE VALDÉS, Southern Illinois University Edwardsville (CHRISTOPHER B. ROSNICK, Faculty Sponsor)

22
Affect Attribution and Performance on the Iowa Gambling Task
DALE SHULTZ, The Ohio State University (WILLIAM CUNNINGHAM & HAL ARKES, Faculty Sponsor)

23
The Humor Effect and Mood Congruence
ANH NGUYEN, LEAH KERN, LATHE MAYFIELD, DWUANA BRADLEY & LU LU, Truman State University (KAREN SMITH, Faculty Sponsor)

24
Ace Your Next Test: The Effect of Post-Hypnotic Suggestion on Academic Performance
NICK JACOBSON, SAM KRAMER & AMANDA THARP, Truman State University (SALVATORE COSTA, Faculty Sponsor)

25
Comparison of Fixed-Capacity and Distributed-Resources Models of Visual MICHAEL CUSUMANO, GREG MOSS, JEFF ROUDER & NELSON COWAN, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

26
Pets as Purses: A Follow-up on the Treatment of Pets as Accessories and its Influence on Human Concern for the Natural Environment
RAE LYONS, University of Saint Thomas (ELISE AMEL, Faculty Sponsor)
27
Visual Attention and the Dimensional Change Card Sort
NICHOLAS MINAR, The Ohio State University (VLADIMIR SLOUTSKY, Faculty Sponsor)

28
Children's Ability to Utilize Speech and Eye Gaze Cues to Detect Deception
FILKA ANDONOVA, Bradley University (DEREK MONTGOMERY, Faculty Sponsor)

29
The Effects of Methylphenidate Administration Routes in the Spontaneously Hypertensive Rat: The Importance of a Non-Injection Control
N.L. TIBERI, M. SOUTHARD, R.A. GRIGGS, G. RUBER & C. COSME, Bradley University (TIMOTHY KOELTZOW, Faculty Sponsor)

30
Exploring the Relationship Between Body Image and Self-Esteem in Male Athletes and Non-Athletes: A College-Aged Sample
MIKE LESKOSKY, Kenyon College (DANA KRIEG, Faculty Sponsor)

31
The Influence of the Home Literacy Environment and Parental Beliefs on Emergent Literacy Skill in Preschoolers
KATHRYN LEECH, Kenyon College (DANA BALSINK, Faculty Sponsor)

32
The Influence of the Severity of the Autism Spectrum Disorder on Neurotypical Siblings' Social Competence
M. APARICIO, M. MOELLER & B. BOHLEN, Loras College (LISA GRINDE, Faculty Sponsor)

33
The Influence of Grandparents on College Student's Values
CASEY BIANCO, BRITTANY JOHNSON, PAIGE LEICHTNAM & AMANDA AHLES, Saint Cloud State University (MARLENE DEVOE, Faculty Sponsor)

34
Credibility: Connections Between Conceptual and Linguistic Development
ELAINE ALDANA & KRISTIN ROHRBECK, The Ohio State University (LAURA WAGNER, Faculty Sponsor)
35
Parents’ Use of Music with their Infants: The Roles of Parents’ Beliefs and Musical Background
KATE ROWND, The Ohio State University (SARAH SCHOPPE-SULLIVAN & CLAIRE KAMP DUSH, Faculty Sponsors) & MITCHELL BARTHOLOMEW (graduate student)

36
Infants’ Quantification of Nonsolid Substances
JENNIFER KEYES, University of Missouri (KRISTY VANMARLE, Faculty Sponsor)

37
Are Instructors’ Assessments of Students’ Academic Motivation Consistent with the Students’ Self-Ratings of Their Academic Motivation?
LESLIE GODWIN, Eastern Illinois University (WILLIAM ADDISON, Faculty Sponsor)

38
The Influence of Framing on Attitudes Towards Marijuana Use
ANNA ALLEN, University of Wisconsin-Platteville (JOAN RIEDLE, Faculty Sponsor)

39
Emotional Well Being and Arousal in a Diverse Collegiate Sample
SAMMI JOHANSEN, EBONI PORTER, TRACY SIMS, COURTNEY STEIN & DANI WEBSTER, Otterbein College (MEREDITH FREY, Faculty Sponsor)

40
Odor as Mental Cues: The Effects of Olfactory Stimuli and Time on Memory of Product Names
TRACY MULDERIG & YAJIE YU, Truman State University (MARK HATALA, Faculty Sponsor)

41
Influence of STIs on Condom Use Behavior in College Age Women
EMILY VANEYLL & LAURA VAN WYCK, University of Wisconsin-La Crosse (BETSY MORGAN, Faculty Sponsor)

42
Motherhood: World War I to Present
JESSICA LUDDY, BRITTNY NEIS, MELISSA HASS, NICOLE ROESER & SAM VOSTERS, University of Saint Thomas (JEAN E. GIEBENHAIN, Faculty Sponsor)
43
The Relationship Between Job Satisfaction and Academic Procrastination in College Students
MICHAEL MANNING, Southern Illinois University Edwardsville (ELIZABETH MEINZ, Faculty Sponsor)

44
Personality and Perceived Justice as Predictors of the Decision to Litigate
ASHLEY STURM, Southern Illinois University Edwardsville (LYNN BARTELS, Faculty Sponsor)

45
Cue Usage in Conscious and Unconscious Thought
AMANDA BAKER, The Ohio State University (HAL ARKES, Faculty Sponsor)

46
The Relationship Between Personality, Life Events, and Perceived Stress
ASHLEY ARLT, KAITLYN RAUSCH & ROSE SCOTT, Southern Illinois University Edwardsville (CHRISTOPHER ROSNICK, Faculty Sponsor)

47
The Relationship Between Perceived Parenting Styles and the Big Five Personality Traits of College Undergraduates
CARRIE BOBROSKY, MARTHA GUNTREN, SARA WHITE & TRAVIS CROCKS, Southern Illinois University Edwardsville (ANDREW POMERANTZ, Faculty Sponsor)

48
Goal Setting, Motivation Priming, and Personality Type Effects on Task Motivation
RACHEL MARSH, Northern Illinois University (CHRISTOPHER PARKER, Faculty Sponsor)

49
Hypersexual or Confused? An Examination of What it Means to be Bisexual
BRETT CREHAN, Ball State University (GEORGE GAITHER, Faculty Sponsor)

50
The Effects of Viewing Thin, Attractive Females in Male Product Commercials on Male Preferences for Female Figures
LAUREN HALL, Saint Mary’s College (REBECCA STODDART, Faculty Sponsor)
51 Television Genres and Rape Myth Acceptance
CAITILIN BARRETT, Saint Mary's College (REBECCA STODDART, Faculty Sponsor)

52 Music's Effect on Mood and Helping Behavior
JADEN GANSER & FAREEN HUDA, University of Wisconsin-La Crosse
(MELANIE CARY, Faculty Sponsor)

53 A Comparison of Sexual and Relationship Satisfaction in Long-Term and Short-Term Relationships
KEVIN LEWANDOWSKI & TARA SCHRAGE, University of Wisconsin-La Crosse (LISA CAYA, Faculty Sponsor)

54 Perceptions of the Death Penalty: The Effects of Race and Type of Execution
SAMANTHA SOLVESON, University of Wisconsin-La Crosse (KIMBERLY VOGT, Faculty Sponsor)

55 Perceptions of Teen Parents: Stereotypes of Future Life Success
KIMBERLY ROSENTHAL & KATE SHORTRIDGE, University of Wisconsin-Stevens Point (ERICA S. WEISGRAM, Faculty Sponsor)

56 The Influence of Visual vs. Written Indicators on Racial Perceptions
BRITTANY TREWEN, Loras College (LISA GRINDE, Faculty Sponsor)

57 A New College Climate, An Old Problem: Exploring Ageism on Campus
JESSICA BREUER, Minnesota State University Mankato (JEFFREY BUCHANAN, Faculty Sponsor)

58 Examining the Influence of Framing and Personality Traits on Motivating Study Habits in College Students
AMANDA VONBERGEN, Minnesota State University Mankato (EMILY STARK, Faculty Sponsor)

59 More than a Guy Thing? Going Beyond Gender to Investigate the Influence of Sex Roles on Alcohol Attitudes and Consumption
NAOMI TIMM, Minnesota State University Mankato (DAWN ALBERTSON, Faculty Sponsor)

60 Social Influences and Individuals’ Attribution of Blame to Male Victims in Acquaintance and Stranger Rape Situations
STEPHANIE COMSTOCK, Southern Illinois University Edwardsville (PAUL ROSE, Faculty Sponsor)

61 Real-world Personality and Virtual-world Avatars: Correlations of Perceived Personality
JORDAN SHAW, Southern Illinois University Edwardsville (MICHAEL G. DUDLEY, Faculty Sponsor)

62 An Investigation of How Construal Levels Moderate a System-Relevant Information Search
TERRI MANGANO, The Ohio State University (KENTARO FUJITA, Faculty Sponsor)

63 Automaticity and Stereotyping
A. ALYSHA NOORANI & SAMANTHA MOWRER, The Ohio State University (WILLIAM CUNNINGHAM, Faculty Sponsor)

64 Predictors of Prejudice: Modern Racism Scale, IAT, and Heart Rate Variability
MICHELLE BEDDOW, JONATHAN SCHICK, MICHAEL CHAMI, SUMMER ZWARUN & LISA DECAMINADA, University of Michigan Dearborn (ROBERT HYMES, Faculty Sponsor)

65 Fear of Mortality: Relationships Among End of Life Decisions
MICHELLE EVANS, MARK ROSSI, LAUREN REED & SHAWN WATTS, University of Michigan Dearborn (ROBERT HYMES, Faculty Sponsor)

66 Prejudice Correlates for Racism and Homosexual Discrimination on a College Campus
JONATHAN SCHICK, KEELAH WILLIAMS, SHAWN WATTS & NICK ZULINSKI, University of Michigan Dearborn (ROBERT HYMES, Faculty Sponsor)
Physiological Correlates of Racial Bias: Comparing Electromyography with Traditional Measures of Prejudice
KEELAH WILLIAMS, JESSICA RIGGS, MICHELLE EVANS & MICHELLE BEDDOW, University of Michigan Dearborn (ROBERT HYMES, Faculty Sponsor)

Effects of Infidelity and the Reasons for Relationship Termination
CONNIE AGNELLO, BRITNE STANKE, LEILA CARNEIRO & THAISE NUNES, University of Wisconsin-Oshkosh (KATHLEEN STETTER, Faculty Sponsor)

A Cross Cultural Comparison Between Brazil and the United States in Relation to Parental Ethnotheories and Self-Construal
ASHLEY ROSENBERG & CASSIE THIEM, MANOELA MEDEIROS, MARIANA BARRETO & RAMON GOMES, University of Wisconsin-Oshkosh, Rua Barbosa University, Salvador, Brazil (KATHLEEN STETTER, Faculty Sponsor)

Getting a Job: How Might Social Class Influence Your Chances?
SHANNON SOMMER, SARA PRELL & DEIRDRE PAULSON, University of Wisconsin-River Falls (CYNTHIA KERNAHAN, Faculty Sponsor)

Disgusting Lies: The Influence of Disgust upon Deception Detection of Social Transgressions
MICHAEL KWIATKOWSKI, Western Illinois University (SCOTT HEMENOVER, Faculty Sponsor)

Now Hiring Smiling Faces: The Relationship Between Happiness and Emotional Labor Strategies
SARAH CREEK, JAMIE FISCHER & JULIANN GIBSON, Southern Illinois University Edwardsville (CATHY DAUS, Faculty Sponsor)

Personality, Relationship Status, and Expressed Affect on Facebook
SARA PRELL, DEIRDRE PAULSON & ALEX NICHOLS, University of Wisconsin-River Falls (TRAVIS TUBRÉ & RICHARD SEEFELDT, Faculty Sponsor)
Athletic Identity in NCAA Athletes
NICOLE SAPHARAS & KIMBERLY RYAN, Wright State University (GARY N. BURNS, Faculty Sponsor)

Psi Chi Poster Session V
Thursday, 4:30-5:15
Upper Exhibit Hall
DAVID KREINER, University of Central Missouri (MO)

1 Prayer and Meditation as a Helpful Mechanism to Reduce Anxiety
AMY HAGLER, GREG CONRAD, BRANDY HAYS & JAFFER MERCHANT, Southern Illinois University Edwardsville (CATHERINE DAUS, Faculty Sponsor)

2 The Association Between Demographic Characteristics and Prenatal Maternal Expectations in a High-Risk Sample
ANGELA R. JOERIN, MAEGAN CALVERT, BRIANNA LOPICCOLO, JESS HARMON & ALISSA HUTH-BOCKS, Eastern Michigan University (ALISSA HUTH-BOCKS, Faculty Sponsor)

3 Sex Trafficking in the United States: Citizen Empathy and Awareness
KRISTIN SILVER, The Ohio State University (SARAH BOYSEN, Faculty Sponsor)

4 The Role of Worry and Depression on Autonomic Control of the Heart in a Sample of Healthy College Age African American and European Americans
JENNIFER HAYMAN, The Ohio State University (JULIAN THAYER & JOHN SOLLERS, Faculty Sponsor)

5 Overgeneral Memory as an Emotion-regulation Strategy
KATHERINE MUENKS, The Ohio State University (MICHAEL VASEY, Faculty Sponsor)

6 Bias in Life-Event Predictions and Depressive Symptoms: Considering the Role of Locus of Control
BRYAN PALMER, The Ohio State University (DANIEL STRUNK, Faculty Sponsor)
7  The Perceived Effectiveness of Coping in Trauma Victims
C.L. MEADS, Western Illinois University (MELANIE HETZEL-RIGGIN, Faculty Sponsor)

8  Ethics in Therapeutic Relationships: The Influence of Therapist Age and Sex
JORDAN SHAW, Southern Illinois University Edwardsville (DAN SEGRIST, Faculty Sponsor)

9  Association Between Construal Level and Symptoms of Emotional Disorders
EMIL MOLDOVAN, The Ohio State University (MICHAEL VASEY, Faculty Sponsor)

10  Attentional Biases and Implicit Activation of Illness Schemas: Exposure to the Common Cold
CAITILIN BARRETT & JANET TRACHY, Saint Mary's College (REBECCA STODDART, Faculty Sponsor)

11  The Haptic Horizontal-Vertical Illusion in Raised Line and Solid Three-Dimensional Curves
AMY SMITH, Eastern Illinois University (MORTON A. HELLER, Faculty Sponsor)

12  The Effect of Relationship Priming on Verbal Memory
NICOLE DANNA & LACY ORTH, Loras College (JULIA OMARZU, Faculty Sponsor)

13  Exploring the Mechanisms Behind Within-Task Change in Working Memory
BRIDGET SMEEKENS, Michigan State University (RYAN BOWLES, Faculty Sponsor)

14  The Effects of Dissonant and Consonant Music on the Cognitive Abilities of Introverted and Extroverted Individuals
BRIAN FOLLICK, Minnesota State University Mankato (KARLA LASSONDE, Faculty Sponsor)
15
The Effect of Stress on Cognitive Performance in College Students
ALEXANDRA KEYS & HEATHER EBERT, Southern Illinois University
Edwardsville (CHRISTOPHER ROSNICK, Faculty Sponsor)

16
The Testing Effect and Transfer Appropriate Processing
MATTHEW R. CARLSON & SARA UHLENBROCK, Truman State
University (KAREN L. SMITH, Faculty Sponsor)

17
What is the Capacity of the Focus of Attention
ALEXANDER BOONE, University of Missouri (NELSON COWAN, Faculty
Sponsor)

18
Trauma and Resilience: What Can We Learn from Naruto?
MAI CHA VANG, University of Saint Thomas (JEAN E. GIEBENHAIN,
Faculty Sponsor)

19
Dating and Parental Conflict Among Asian Indian Female Emerging Adults
SAANIYA BEDI, CARRIE M. BROWN, ANDRE PERI & LAURA
RUNDELL, Saint Louis University (JUDITH L. GIBBONS, Faculty Sponsor)

20
The Relationship Between Chronic Injury and Attitudes Toward Sport
Among Collegiate Athletes
PHILIP HEYBOER, Hope College (SCOTT VANDERSTOEP, Faculty
Sponsor)

21
Predictors of Preschoolers' Prosocial Behaviors with Peers and Siblings
KENDRA M. OTTO, Southern Illinois University Carbondale (LISABETH
DILALLA, Faculty Sponsor)

22
Parents' Own Emotional Experience and Expressivity Influence Parenting
Techniques
ANA GORDON & ROBYN BUCHHOLZ, St. Olaf College (GRACE CHO,
Faculty Sponsor)

23
Lay Beliefs About the Nature-Nurture Controversy: Does the Experience of
Parenthood Matter?
ELISABETH HARFMANN, Michigan State University (JUDITH DANOVITCH, Faculty Sponsor)

24
Examining the Relationships Between Self-Perception and Behavioral and Emotional Functioning in Young Girls
RACHEL KRUGER, Minnesota State University Mankato (SARAH K. SIFERS, Faculty Sponsor)

25
Ability to Recognize Facial Expressions of Emotion: A Comparative Study
CHALA BRADLEY, SUSANN FAULK, STEPHANIE MCMAHON, KRISTINA MCCLURE & RACHEL SHAROS, Southern Illinois University Edwardsville (CATHERINE REINHARD, Faculty Sponsor)

26
The Relationship Between Parental Structure and Anxiety Levels in Children Ages 6-12
KAYLA WESTENDORF, CAROLINE UTTLEY, TRACY MATHIAS, RACHEL JERASHEN & JESSICA HAYES, Southern Illinois University Edwardsville (CATHERINE DAUS, Faculty Sponsor)

27
Children’s Acquisition of Linguistic Register
SUZANNE VAN HORN, The Ohio State University (LAURA WAGNER, Faculty Sponsor)

28
A Factor Analysis on the Beliefs Concerning the Parental Role Scale
ROBERT NICHOLS, The Ohio State University (SARAH SCHOPPE-SULLIVAN & CLAIRE KAMP DUSH, Faculty Sponsors)

29
Differences in Parents’ and Adolescents’ Expected Timing of Autonomy and the Influence on Adjustment
KELLI KING, University of Missouri (MELANIE SHELDON, Faculty Sponsor)

30
The Student Soapbox: Engagement in and Perceived Benefits of Classroom Discussions among the Millennial Generation
STEPHANIE DYKEMA, THOMAS VANDER KOOL, BROOKE QUISENBERRY & CHELSEA VANDLEN, Hope College (PATRICIA ROEHLING, Faculty Sponsor)
31  
The Effect of Progesterone Levels on Wisconsin Card Sorting Task  
Performance  
SARA THIELENHAUS, Washburn University (JOANNE ALTMAN, Faculty  
Sponsor)

32  
The Effect of Online vs. Consol Violent Video Games on Hostility and Social  
Anxiety  
KEVIN GOETZ, Washburn University (JOANNE ALTMAN, Faculty Sponsor)

33  
The Effects of Physical Exercise  
MEGAN WELLS, Washburn University (JOANNE ALTMAN, Faculty  
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34  
Media and Psychological Motivation  
TRAVIS ELL & LAUREN PYTKA, Otterbein College (MEREDITH FREY,  
Faculty Sponsor)

35  
The Age of Pornography: Potential Consequences for Families and  
Adolescents  
RUTH SOUCIE, University of Saint Thomas (JOHN BURI, Faculty Sponsor)

36  
Family Violence and Family Drinking as Predictors of Alcohol Use  
C.L. MEADS, Western Illinois University (DAVID LANE, Faculty Sponsor)

37  
The Mind Behind the Rod: Parents’ Perceptions of Corporal Punishment  
from the 1890’s to Present  
JENNIFER SMITH, MOLLY GUST, BRIANA RYNERSON & NICHOLAS  
SPANGLER, University of Saint Thomas (JEAN E. GIEBHAIN, Faculty  
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38  
Self-Other Agreement in Training Needs Assessment  
LAURA SCHULZ, Southern Illinois University Edwardsville (LYNN  
BARTELS, Faculty Sponsor)

39  
The Effects of Gender-Role Congruency on Salary Negotiation Outcomes
CHELSEA VANDERPOOL, Southern Illinois University Edwardsville (LYNN BARTELS, Faculty Sponsor)

40
Personality and Sex as Predictors of Emergent Leadership in Face to Face and Virtual Teams
SHANNON SOMMER & ALYSSA PETRANGELO, University of Wisconsin-River Falls (TRAVIS TUBRÉ & BRYAN D. EDWARDS, Faculty Sponsors)

41
The Effect of Babyfaceness on Job Hiring Decisions
RYAN SHEETS, Wright State University (NATHAN BOWLING, Faculty Sponsor)

42
Does Happy at Home Mean Happy at Work? Life Satisfaction and Sales Performance
MEAGHAN ROWE-JOHNSON, University of Wisconsin-La Crosse (TRACIE BLUMENTRITT, Faculty Sponsor)

43
The Effects of Gender and Weight on Job Placement Decisions
SARA BAUMHARDT, LAUREN CRONIN, JILLIAN ELHOFFER, SARA KENNERLY, AMBER MITTELBERG & MATT TOTRA, Southern Illinois University Edwardsville (CYNTHIA NORDSTROM & LYNN BARTELS, Faculty Sponsors)

44
Psychopathic Tendencies in Relation to SES Across Nations
ASHLEY MILLER, Bradley University (DAVID SCHMITT, Faculty Sponsor)

45
Exploration of Empathic Concern and Anger Rumination Through Family Conflict
NICOLE M. SIMONSON, Kansas State University (BRENDA LEE MCDANIEL, Faculty Sponsor)

46
When Do You Give Up?: The Influence of Negative Affect on Decision-Making Styles
BROOKE URBANSKI & CHELSEY WIESEMEYER, Southern Illinois University Edwardsville (CATHERINE DAUS, Faculty Sponsor)
The Relationship Between Conscientiousness and Goal Commitment and Their Effect on Ethical Decision Making
SARAH BAILEY, Southern Illinois University Edwardsville (CATHERINE DAUS, Faculty Sponsor)

Personality’s Relationship with Involvement Among Students and Faculty
JENNIFER LACHAPEL, Truman State University (TERESA HECKERT, Faculty Sponsor)

The Big Five Personality Traits and Maternal Gatekeeping at the Transition to Parenthood
MEGHAN LEE, The Ohio State University (SARAH SCHOPPE-SULLIVAN & CLAIRE KAMP DUSH, Faculty Sponsors)

Student Participation in Research: Time of Semester Effects
NICHOLAS JOHNSON, Southern Illinois University Edwardsville (ELIZABETH MEINZ, Faculty Sponsor)

Use of Stereotypes of Race and Gender in the Perception of Facial Expressions
ASHLEY PEIGHTAL, VILOSHANAKUMARAN VEERAMANI, MICHAEL HASNER & JARRED ANTHONY, Saint Cloud State University (BRENDA N. BUSWELL, Faculty Sponsor)

Gender Differences in Evaluation of Facial Expressions
TRACIE GUNDERSON, Saint Cloud State University (JODY ILLIES, Faculty Sponsor)

The Influence of Gender on Spontaneous Speech Production
CLAIRE DIPIERO & BRITTANY HALL, Saint Mary's College (REBECCA STODDART, Faculty Sponsor)

The Effect of the Media on Food Consumption and Body Image
ANTHONY FRANK & KATIE BELITZ, University of Wisconsin-La Crosse (BART VAN VOORHIS, Faculty Sponsor)
Stoic, Stubborn, or Sensitive: The Effects of Masculinity on Men’s Help-Seeking and Help-Referring Behaviors
EMILY GORSKI, University of Wisconsin-La Crosse (RYAN MCKELLEY, Faculty Sponsor)

The Use of a Paper and Pencil Analogue Task to Measure Ageism
CASSIE NIEMAN, Minnesota State University Mankato (JEFFREY BUCHANAN, Faculty Sponsor)

Surveying Case Managers About Current Practices Regarding Foster Youth
JACY KRAAYENBRINK & MICHAEL HAMILTON, Minnesota State University Mankato (CARLOS PANAHON, Faculty Sponsor)

Dependent Variables and Domestic Violence Intervention
LOGAN PARKER, CHRIS LANMAN, AMANDA PALMER, ALLISON RAYMOND & KERRI ROLLINS, Missouri Western State University (KELLY BOUAS HENRY, Faculty Sponsor)

The Role of Symmetry and the Perception of Attraction and Facial Emotions
KAILASH MALLA & VILOSHANAKUMARAN VEERAMANI, Saint Cloud State University (JODY ILLIES & LESLIE VALDES, Faculty Sponsors)

Effects of Empathy, Self-compassion, and Social Behavior on Compassion for Others
ADAM AUSTIN, Saint Cloud State University (JODY ILLIES, Faculty Sponsor)

Disney Princesses and Body Esteem: Investigating the Influence of Cartoon Media Images
VALERIE LYSAKOWSKI & JAMIE FISCHER, Southern Illinois University Edwardsville (BETSY MEINZ, Faculty Sponsor)

Let's Not Toy Around: The Contribution of Toy Marketing to the Social Construction of Gender Stereotypes
MARTHA GUNTREN, Southern Illinois University Edwardsville (MICHAEL DUDLEY, Faculty Sponsor)

63
The Effects of Low versus High Cognitive Load on Judgments of Probability and Verdict: How Inducement of System 1 versus System 2 Processing Impacts the Wells Effect
ELIZABETH TRIPP, The Ohio State University (THOMAS NYGREN, Faculty Sponsor)

64
“Friends and Lovers – How Relationships Affect Subjective Wellbeing
ELIZABETH NECKA, MELINDA GROSS, MICHAELA HOFFMAN & KRISTINE KASTENBAUM, Truman State University (MICHELE BREault, Faculty Sponsor)

65
Applying Self-Determination Theory to Understand Distress in Practicing Attorneys
DANIEL CAMPBELL & KENNON SHELDON, University of Missouri (KENNON SHELDON, Faculty Sponsor)

66
Ease of Processing and Meaning in Life Judgements: Asking Life’s Biggest Questions with a Very Large Font
CAROLINE LAVELOCK, University of Missouri (LAURA KING, Faculty Sponsor)

67
Attitudes Toward Dementia: A Cross-Cultural Comparison
JENNIFER HILBER & AMANDA HIEBING, University of Wisconsin-Oshkosh, FELIPE DA LUZ & KARENINA OLIVEIRA, Faculdade Ruy Barbosa (SUSAN MCFADDEn, Faculty Sponsor)

68
Cross-Cultural Examination of Hostile and Benevolent Sexism: How It Affects the Punishment of Traditional and Nontraditional Women
AUBREY WISEN, REBECCA KOENE, ALINE SIMOES & THAISS MADEIRA, University of Wisconsin-Oshkosh, Ruy Barbosa, UNIFACS (KATHLEEN STETTER, Faculty Sponsor)

69
A Comparison of the Attitudes, Educational Experiences, and Engagement of Military Veterans and Nonveteran College Students
BRYAN BODROG, University of Wisconsin-River Falls (TRAVIS TUBRÉ, Faculty Sponsor)

70
Attitudes Toward Gays: Understanding Racial Differences as a Function of Gender and Race-Based Attitudes
JAMIA NEAROR, Wright State University (MARTIN GOODEN, Faculty Sponsor)

71
Text Messaging and Personality
KOREY PAUL, Ball State University (THOMAS HOLTGRAVES, Faculty Sponsor)

72
Messaging Implications on Memory Recall
ALYSE LUCAS & CHRISTINE JOHNSON, Saint Mary’s College (KAREN CHAMBERS, Faculty Sponsor)
Psi Chi Faculty Advisor Appreciation Breakfast
Friday, 7:00-8:30 am TBA

Psi Chi Regional Research Award Posters
Friday, 9:00-10:20 Upper Exhibit Hall
BETSY L. MORGAN, University of Wisconsin-La Crosse, Moderator

34 Parental Beliefs and Reactions to Emotion Expression: A Look at Gender
JILL HUMBLE & STEPHANIE ANDREN, St. Olaf College (GRACE CHO, Faculty Sponsor)
This study examined gender variation in parents’ beliefs about emotions and their reactions and strategies for dealing with children’s negative emotional expressions. Mothers held more positive beliefs about emotions, used more supportive strategies, and were more encouraging of their children’s expressions of negative emotion than fathers, particularly mothers of daughters.

35 Severity of Violence Exposure and Proximity of the Perpetrator: The Impact on Child Behavior
AMBER STONE, University of Illinois at Chicago (HEATHER RISSER & PAUL SCHEWE, Faculty Sponsors)
Results demonstrated a significant interaction between severity of violence exposure and proximity of the perpetrator on child externalizing behavior problems. Children exposed to high violence severity with the perpetrator living in the home had the highest externalizing scores. These findings support the idea that children learn aggressive behavior through observing and imitating coercive interaction.

36 An Investigation of Facial Recognition Processes
CAITLIN M. SMOCK, TONY A. FELDMANN, MIKO M. WILFORD & GARY L. WELLS, Iowa State University (GARY WELLS, Faculty Sponsor)
Previous research has investigated whether the process of facial recognition occurs holistically, by component, or as a combination of both (Tanaka & Farah, 1993). The current experiment examined facial processing by comparing participant performance in detecting change versus what changed in faces and houses.

37 Rumination, Repentance, and Self-Condoning after Committing an Interpersonal Transgression: Effects of a Writing Experiment
TIMOTHY BRANDT, LINDSEY LAWRENCE & COURTNEY ST. CLAIR, Hope College (CHARLOTTE VANOVEN-WITVLIET, Faculty Sponsor)
In this between-groups experimental design, participants (91 F, 44 M) were randomly assigned to a 20-minute writing condition: rumination (reliving the offense), repenting, self-condoning, or control. Repenting and self-condoning reduced subjective guilt associated with rumination. Repenting reduced self-condemnation ratings and increased perceived interpersonal forgiveness. Self-condoning stimulated feelings of divine forgiveness.

38 What's in a Voice? Vocal Characteristics and Their Influence on Courtroom Decision Making
TIFFANY ENTRINGER & LEE STARCK, University of Wisconsin-La Crosse (ALEX O'BRIEN, Faculty Sponsor)
This study investigated the perception of vocal characteristics and their impact on decision-making. Specifically, pitch and rate were examined for their effects on veracity (truthfulness) and verdict of a defendant. It was predicted that lower pitched, faster speaking males would be perceived as most truthful.

39 Education and Communication: Methods of Preventing Intimate Partner Violence
ELEANOR NELSON, Grinnell College (ASANI SEAWELL, Faculty Sponsor)
This study investigated the relationship between a woman’s education regarding sex and relationships and experiences of intimate partner violence (IPV). The results found that women who did not receive information from medical professionals experienced more IPV. Additionally, women who discussed relationship expectations with their partner experienced less IPV.

40 Inhibition and Attention in Young Children with NF-1
LORRI A. KAIS, KELLY M. JANKE & BONITA P. KLEIN-TASMAN, University of Wisconsin-Milwaukee (BONITA KLEIN-TASMAN, Faculty Sponsor)
Neurofibromatosis-1 (NF-1) is an autosomal disorder that affects 1 in 3,000 people. The purpose of the present study was to examine parental ratings of
inattention and impulsivity in young children with NF-1. Significantly elevated rates of such difficulties were found.

41 Positive and Negative [11C] PiB Status: Relationship to Behavioral and Cognitive Features in Frontotemporal Dementia
ANGELINE A. DE LEON, KELLY A. RYAN, TARIN COULAS, KIRK FREY, ROGER ALBIN, JAMES BURKE & SID GILMAN, University of Illinois at Urbana-Champaign (BRUNO GIORDANI, Faculty Sponsor) Diagnosis of Frontotemporal Dementia (FTD) involves a high rate of inaccuracy and is often misclassified as Alzheimer’s disease. We compared neuropsychological and behavioral data by PiB-PET scan status of patients clinically diagnosed with FTD. Results suggest that using PiB scan with neuropsychological data may be useful in differentiating diagnoses.

42 Attitudes Towards Women in Power: How Conservative Religious Individuals form Religious and Political Decisions
JASON MILLER, Andrews University (KARL G.D. BAILEY, Faculty Sponsor) This study examines whether attitudes towards women in power are similar in religious and political domains. It analyzes research and individual opinion to see if any changes have occurred in attitudinal formation due to the recent success of women politically, and whether these changes have transferred to the domain of religious organizations.

43 Rearing Spontaneously Hypertensive Rats in Enriched Environments: The Effects on a Model of Attention-Deficit Hyperactivity Disorder
MARYBETH SOUTHARD & NINA L. TIBERI, Bradley University (TIMOTHY KOELTZOW, Faculty Sponsor) Due to concern about psychostimulant medications as treatment for attention-deficit hyperactivity disorder (ADHD), this study assesses the impact of enrichment on spontaneously hypertensive rats (SHR) as an ADHD model. It is hypothesized that SHRs will express decreased symptoms of ADHD in behavioral tasks and resistance to relapse in cocaine self-administration.

44 Attitudes Toward Persons with Disabilities: A Comparison of Chinese and American Students
MOLLY GRAMES & CORTNEY LEVERENTZ, University of Wisconsin-La Crosse (CAROL OYSTER, Faculty Sponsor) The purpose of this study was to compare American and Chinese attitudes toward different disabilities: congenital physical, acquired physical, and psychiatric. Data from a Q-sort revealed the Chinese had significantly more favorable attitudes toward congenital physical disabilities than Americans;
Americans had significantly more favorable attitudes toward psychiatric disabilities than Chinese.

45
Predictors of Perceived Need for Medical Care in a General Medical Population: An Update
ELVINA WARDJIMAN CHEN, Department of Mental Health Services, VA Ann Arbor Healthcare System (LINAS A. BIELIAUSKAS & LAUREN L. DRAG, Faculty Sponsors)
Limited awareness of illness, or insight, has been associated with poor treatment outcomes. We examined various predictors of insight of 403 VA inpatients. Increasing age, a low IQ, poor judgment, and a low level of depression were predictive of a lower acknowledgement of illness. Identifying risk factors for poor insight has significant clinical implications for healthcare providers.

46
The Effects of Obsessive Compulsive Symptoms on Partner Maltreatment
BENICIA COLÓN, B.A KUTMAS, S.A. AUGUSTINE, K.L. GRAHL, C.L. MEADS, R.P. ROBY & J.A. WOLFINSOHN, Western Illinois University (MELANIE HETZEL-RIGGIN, Faculty Sponsor)
We hypothesized individuals with high OCD symptoms would report more psychological partner maltreatment than individuals with few OCD symptoms. Using a median split procedure, participants were categorized into high and low OC groups. The results support the hypothesis. Limitations and implications will be discussed.

47
Guilt and Sympathy Increase Perceptions of Racism and Ageism
LAUREN WRIGHT, JOHN VAN DUSEN & KYLE STUFFLEBAM, Hope College (MARY INMAN, Faculty Sponsor)
Feelings of guilt and sympathy may be a catalyst for changing views of discrimination. The more that Caucasians felt guilt about their privilege or sympathy for the denied group, the more readily they saw the current situation as racism, new unrelated racially-charged events as racism, and age-based inequalities as ageism.

48
Contrast Effects for Mildly Unbelievable Tabloid Headlines
JOSHUA STURMFELS, DAVE TOSTO, KIMBERLY MAZZUCA & MORGAN COTE-COBLE, Christopher Newport University (JEFFREY GIBBONS, Faculty Sponsor)
The current experiment examined changes in believability ratings of mildly unbelievable headlines when presented with extremely unbelievable headlines, believable headlines, or math problems. The results showed a contrast effect. Mildly unbelievable headlines became more believable when presented with
extremely unbelievable headlines than when presented with believable headlines or math problems.

49
Parenting Style as a Predictor of Early Onset Delinquency in Young Twins
JESSICA YOUNG, Southern Illinois University (LISABETH DILALLA, Faculty Sponsor)
Early parenting and child aggression with siblings may predict early delinquent behaviors. This study examined young twins in order to examine environmental and genetic influences on delinquency. Findings include a significant correlation between aggression with sibling at age 5 and parent reported delinquency at age 5.

50
PTSD: A Reevaluation of the Symptom Dynamic Across Trauma Type
RYAN ROBY, Western Illinois University (MELANIE HETZEL-RIGGIN, Faculty Sponsor)
We hypothesized that three types of civilian trauma would vary in PTSD symptom severity and that women would report higher PTSD scores. Participants completed self-report measures and were classified based on trauma type. Significant main effects of gender and trauma type were found. Limitations and future directions will be discussed.

51
Effects of Violent Video Games on Cognitive Control and Aggression
ALISSA RASMUSSEN & CHRISTOPHER ENGELHARDT, University of Missouri (BRUCE BARTHOLOW & MELANIE SHELDON, Faculty Sponsor)
This study investigated the effects of violent video game play on aggression and cognitive control. Participants played a violent or nonviolent game, and then completed a Stroop task while ERPs were recorded, as well a task to measure aggression. Results suggest that violent video games elicit increased aggression and diminished cognitive control.

52
The Mediating Role of Conservative Self-identity on Associations Between Religiosity and Both Individual Evolutionary Knowledge and Attitudes Toward the Relevance of Evolution
MARK R. OSMAN & STEPHEN D. SHORT, University of Kansas (PATRICIA HAWLEY, Faculty Sponsor)
The present study investigates the degree to which religious and political ideological commitments explain individual differences in understanding the theory of evolution and evolution’s perceived relevance. Furthermore, conservative self-identity is analyzed as a mediator of religiosity’s predictive power. Implications for improving the efficacy of evolution education are discussed.
53
Eliminating the Attentional Blink Through Effective Cuing
ELIZABETH NECKA, DAVID CARRELL, FRANKIE BRUNING & JOY BULEN, Truman State University (ROBERT TIGNER, Faculty Sponsor)
A moving cue was added to the rapid serial visual presentation of an attentional blink paradigm. The cue allowed participants to precisely anticipate the appearance of T1 and T2. Consistent with prior research, the T2 cue reduced the AB. Interestingly, cuing T1 led to an additional and significant reduction of the blink.

54
Sensation Seeking in Females from Opposite- Versus Same-Sex Twin Pairs: Hormone Transfer or Sibling Imitation?
ELISE N. BASCOM, WENDY S. SLUTSKE & MADELINE H. MEIER, University of Missouri, NICHOLAS MARTIN, Queensland Institute of Medical Research (MELANIE SHELDON, Faculty Sponsor)
Sensation seeking (SS) was examined in a study of 4,355 twins. Mean SS scores in opposite-sex female versus same-sex female twins were compared. We found that prenatal exposure to androgens from their male co-twin was associated with higher SS scores in opposite-sex than in same-sex females.

55
Strengthening Adolescent Emotional Intelligence: Faith and Family
KAYLA KELDER, Missouri Western State University (TEDDI DEKA, Faculty Sponsor)
Strict focus on academics and standardized testing may leave children lacking in ‘emotional intelligence’ (interpersonal and intrapersonal skills) that some believe are even more important to future achievement. In this examination of 600 parochial school adolescents, family cohesion, religiousness and identity significantly predicted trait emotional intelligence.

56
The Impact of Siblings’ Differential Personal and Peer Group Characteristics on Two Domains of Sibling Conflict
CYNTHIA MAUPIN & NICOLE CAMPIONE-BARR, University of Missouri (NICOLE CAMPIONE-BARR & MELANIE SHELDON, Faculty Sponsors)
Previous research has emphasized parental differential treatment (PDT) of siblings as having a significant impact on sibling relationship quality. However, siblings can have differential experiences other than PDT. The present study focused on siblings’ differential temperaments and differential peer characteristics, and their impact on two different domains of sibling conflict.

57
The Effect of Non-Predictive Sweet Tastes on Blood Glucose in Rats
ALYCIA LABOY, Purdue University (SUSAN E. SWITHERS, Faculty Sponsor)
Non-caloric sweeteners may weaken the body’s natural preparatory responses for processing calories and nutrients. Consistent with this hypothesis, in adult male rats tested with a novel sweet premeal, blood glucose levels were affected by prior exposure to saccharin sweetened yogurt diets.

58
Immediate Subjective Effects of Alcohol in Smokers and Nonsmokers: Evidence from Ecological Momentary Assessment
MELISSA E. TARANTOLA, University of Missouri (THOMAS M. PIASECKI, Faculty Sponsor)
Subjective states and drink appraisals were evaluated relative to smoking status and as a moderator of first drink reactions. Current drinkers (N=404, 64% smokers) were given electronic diaries which administered questionnaires randomly and after the first drink. Results showed smokers had a blunted subjective drinking response, despite explicitly rating it as more relieving.

Psi Chi Symposium
Finding Employment with an Undergraduate Degree in Psychology
REBECCA STODDART, Saint Mary’s College (IN)
KARL N. KELLEY, North Central College (IL)
Friday, 10:00-10:50 Salon 5 & 8
KARL G.D. BAILEY, Andrews University (MI), Moderator

Psi Chi Symposium
Tips for Getting into Graduate School
DANIEL R. VANHORN, North Central College (IL)
Friday, 11:00-11:50 Salon 5 & 8
KARL G.D. BAILEY, Andrews University (MI), Moderator
Psi Chi Distinguished Speaker
The How, What, When, and Why of Happiness
SONJA LYUBOMIRSKY, University of California, Riverside (CA)

Friday, 12:00-1:00  Empire Ballroom
REGAN GURUNG, University of Wisconsin-Green Bay (WI), Moderator

***Psi Chi Conversation Hour***
SONJA LYUBOMIRSKY, University of California Riverside

All interested parties, especially students, are invited to a conversation hour with Dr. Lyubomirsky immediately after the talk (in a different room)

Friday, 1:10-2:00  Wilson Room
REGAN GURUNG, University of Wisconsin-Green Bay (WI), Moderator

Psi Chi Chapter Exchange: Ideas for Improving Your Chapter

All Psi Chi officers and active members are invited to attend this session to share ideas about chapter vitality.

Friday, 2:10-2:50  Wilson Room
SCOTT VANDERSTOEP, Hope College (MI), Moderator

***Psi Chi Awards Presentation and Reception***

All Psi Chi students and faculty advisors are invited to come and enjoy some refreshments and to meet one another. Awards will be presented at 3:30.

Friday, 3:00-5:00  Honore Ballroom

HOSTS: BETSY L. MORGAN, University of Wisconsin-La Crosse (WI) (Psi Chi Midwest Vice President), and the Psi Chi Midwestern Steering Committee: KARL BAILEY, Andrews University (MI); TEDDI DEKA, Missouri Western State University (MO); REGAN GURUNG, University of Wisconsin-Green Bay (WI); KARL KELLEY, North Central College (IL); DAVID KREINER, University of Central Missouri (MO).
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Central Michigan University, Mt. Pleasant – Roger Van Horn
Eastern Michigan University, Ypsilanti – Ken Rusiniak
Ferris State University, Big Rapids – Jeffrey Nagelbush
Hope College, Holland – Mary Inman
Michigan State University, East Lansing –
Oakland University, Rochester – Ranald D. Hansen
Saginaw Valley University, University Center – Jeanne Malmberg
University of Detroit Mercy, Detroit – Steven Abell
University of Michigan, Ann Arbor – Denise Sekaquaptewa
University of Michigan, Dearborn – Robert W. Hymes
University of Michigan, Flint – Jeannette Whitmore
Wayne State University, Detroit – Patricia Siple

Minnesota
Bemidji State University, Bemidji – Jim Rafferty
Carleton College, Northfield –
College of Saint Benedict/Saint John’s University, St. Joseph – Jan Holtz
Gustavus Adolphus College, St. Peter – Jennifer Ackil
Hamline University, St. Paul – Dorothee Dietrich
Metropolitan State University, St. Paul – Mark Stasson
Minnesota State University, Mankato – Dawn Albertson
Moorhead State University, Moorhead – Elizabeth Nawrot
Riverland Community College, Austin – Sharon Hyland
St. Cloud State University, St. Cloud – Chris Jazwinski
St. Olaf College, Northfield – Grace Cho
St. Thomas University, St. Paul – John Buri
Southwest Minnesota State University, Marshall – Corey Butler
University of Minnesota, Morris – Jeffrey Ratliff-Crain
Winona State University, Winona – Carrie Fried

Missouri
Central Missouri State University, Warrensburg – David Kreiner
Missouri Western State College, St. Joseph – Brian C. Cronk
St. Louis University, St. Louis – Edward J. Sabin
Southeast Missouri State University, Cape Girardeau – Shawn F. Guiling
Southwest Missouri State University, Springfield – Elissa M. Lewis
Truman State University, Kirksville – Judi M. Misale
University of Missouri, Columbia – Melanie Sheldon
University of Missouri, Kansas City –
University of Missouri, Rolla – Robert L. Montgomery
University of Missouri, St. Louis – Matthew Taylor
Washington University, St. Louis – Randy J. Larsen
Westminster College, Fulton – David K. Jones

North Carolina
University of North Carolina, Greensboro – Paul Silvia

North Dakota
North Dakota State University, Fargo – Verlin Hinsz
University of North Dakota, Grand Forks – Thomas Petros

Nebraska
College of Saint Mary and University of Nebraska, Omaha – Ken Ryalls
Chadron State College, Chadron – Mary Jo Carnot
Hastings College, Hastings – Chuck Eigenberg
Nebraska Wesleyan University, Lincoln – Frank Ferraro
University of Nebraska, Lincoln – John H. Flowers
University of Nebraska, Omaha – Kenneth A. Deffenbacher
Wayne State College, Wayne – Karen E. Walker

New York
State University of New York, Fredonia – Jack S. Croxton
Ohio
Ashland University, Ashland – Mitchell Metzger
Baldwin-Wallace College, Berea – Charles A. Levin
Case Western Reserve University, Cleveland – Robert L. Greene
Cleveland State University, Cleveland –
College of Mount St. Joseph, Cincinnati – James H. Bodle
Denison University, Granville - Robert Weis
Kent State University, Kent – David C. Riccio
Marietta College, Marietta – Mark E. Sibicky
Miami University of Ohio, Oxford – Amanda Diekman
Miami University of Ohio, Middletown – Virginia Wickline
Muskingum College, New Concord – Larry Normansell
Oberlin College, Oberlin – Norman Henderson
Ohio State University, Columbus – Richard Petty
Ohio State University, Mansfield – Terri Fisher
Ohio University, Athens – Francis S. Bellezza
Shawnee State University – Darrell Rudmann
Sinclair Community College, Dayton – Solomon Fulero
University of Akron, Akron – Jan Yoder
University of Dayton, Dayton – Melissa Cahoon
Ursuline College, Pepper Pike – Christopher L. Edmonds
Wittenberg University, Springfield – Jeffrey B. Brookings
Wright State University, Dayton – Michael B. Hennessy
Youngstown State University, Youngstown – Margaret M. Gittis

Oklahoma
Cameron University, Lawton – John Geiger
University of Oklahoma, Norman – Kirby Gilliland

Oregon
Linfield College, McMinnville – T. Lee Bakner

Pennsylvania
Seton Hill College, Greensburg – Lawrence L. Jesky
The Pennsylvania State University, University Park – Karen Gasper
Widener University, Chester – Karen Rose

Rhode Island
Rhode Island College, Providence – Allan L. Fingeret

South Carolina
The Citadel, Charleston – Steve A. Nida
Tennessee
Middle Tennessee State University, Murfreesboro – Donald F. Kendrick
University of Memphis - Roxanne Raine

Texas
Rice University, Houston – John W. Brelsford
Texas Tech University, Lubbock – Michael Serra
University of the Incarnate Word, San Antonio – Harold Rodinsky

Washington, D.C.
Howard University - Lloyd Ren Sloan

Wisconsin
Alverno College, Milwaukee –
Beloit College, Beloit – Gregory Buchanan
Carthage College, Kenosha – Ingrid M. Tiegel
Edgewood College – Joan Schilling
Lakeland College – Alicia Helion
Lawrence University, Appleton – Beth A. Haines
Marquette University, Milwaukee – Michael Wierzbicki
Ripon College, Ripon – J. Timothy Petersik
Saint Norbert College, De Pere – Paul Ngo
Silver Lake College, Manitowoc – Steve Vanden Avond
University of Wisconsin, Eau Claire – Allen Keniston
University of Wisconsin, La Crosse – Betsy Levonian Morgan
University of Wisconsin, Madison – Colleen Moore
University of Wisconsin, Milwaukee – Diane M. Reddy
University of Wisconsin, Oshkosh – Lee I. McCann
University of Wisconsin, Parkside, Kenosha –
University of Wisconsin, Platteville – Theron E. Parsons IV
University of Wisconsin, Stevens Point – Craig Wendorf
University of Wisconsin, Stout, Menomonie – Helen A. Swanson
University of Wisconsin, Superior – Hal S. Bertlson
University of Wisconsin, Whitewater – Douglas B. Eamon

West Virginia
Marshall University, Huntington – Steven P. Mewaldt

CANADA
Ontario
Carleton University, Ottawa – John Zelenski
University of Western Ontario – Bertram Gawronski
Psi Chi Poster Session I, Upper Exhibit Hall, p. 207

9:00-10:00
Kelley, Moderator
1 Lunsford & Shapiro
2 Zucker, Sabhapathy, Walter, Drag & Bieliauskas
3 Ramsey, Legato & Budd
4 Monroe, Heinz & Kassel
5 Timmons, Pisciotta & Ingram
6 Garmirian & Karazsia
7 Minor & Sheldon
8 Parker & Tiamiyu
9 Zerr & Pasqualini
10 Shriver, Falkoff, Gerlach, Schweighofer & Wickline
11 Stupica, Ardiri & Metzger
12 Pagel & Kelly
13 Bixter, Hartley & Noice
14 Hood, Trendle & Vandendorpe
15 Lee & Raney
16 Reider, Lippman, Ali, Colonna, Simmons, Salimi & Pellegrino
17 Pak, Rodriguez, Canty & Goldman
18 Gutierrez & Maki
19 Koll, Wright & Gade
20 Claxton & Olson
21 Hagan, Yost & Young
22 Burgers & Meyers
23 Waggoner & Gillund
24 Catanzaro & Schachtman
25 Moss, Rouder, Pratte & Sheldon
26 Wang, Jones & Vick
27 Neal & Sexton-Radek
28 Chmelyovsky & French-Rolnick
29 Kibler-Campbell & Thompson
30 Bugeja & Helfer
31 Schuett & Dietrich
32 Hwang, Dautel, DeJesus & Kinzler
33 Markowitz & Gelman
34 Melton & Poulsen
35 Snejringer & Metzger
36 Bugeja & Helfer
37 Edgar & Brockmyer
38 Tomayko & Larsen
39 Drzymkowski & Roberts
40 Fernandez & Davies
41 Stanley & Kelly
42 Skeel, Wentland, Row & Lundy
43 Butler & Madyun
44 Fagen, LaForge & Goodfriend
45 Madyun, Kluver & Goodfriend
46 Wild, Crowder, LaForge, Maslonka & Goodfriend
47 Gamble, Hartzler, Toscano, Kofron, White, Roseberry & Gibbons
48 Cullina & Vandendorpe
49 Ruff & Vandendorpe
50 Inskeep & Coon
51 Torstrick & Williams
52 Eide, Hedrick & Meyers
53 Angulo & Epley
54 Hawkins & Dietrich
55 Taylor & Yost
56 Knoke & Meyers
57 Weers, Edwardson, Hutchcroft, Niebuhr, Seufert, Shields, Storm, Traver & Meyers
58 Burke, Ramsey & Sekaquaptewa
59 Dillon & Cooper
60 Dirth & Hartin
61 Estrade-Villalta & Schwab
62 Stevens, Fowler & Geers
63 Hull & Kelly
64 Hull, Hrash, Bartz & Kelly
65 Schramer, Jelinek & Kelly
66 Watkins & Kelly
67 Doherty, Gray, Kryder & Lane
Gender & Career Paths, Salon 1, p. 11
Halpert, Moderator
9:30 Menon Gandhi
10:00 Clark, Johnston & Diekman
10:15 Steinberg, Brown, Diekman, Johnston & Clark
10:30 Russell & Brinnell
10:45 Weisgram & Lewis

Parenting & Self-Regulation, Salon 3, p. 12
Blakemore, Moderator
9:30 Mandara
10:00 Haack, Lawton, Gerdes & Oswald
10:15 Li-Grining, Limlingan, Votruba-Drzal & Chase-Lansdale
10:30 Haas, Duncan, Li-Grining, Raver & Morrison

Psychobiology I, Salon 4, p. 13
Dopheide, Moderator
9:30 Melloni, Jr.
10:00 Smith, Smith, Noel, Ordway & Brown
10:15 Wilkinson, Bevins, Kiviniemi, McChargue & Wiebe
10:30 Barrett, Tracy & Bevins
10:45 Fava, Barnes & Riccio

Cognitive Development I, Kimball, p. 15
Haden, Moderator
9:30 Mix
10:00 Kwon, Ratliff, Huttenlocher & Levine
10:15 Moore, Hartin & Merriman
10:30 Baykina & Cooper, Jr.

Applications of Neural Imaging, Logan, p. 16
Virtue, Moderator
9:30 Larson
10:00 Martin, Poprawski, Paciora & Konopka
10:15 Bailey, West & Anderson
10:30 Mowrer, Jahn & Cunningham

Memory I, Madison, p. 17
Serra, Moderator
9:30 Karpicke & Bauernschmidt
9:45 Pyc & Rawson
10:00 Wilkins & Rawson
10:15 Kopp, Britt & Millis

Educational Psychology, Marshfield, p. 18
Krause, Moderator
9:30 Dirth, Ribich & Harton
9:45 Hamilton, Keniston, Chase, Zellhoefer, Clemens & Murken
10:00 Gunderson, Ramirez, Beilock & Levine
10:15 Bailey, Montagano & Bailey

Intergroup Conflict & Trust, Wilson, p. 19
Whitley, Jr., Moderator
9:30 Van Deursen & Warner
9:45 Bean & Richeson
10:00 Rotella, Richeson & Chiao
10:15 Preston

STP, Invited Address, Buckingham, p. 179
9:30 Stowell

STP, Symposium, Price, p. 179
9:30 Dusold, Passi, Peters, Balthazar & Meyers

Psi Chi Poster Session II, Upper Exhibit Hall, p. 215
10:10-11:10
Kelley, Moderator
1  Booth, Powers & Kleven
2  Leach, McGlone & Kleven
3  Owusu, Huntley & Goodfriend
4  Cordel & Karazsia
5  Salkas & Devine
6  Shafaeae, Veilleux & Kassel
7  Heritage & King
9  Barsa & Yost
10 Crowley, Jones, Ferguson, Tilley, Fritsche, Mehr, Deversdorf & Sheldon
11 Fleming & Sheldon
12 Gibson, Kears & Hawley
13 Wilfinsohn & Hetzel-Riggin
14 Meyer & Chin-Parker
15 Sprunger & DiClementi
16 Miller, Logan, Kafunya, Dolce & Helm, Jr.
17 Walsh, Kears, Hawley & Sheldon
18 Raethel & Bailey
19 Swaniker, Weston & Bailey
20 Campbel, Fox & Corts
21 Narvaez & Corts
22 Sweatte, Fagan & Holl
23 Froelich & Jih
24 Ptouchkina, O’Brien & Uttal
25 Ali, Lippman, Reider, Colonna, Simmons, Salimi & Pellegrino
26 Swope, Naveh-Benjamin, Chen & Sheldon
27 McQuarrie & Guenther
28 Jaber, Lambie, Canty & Goldman
29 Stacken & Faber
30 Zellhoefer, Chase, Murken, Keniston & Hamilton
31 Mate, Kibler-Campbell & Thompson
32 Westaby, Geissler, Dorece, Lawcewicz, Keniston, Muehlenkamp & Jewett
33 Crowder, Owusu & Goodfriend
34 Meyer & Rosnick
35 Friedmann, Campione-Barr & Sheldon
36 Petersen, Campione-Barr & Sheldon
37 John & Schacht
38 Pawlik & Guenther
39 Wang, Jones, Nutt & Kacir
40 Wells, Pendergast & Steele
41 Kornacki, Gilge, Erschen & Steele
42 Lavorata & Davies
43 Westaby & Peden
44 Long & Karazsia
45 Huntley & Goodfriend
46 Celoni, Westenberg, Houser, McElhinney & Willis
47 Fegley, Leonard, Vander Plaats & Willis
48 Vincent, McKim, Martin, Clark & Willis
49 Richman & Gardner
50 Schubert, Larson & Aramovich
51 Marshall, Miller, Qualmann & Close
52 Witte & Close
53 Biebert & Close
54 Stewart, Murtha & Kelly
55 Thomas & Blakemore
56 Sauter, Yost & Young
57 Hock, Huff, Volk & Skow
58 Mickelson, Bledsoe & Meyers
59 Burgess & Clayton
60 Stufflebeam & Harton
61 Murphy, Nordahl, Richardson & Harton
62 Lemka & Harton
63 Shilling, Fuller & Kelly
64 Perkins & Burns
65 Bishop & Jones
66 Beltre & Bailey
67 Spektor & Garcia

STP, Symposium, Price, p. 179
10:10 Malia, Fraguada, Pasola & Meyers
STP, Symposium, Buckingham, p. 180
10:30 Engeln-Maddox, Gorvine & Cohen

STP, Symposium, Price, p. 180
10:50 Lightner

11:10 Carbonell

Invited Address, Empire Ballroom, p. 21
11:00-12:30 Peterson
Positive Psychology
Arkin, Moderator

Invited Symposium, Salon 3, p. 21
11:00-12:30 Littleford, Morris, Ashburn-Nardo, Padgett, Pickett, Adams, Boysen
Unity in Diversity
Ashburn-Nardo, Organizer

APA Career Workshop, Madison, p. 22
11:00-12:30 Michalski
Salaries, Student Debt and Employment Opportunities in Psychology

Attitudes & Ideology, Salon 1, p. 22
Misale, Moderator
11:00 Johnsen & Cunningham
11:15 Arnott & Dust
11:30 Wetherell & Reyna

11:45 Nalbone, Moon, Ramsay & Tuohy
12:00 Wandra & Reed

Psychobiology II, Salon 4, p. 23
Dopheide, Moderator
11:00 Pittenger, Barrett & Bevins
11:15 Gipson, Beckmann & Bardo
11:30 Charntikov, Wells, Fink & Bevins
11:45 Bobova & Finn

Facets of Attitudes, Salon 5 & 8, p. 24
Eaton, Moderator
11:00 McCaslin, Briñol & Petty
11:15 Sawicki, Clark, Wegener & Fabrigar
11:30 Majka & Visser
11:45 Eaton, Visser, Krosnick & Anand
12:00 Aoki, Kite & Dello Stritto

Cognitive Development II, Kimball, p. 26
Merriman, Moderator
11:00 Luo
11:30 Stevenson, Schweigert, Stilp, Goldsmith & Gernsbacher
11:45 Jaswal

Clinical Assessment, Marshfield, p. 27
Cho, Moderator
11:00 Rubinshteyn, Kopta & Saunders
11:15 Baczwaski & Sifers
11:30 Ruthsatz
11:45 Surla & Lassonde

Enacting Strategies, Logan, p. 28
Normansell, Moderator
11:00 Kruger, Hughes
11:15 Kruger & Hughes & Miller
11:30 Dean & Bauer
11:45 Sacco, Brown, Young, Bernstein & Hugenberg

**Intergroup Conflict & Peace, Wilson, p. 29**
Claypool, Moderator
11:00 Bikmen & Stephens
11:15 Sullivan, Landau, Branscombe, Rothschild & Cronin
11:30 Arbuckle
11:45 Heath

**Psi Chi Poster Session III, Upper Exhibit Hall, p. 224**
11:20-12:20
Deka, Moderator
1 Southard, Tiberi, Peters, Skulborstad, Cornelius, Pfister, Buttliere, Miller, Bluell, Andel & Koeltzow
2 Rollins & Deka
3 Luntz & Paul
4 Rossi & Peciña
5 Chateauvert & Hymes
6 Esparza, Fitzgerald, Kaugars & Kichler
7 Medved, Burmeister & Chi
8 Ferreira & Breitenbecher
9 Prinster & Sheldon
10 Lamb & Greenley
11 Ritschdorff & Siegel-Hinson
12 Isaacson, Lawrence, Moffitt & Winquist
13 Jaffee & Battaglia
14 Pillow, Peyerk, Gorney, Zirkle & Margres
15 Wutchiett & Faber
16 Gregersen, Chan & Atchley
17 Ramsey & Boron
18 Cade, Pratte, Rouder & Sheldon
19 Glasmann, Shoda, Tagliarina & Edmonds
20 Byrne, Cox, Line & Edmonds
21 Schmidt, Blazek & White
22 Norris & Mounts
23 Moore & Mosack
24 Matthews & Olson
25 Miser & Hupp
26 Holz, Nickel, Rath, Schmidt & Ayres
27 Cheske & Close
28 Feuerstahler & Close
29 King & Siegel-Hinson
30 Hecht, Jones, Beversdorf, Will & Sheldon
31 Newman, Taylor, Barcus & Lunnen
32 Dabney, Bluhm, Ratnayake, Nguyen & Giebenhain
33 Duffy, Redfearn, Knutson & Giebenhain
34 Briz, Swabey-Kieth, Sesker, Hoehn, Strand, Schreiner & Giebenhain
35 Follett, Nicklow, Demarais, Lawson & Giebenhain
36 Austin & Costabile
37 Siler & Hamilton
38 Fazzolare, St. Laurent & Lunnen
39 Miklosovic, Facciani, Sobieralski & Lunnen
40 Whalen & Corts
41 Trumbo & Chi
42 Krueer, Barrett & Burns
43 Asem & Davidson
44 Knight, Walker, Turosak, Quinlivan, Wilford & Wells
45 Omedeli, Graovac, Reyes, King & Helm, Jr.
46 Downes & Willis
47 Holcomb, Jones, Clark, Lythberg & Willis
48 Counts & Jones
49 McReynolds, Hanus & Compton
50 Nordenberg & Lambert
51 Marshall & Close
52 Chan & Close
53 Hunter, Newsum, Tuhn, Quinlivan & Wells
54 Tuhn, Johnson, Benal Quinlivan & Wells
55 Zeilenga & Guling
56 Lloyd & Reysen
57 Rossi, Karreci, Aburouman, Dobbs, Watts & Hymes
58 O’Brien, Eno & Guadagno
59 Casanova & Rentfrow
60 Bhattarai, McCoy, New & Kreiner
61 Ebersole, Smith & Stevenson
62 McCune & Hawley
63 Jung, Kim & Snyder
64 Beddow & Hymes
65 Poh, Cain & Riedle
66 Arnold & Stocker
67 Hand & Sheldon
68 Linn & Kernahan
69 Stoner, Hollis & Edmonds
70 Dobbs & Howells-Wrobel
71 Winecke & Peterson
72 Absher & Etcheverry
73 Warmoth & Arkkelin

Symposium, Marshfield, p. 31
12:30-2:00
Pritchard, McCrea, Elison-Bowers
Complementary and Alternative Medicine
Pitchard, Organizer

Affect & Emotions, Salon 1, p. 32
Claypool, Moderator
12:30 Bernstein & Claypool
12:45 Housley & Claypool
1:00 Jones, Young & Claypool
1:15 Cheng
1:30 Gurtman, Hopkins, MacDonald & Stauder

Self & Social Perception, Salon 5 & 8, p. 33
Gray, Moderator
12:30 Vazire
1:00 Ge & Han
1:15 Santuzzi

Issues in Child Clinical Psychology, Salon 4, p. 34
Gaze, Moderator
12:30 Vasey
1:00 Soenning, Clopton & Fireman
1:15 Wiley, Wallis Najdowski & Thompson

Motivation, Logan, p. 35
Poulsen, Moderator
12:30 Rothschild, Landau, Sullivan & Branscombe
12:45 MacGregor, Fujita & Roberts
1:00 Stark
1:15 Hazlett, Molden & Sackett

Perception, Kimball, p. 36
Choplin, Moderator
12:30 Balcetis

Invited Address, Empire Ballroom, p. 30
12:30-2:00
DeLoache
Becoming Symbol-Minded
Waxman, Moderator

Statistics Workshop, Salon 3, p. 31
12:30-2:00
Fabrigar & Wegener
An Overview of Key Methodological Issues in Conducting Exploratory Factor Analysis

274
Word Processing, Madison, p. 37
Hathorn, Moderator
12:30 Zhao, Gupta, Packard & Wasserman
12:45 Knickerbocker & Altarriba
1:00 Still, West & Morris
1:15 Li

Applied Social Poster Session, Upper Exhibit Hall, p. 38
12:30-2:00
Jackson, Moderator
1 Heckert, Mulderig, Schwend & LaChapell
2 Doener, Richardson, Rion, Smeltzer, Lowery & Nadler
3 Cameron & Nadler
4 Voyles & Nadler
5 Anthony & Schneider
6 Bagsby, Munz, Rupprecht & Montag
7 Saedi & Carlson
8 Boehm
9 Cho & Crouch
10 Seda, Suppes, Mattingly & Berkel
11 Benson & Wilson
12 Blankmeyer, Hackathorn, Wiedler & Clark
13 Butler
14 Martin, Stayton & McConnell
15 Stayton, Martin & McConnell
16 Roth & Roecker Phelps
17 Carey, Conley, Schaff & Tindale
18 Hoekstra & Nicholsen
19 Hoekstra
20 McBroom
21 Whitley, Jr., Childs & Collins
22 Childs & Whitley, Jr.
23 Gordon, Johnson & Schons
24 Bullock, Garczynski, Solomon & Van Berkel
25 Ariyabuddhiphongs, Reeder, Jordan & Johnson
26 Bode, Page, Werner & Pawlow
27 Jones & Yost
28 Zhang & Schmader
29 Bonfiglio
30 Lorenz & Kelly
31 Gonzalez, Trott & Ferrari
32 Schneider, Jarvis, Pater, Strong, LeFeve, Gilson, Sturm, Wolfe, Ballou-Tinnerello & Kiefner
33 Purvis, Rosensteel, Brown & Diekman
34 Komarrajo, Ramsey & Rinella
35 Komarrajo, Tincher & Chamness
36 Eaton, Muscanell, Eno, Okdie & Guadagno
37 Miller, Dillman & Jackson
38 Jackson & Carson
39 Cornelius & Hermann
40 Chapleau, Oswald, Ahn & McClendon
41 Alarian, Edwards & Harrison
42 Wagner, Mallett, Patel & Petriuniw
43 Dyrud
44 Harrison, Mallett & Bryant
45 Goldenberg
46 Stivers & Kerr
47 Groebe, Chartier & Stasser
48 Kluwe, Martinez, Talbot, Dykema-Engblade & Tindale
49 Fisher, Lueck & Young
50 Etaugh, Knoblauch & Schwartz
51 McCarty & Schaffner
52 Oswald, Quasney & Holmgreen
53 Seabrook
54 Rolnik, Salk & Conley
55 Geiger & Laverghetta
56 Friedlmeier & Wondergem
57 DeJesus & Kinzler
<table>
<thead>
<tr>
<th>Event Type</th>
<th>Title</th>
<th>Location</th>
<th>Time</th>
<th>Speakers/Panelists</th>
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</thead>
<tbody>
<tr>
<td>SP Symposium, Buckingham, p. 181</td>
<td>1:00 Kelly, Anderson &amp; Bohemier</td>
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<tr>
<td>SP Roundtable, Price, p. 181</td>
<td>1:00 Johnson, Appleby, Puccio, Tuskenis, Dyslin</td>
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<td>STP Invited Address, Empire Ballroom, p. 181</td>
<td>2:00-3:30 Myers</td>
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<td>Four Decades Professing Psychology</td>
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<td>Brewer, Moderator</td>
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<td>APA Career Workshop, Salon 5 &amp; 8, p. 53</td>
<td>2:00-3:30 Carr, Littleford, Puccio, Swenson, Weis</td>
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<td>Entering the Academic Marketplace</td>
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<td>Invited Symposium, Salon 3, p. 53</td>
<td>2:00-3:30 Schachtman, Reilly, Will, Bevins</td>
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<td>The Neuroscience of Flavor Learning, Consumption and Reward</td>
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<td>Schachtman, Moderator</td>
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<tr>
<td>Psi Chi Workshop, Salon 2, p. 233</td>
<td>2:00-2:50 Zlokovich</td>
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<td>Publishing Undergraduate Research: Advice to Students and Faculty Mentors</td>
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<tr>
<td>Social Cognition, Salon 1, p. 54</td>
<td>2:00 Shriver, Ratcliff &amp; Hugenberg</td>
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<td>2:15 Ratcliff, Shriver, Bernstein &amp; Hugenberg</td>
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<td>2:30 Loersch &amp; Petty</td>
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<td>2:45 Echols, Correll &amp; Decety</td>
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<td>3:00 Wells &amp; Skowronski</td>
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<td>Social Relationships, Salon 4, p. 55</td>
<td>2:00 DeHart, Moderator</td>
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<td>2:15 McConnell, Brown, Austin &amp; Shoda</td>
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<td>2:30 Mattingly &amp; Stambush</td>
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<td>2:45 Thomas, Ditzfeld &amp; Showers</td>
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<td>3:00 Butler</td>
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<td>Executive Function, Kimball, p. 56</td>
<td>2:00 Wiley, Moderator</td>
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<td>2:30 Smagur &amp; Kannass</td>
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<td>2:45 Minar &amp; Sloutsky</td>
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<td>3:00 Jarosz &amp; Wiley</td>
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<td>Clinical Developmental Poster Session I, Upper Exhibit Hall, p. 57</td>
<td>2:00-3:30 Zhou, Moderator</td>
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<td>1 Knowles &amp; Sprock</td>
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<td>7 Kehl-Fie, Lauterbach, Nugent, McSweeney &amp; McCloskey</td>
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8 O’Connor, Weinstein & Fleming
9 Gervasio & Tomcek
10 Davies & Neu
11 Abdul-Adil, Meyerson, Elmore, Farmer, Jr. & Taylor-Crawford
12 Abdul-Adil, Meyerson, Elmore, Farmer, Jr. & Taylor-Crawford
13 Abdul-Adil, Elmore, Meyerson, Farmer, Jr. & Taylor-Crawford
14 Cinquegrani, Workman & Lee
15 Shishido, Wilson, Durbin & Mineka
16 Brown & Davis
17 Henke, Lu & Torres-Harding
18 Pettineo & Wilson
19 Iannamorelli, Gondoli & Corning
20 Tull & Wilson
21 Njus, Bane & Delikowski
22 Juszczak & Larson
23 Montagano, Bailey & Bailey
24 Cyperski & Weis
25 Drouin, Beres & Minick
26 Ehly & Knabe
27 Egan & Hirt
28 Olson, Ring, Peterson, Milner & Clary
29 Hess, Wright & Burns
30 Burt, Young & Dixon
31 Bui, Hale & Myerson
32 Rufa & Fowler
33 Daly, Tucker, Morales, Knickerbocker & Pyle
34 Heckert, LaChapell, Vanittersum, Moody & Judd
35 Miller & Martincin

Statistics Workshop, Salon 3, p. 67
3:30-5:00
Finch
Modern Methods for the Analysis and Interpretation of Moderation and Mediation in Psychological Data

Symposium, Salon 4, p. 68
3:30-5:00
Gidycz, Messman-Moore, Tansill, Probst, Edwards, Ward, Desai, Zerubavel
The Psychological, Physical and Interpersonal Correlates of Interpersonal Violence
Gidycz, Tansill & Messman-Moore, Organizers

Partner & Media Violence, Salon 1, p. 68
Sagarin, Moderator
3:30 Finkel
4:00 Blalock
4:15 Augustine & Hetzel-Riggin
4:30 Brockmyer

Goal Pursuit, Salon 5 & 8, p. 69
Fujita, Moderator
3:30 Geers
4:00 Shilling, Ford & Kelly
4:15 Hoover, Fujita & Eyal
4:30 Lucas, Molden & Gardner

Thinking and Problem Solving, Kimball, p. 71
Stark, Moderator
3:30 Cushen & Wiley
3:45 Chin-Parker
4:00 Carlos & Griffin
4:15 Lee, Uttal, Crouch, Spiegel & Diamond

Invited Address, Empire Ballroom, p. 67
3:30-5:00
Feldman Barrett
On the Nature of Emotion: Connecting Mind and Brain
McConnell, Moderator
Memory II, Madison, p. 72
Travers, Moderator
3:30 Zaragoza
4:00 Bennion, Nomi & Cleary
4:15 Nomi & Cleary
4:30 Schmidt

Self & Gender Issues,
Marshfield, p. 73
3:30 Damusis, Robertson, Boban, Stevens & Tanas
3:45 Pritchard, Neilson & Peisner
4:00 Pritchard, Peisner & Neilson
4:15 Ratliff & Hawley

Psi Chi Poster Session IV, Upper Exhibit Hall, p. 233
3:30-4:15 Kreiner, Moderator
1 Ledvina & Canivez
2 Scheuchner, Hodgson, Smith, Straube & Segrist
3 Starkey, Forsman, Dellwo, Dickey & Giebenhain
4 Powers, Booth & Kleven
5 Choi & Nelson
6 McGlone, Leach & Kleven
7 Kaercher & Wenk
8 Chapman & Krieg
9 Hubbard & Bowles
10 Constance, Witte, Ruberton, Boice, Bozeman, Hill, Schmidt, Sharp & Vittengl
11 Grahl & Hetzel-Riggin
12 Howe & Sheldon
13 Jordan, Naveh-Benjamin, Old & Sheldon
14 Chambers & Tagler
15 Hughes & Brase
16 Musielak, Bowles & Skibbe
17 Morales & Lassonde
18 Scheierl & Lassonde
19 Magnusen, Faulk & Meinz
20 Kreke & Meinz
21 Valdés & Rosnick
22 Shultz, Cunningham & Arkes
23 Nguyen, Kern, Mayfield, Bradley, Lu & Smith
24 Jacobson, Kramer, Tharp & Costa
25 Cusumano, Moss, Rouder, Cowan & Sheldon
26 Lyons & Amel
27 Minar & Sloutsky
28 Andonova & Montgomery
29 Tiberi, Southard, Griggs, Ruber, Cosme & Koeltzow
30 Leskosky & Krieg
31 Leech & Balsink
32 Aparicio, Moeller, Bohlen & Grinde
33 Bianco, Johnson, Leichtnam, Ahles & Devoe
34 Aldana, Rohrbeck & Wagner
35 Rownd, Choppe-Sullivan, Dush & Bartholomew
36 Keyes & vanMarle
37 Godwin & Addison
38 Allen & Riedle
39 Johansen, Porter, Sims, Stein, Webster & Frey
40 Mulderig, Yu & Hatala
41 Vanevll, Van Wyck & Morgan
42 Luddy, Neis, Hass, Roeser, Vosters & Giebenhain
43 Manning & Meinz
44 Sturm & Bartels
45 Baker & Arkes
46 Arlt, Rausch, Scott & Rosnick
47 Bobrosky, Guntrum, White, Cocks & Pomerantz
48 Marsh & Parker
49 Crehan & Gaither
50 Hall & Stoddart
51 Barrett & Stoddart
52 Ganser, Huda & Cary
53 Lewandowski, Schrage & Caya
54 Soveson & Vogt
55 Rosenthal, Shortridge & Weisgram
| 56 | Trewin & Grinde                  | 1 | Hagler, Conrad, Hays, Merchant & Daus   |
| 57 | Breuer & Buchanan               | 2 | Joerin, Calvert, Lopiccolo, Harmon & Huth-Bocks |
| 58 | VonBergen & Stark               | 3 | Silver & Boysen                        |
| 59 | Timm & Albertson                | 4 | Hayman, Thayer & Sollers              |
| 60 | Comstock & Rose                 | 5 | Muenks & Vasey                        |
| 61 | Shaw & Dudley                   | 6 | Palmer & Strunk                       |
| 62 | Mango & Fujita                  | 7 | Meads & Hetzel-Riggin                |
| 63 | Noorani, Mowrer & Cunningham    | 8 | Shaw & Segrist                        |
| 64 | Beddow, Schick, Chami, Zvarun, Decaminada & Hymes | 9 | Moldovan & Vasey                     |
| 65 | Evans, Rossi, Reed, Watts & Hymes | 10 | Barrett, Trachy & Stoddart          |
| 66 | Schick, Williams, Watts, Zulinski & Hymes | 11 | Smith & Heller                      |
| 67 | Williams, Riggs, Evans, Beddow & Hymes | 12 | Danna, Orth & Omarzu                |
| 68 | Agnello, Stanke, Carneiro, Nunes & Stetter | 13 | SMEEKS & Bowles                     |
| 69 | Rosenberg, Thiem, Medeiros, Barreto, Gomes & Stetter | 14 | Follick & Lassonde                  |
| 70 | Sommer, Prell, Paulson & Kernahan | 15 | Keys, Ebert & Rosnick               |
| 71 | Kwiatkowski & Hemenover         | 16 | CARLSON, Uhlenbrock & Smith         |
| 72 | Creek, Fischer, Gibson & Daus   | 17 | Boone & Cowan                       |
| 73 | Prell, Paulson, Nichols, Tubré & Seefeldt | 18 | Vang & Giebenhain                   |
| 74 | Sapharas, Ryan & Burns          | 19 | Bedi, Brown, Peri, Rundell & Gibbons |

**STP, Symposium, Buckingham, p. 181**

3:35 Wickline & Spektor

**STP, Roundtable, Price, p. 182**

3:35 Siciliani, Kivi & Welsh

**STP, Symposium, Buckingham, p. 182**

4:15 Shatz & Loschiavo

**Psi Chi Poster Session V, Upper Exhibit Hall, p. 243**

4:30-5:15 Kreiner, Moderator

279
37 Smith, Gust, Rynerson, Spangler & Giebenhain
38 Schulz & Bartels
39 Vanderpool & Bartels
40 Sommer, Petrangelo, Tubré & Edwards
41 Sheets & Bowling
42 Rowe-Johnson & Blumentritt
43 Baumhardt, Cronin, Elhoffer, Kennerly, Mittelberg, Totra, Nordstrom & Bartels
44 Miller & Schmitt
45 Simonson & McDaniel
46 Urbanski, Wiesemeyer & Daus
47 Bailey & Daus
48 LaChapell & Heckert
49 Lee, Schoppe-Sullivan & Dush
50 Johnson & Meinz
51 Peightal, Veeramani, Hasner, Anthony & Buswell
52 Gunderson & Illies
53 Dipiero, Hall & Stoddart
54 Frank, Belitz & Van Voorhis
55 Gorski & McKelley
56 Nieman & Buchanan
57 Kraayenbrink, Hamilton & Panahon
58 Parker, Lanman, Palmer, Raymond, Rollins & Henry
59 Malla, Veeramani, Illies & Valdes
60 Austin & Illies
61 Vysakowski, Fischer & Meinz
62 Guntern & Dudley
63 Tripp & Nygren
64 Necka, Gross, Hoffman, Kastenbaum & Breault
65 Campbell & Sheldon
66 Lavelock & King
67 Hilber, Hiebing, Da Luz, Oliveira & McFadden
68 Wisen, Koene, Simoes, Madeira & Stetter
69 Bodrog & Tubré
70 Nearor & Gooden

Social Hour, Empire Ballroom, p. 74
5:00-7:00
**FRIDAY, MAY 1**

### APA Distinguished Scientist Lecture, Empire Ballroom, p. 75
9:00-10:30
Engle
Working Memory Capacity as a State and Trait Variable
West, Moderator

### How to Publish Your Journal Article, Salon 5 & 8, p. 75
8:30-10:00
Carlston, Diekman, Balcetis, Fujita

### Invited Fellows Symposium, Crystal, p. 76
8:30-10:30
Addison, Benjamin, Brewer
Reflections on Teaching From MPA’s Master Teachers
Nida, Moderator

### Intragroup Processes, Salon 3, p. 76
8:30 Abele, Stasser & Chartier
8:45 Sim & Correll
9:00 Jones & Kelly
9:15 Wirth, Wesselmann, Pryor, Reeder & Williams
9:30 Wallace, Dingwall & Sloan
9:45 Goyle, Correll & Park

### Romantic Relationships, Salon 6 & 7, p. 78
Mattingly, Moderator
8:30 Frattini-Scott & Harton
8:45 Lehmiller
9:00 Price, DeHart & Doyle
9:15 Fuhrman, Vale & Flannagan

### Trauma: Consequences & Treatment, Salon 4, p. 80
8:30 Galovski
9:00 Valdez & Lilly
9:15 Hetzel-Riggin
9:30 Hetzel-Riggin
9:45 Lilly, Howell & Graham-Bermann
10:00 Ball

### The Self in Broader Social Contexts, Wilson, p. 81
8:30 Hermann
9:00 Rosenberg, Thiem, Medeiros, Barreto & Gomes
9:15 O’Mara, Gaertner, Sedikides, Zhou & Liu
9:30 Bloom, Alicke & Zell
9:45 Morrison & Roese

### Bio-Behavioral & Motivational Processes Poster Session, Upper Exhibit Hall, p. 83
8:30-10:30
Kehrberg, Moderator
1 Holkesvik & Queathem
2 Hanchak, Smith, Smith, Perna & Brown
3 Wilson, Radel & Brookings
4 Oelrichs, LaFevers, Miller, Sun & Simonyi
5 Miller, Rodvelt, Blount, Fan & Lever
6 Gipson, El-Maraghi, Beckmann & Bardo
7 Noel, Sluder, Lehmann, Whittemore & Brown
8 Hinderliter, Andrews & Misanin
Div 27 Symposium, Salon 2, p. 194
8:30-9:20
Oberoi, Ponce-Rodas, Jeong, Trickett
Integrating Participants’ Religious Beliefs and Affiliations into Contextually Grounded Research

Div 27 Symposium, Logan, p. 195
8:30-9:20
Aoun, Schilling, Cohen, Cato, Irie, Chari, Brooks, Langes, Evans, Abdul-Adil
Applying Systems Theory to a Socio-Emotional Children’s Program

Psi Chi Regional Research Award Posters, Upper Exhibit Hall, p. 253
9:00-10:20
Morgan, Moderator
34 Humble, Andren & Cho
35 Stone, Risser & Schewe
36 Smock, Feldmann, Wilford & Wells
37 Brandt, Lawrence, St. Clair & Vanoyen-Witvliet
38 Entringer, Starck & O’Brien
39 Nelson & Seawell
40 Kais, Janke & Klein-Tasman
41 De Leon, Ryan, Coulas, Frey, Albin, Burke, Gilman & Giordani
42 Miller & Bailey
43 Southard, Tiberi & Koeltzow
44 Grames, Leverentz & Oyster
45 Chen, Bieliauskas & Drag
46 Colón, Kutmas, Augustine, Grahl, Means, Roby, Wolfensohn & Hetzel-Riggin
47 Wright, Van Dusen, Stufflebam & Inman
48 Sturmfels, Tosto, Mazzuca, Cote-Coble & Gibbons
49 Young & DiLalla
50 Roby & Hetzel-Riggin
51 Rasmussen, Engelhardt, Bartholow & Sheldon
52 Osman, Short & Hawley
53 Necka, Carrell, Bruning, Bulen & Tigner
54 Bascom, Slutske, Meier, Martin & Sheldon
55 Kelder & Deka
56 Maupin, Campione-Barr & Sheldon
57 Laboy & Swithers
58 Tarantola & Piascecki

**Div 27 Symposium, Salon 1, p. 195**
9:30-10:20
Lewis-Moss, Lee, Kirk, Sly, Stowell
**Developing Positive Development Approaches for Youth**

**Div 27 Symposium, Salon 2, p. 196**
9:30-10:20
Walt, Hunter, O'Brien, Williams, Bachrach, Stalling, Ellis, Marez
**The Influences of Women's Incarceration, Romantic Partners, and Trauma History on Substance Abuse Recovery and Community Reintegration**

**Division 27 Roundtable Discussion, Logan, p. 196**
9:30 Rivera, Nnawulezi, Zeoli, Kubiak, Norris, Martinez, Tillander, White

**Division 27 Roundtable Discussion, Indiana, p. 196**
9:30 Beasley, Rowler, Adams, Olson, Jason

**STP Invited Address, Buckingham, p. 183**
9:30 Kite

**STP Symposium, Price, p. 183**
9:30 Manson

**Psi Chi Symposium, Salon 5 & 8, p. 259**
10:00-10:50
Stoddart & Kelley
**Finding Employment with an Undergraduate Degree in Psychology**
Bailey, Moderator

**STP Roundtable, Price, p. 183**
10:10 Langtiw & Ruhnke, Jr.
Division 27
Roundtable Discussion, Logan, p. 197
10:30 Keys, Back, Beasley, Bottom, Brubacher, Janulis, Lemos, Ong

Division 27
Roundtable Discussion, Indiana, p. 197
10:30 Jason, Robinson, Contreras, Alvarez, Digangi, Luna, Mileviciute, Navarro, Padilla, Rivera

Invited Address, Crystal Room, p. 91
10:30-12:00 Hunt
Distinctiveness and Memory
Nairne, Moderator

Invited Fellows Symposium, Salon 6 & 7, p. 92
10:30-12:30 Wasserman, Urcuioli, Pepperberg, Zentall, Stagner
Comparative Cognition: Similarities Between Humans and Other Animals
Zentall, Moderator

Symposium, Salon 2, p. 92
10:30-12:30 Schroeder, Wesselmann, Habashi, Penner
Cooperation, Helping, and Beyond
Schroeder, Moderator

Problematic Alcohol Use & Sexual Behaviors in Late Adolescence, Salon 1, p. 93

Meyer, Moderator
10:30 Grekin
11:00 Mathes
11:15 Petrik & Oswald
11:30 Saslaw, Wright & Norton
11:45 Schaeffer, Wright & Norton
12:00 Gaither, Crehan, McLean & Lee

Racial Bias, Salon 3, p. 94
Bikmen, Moderator
10:30 Navarrete
11:00 Ma, Sim & Correll
11:15 Remedios & Chasteen
11:30 Leister & Showers
11:45 Hagiwara, Cesario & Kashy
12:00 Woodcock & Monteith

Depression, Stress, and Coping, Salon 4, p. 96
Anderson, Moderator
10:30 Henshaw
11:00 Wilson & Holcomb
11:15 Brownlee & Sifers
11:30 Womack & Sloan
11:45 Dickson, Conley, Patel & Tindale
12:00 Lipski, Martin & Sifers

Attitude Processes, Wilson, p. 97
DeMarree, Kenneth
10:30 McConnell, Dunn, Austin & Rawn
10:45 Austin & McConnell
11:00 Smith, DeHart, Longua & Richeson
11:15 Johnson, Kopp & Petty
11:30 DeMarree, Briñol & Petty
11:45 Pietri, Shook & Fazio
12:00 Young & Fazio

Clinical Developmental Poster Session II, Upper Exhibit Hall, p. 99
10:30-12:30
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<td>Cohen, Kim, Chang, Sanna, Tsai, Lin, Ng, Massing-Schaffer, Bachmann, Diaz &amp; Bensusan</td>
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<td>Feldt, Graham &amp; Dew</td>
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<td>Camarena, Campbell, Deslandes &amp; Sarigiani</td>
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<td>Erklin &amp; Lovejoy</td>
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**STP Creative Classroom and Teaching Pedagogy Poster Session, Upper Exhibit Hall, p. 184**

10:30-12:30  
Dahlgren, Moderator
52 Grosofsky  
53 Moran  
54 Wille  
55 Bertilson, Collins, Goodfellow & Mattson  
56 Woodward, Morgan & Decker  
57 Hamilton, Keniston, Zellhoeffer, Murken & Hustedt  
58 Hathorn & Hathorn  
59 Kreiner, Davis & Muñoz  
60 Covic & Johnson  
61 Morgan & Johnson  
62 Manson  
63 Young, Hawthore & Levesque  
64 Deckers  
65 Person  
66 Heckert, Bobzien & Judd  
67 Tobin  
68 Molchanova & O’Sullivan  
69 Edison  
70 Schnake  
71 Dahlgren, Wille & Finkel

**Division 27 Poster Session, Indiana & Kimball, p. 198**  
11:30-1:00  
Walt, Moderator  
1 Arsenault, Abraham & Fredrickson  
2 Beasley, Miller, Jason, Stevens & Ferrari  
3 Noel, Walt, Hunter & Jason  
4 Allis, Runion, Mueller & Jason  
5 Embry, Mueller, Jason & Walker  
6 Masini, Mueller, Jason & Walker  
7 Navarro, Contreras, Digangi, Alvarez & Jason  
8 Janulis, Temperato, Ferrari  
9 Robison, Hunter & Jason  
10 Kovachevich, Hunter & Jason  
11 Kelly  
12 Carton, Guastaferro & Cummings  
13 Abad & Sheldon  
14 Damrongvachiraphan, Hunnell, Jason & Porter  
15 Feldhaus, Jason, Porter & Hunnell  
16 Hunell, Jason & Porter  
17 Brown, Evans & Jason  
18 Anderson, Jason, Porter & Brown  
19 Cudia, Anderson & Jason  
20 Lerch, Porter, Jason & Sorenson  
21 Walano, Lerch & Jason  
22 Krey, Lerch & Jason  
23 Belhairous, Lerch & Jason  
24 Rivera, Gregory, Allswede, Avery, Rosen & Schmittdiel  
25 Long  
26 Temperato, King & Ferrari  
27 Bottom, Gandhi, Temperato & Ferrari  
28 Gandhi, Bottom, Temperato & Ferrari

**STP Roundtable, Price, p. 183**  
10:50 Johnson, Carlson, Feld, Risher, Joshi, Macak & Markase

**STP Invited Address, Buckingham, p. 189**  
11:00 Gurung

**Psi Chi Symposium, Salon 5 & 8, p. 259**  
11:00-11:50  
VanHorn  
**Tips for Getting into Graduate School**  
Bailey, Moderator

**Division 27 Roundtable Discussion, Logan, p. 197**  
11:30 Viola, Kurcz, Mitchell, Babcock, Olson
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<tr>
<th>Number</th>
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<tr>
<td>29</td>
<td>Bottom &amp; Keys</td>
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<td>Wachlarowicz, Nilsen, Coleman &amp; Medvene</td>
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<td>Kryszak, Domoff, Dubow, Duvall, Paternite &amp; Fritz</td>
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<td>Miles, Walt &amp; Jason</td>
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**Invited Fellows Symposium, Crystal, p. 113**
1:00-3:00
Bodenhausen, Biernat, Fazio

**Recent Directions in Stereotyping and Prejudice Research**
Monteith, Moderator

**Psi Chi Conversation Hour, Wilson Room, p. 260**
1:10-2:00
Lyubomirsky
Gurum, Moderator

**Invited Address, Empire Ballroom, p. 113**
1:30-3:00
Hyde

**Gender Differences in Depression in Adolescence**
Blakemore, Moderator

**Health Psychology, Salon 1, p. 113**
Buchanan, Moderator
1:00 Edelstein
1:30 Wholeben, Bruun, Steffens, Force, Dodd & Lynch
1:45 Parkinson, Armour, Theckedath, Singh & Perlmuter
2:00 Hill, Stambush & Mattingly
2:15 Downey, Dorneman & Chang
2:30 Rolnik & Conley

**Social Interaction, Salon 5 & 8, p. 115**
Park, Moderator
1:00 Ewoldsen
1:30 Dyczewski & Markman
1:45 Chartier & Abele
2:00  Rumble
2:15  Garczynski, Warner & Harvey
2:30  Kruger & Fitzgerald

Animal Learning, Salon 2, p. 117
Kaiser, Moderator
1:00  Bardgett
1:30  Miller, Pattison, DeWall, Rayburn-Reeves & Zentall
1:45  Rayburn-Reeves & Zentall
2:00  Stagner & Zentall

Sex Roles, Salon 6 & 7, p. 118
Diekman, Moderator
1:00  Franiuk
1:30  Johnston & Diekman
1:45  Kruger, Fitzgerald & Peterson
2:00  Fowler, Rasinski & Geers
2:15  Brown & Diekman
2:30  Barnes, Kite & Hollander

Academic Motivation, Adjustment, and Performance, Salon 3, p. 119
Croxton, Moderator
1:00  Komarraju & Nguyen
1:15  Avdic & Komarraju
1:30  Komarraju, Ramsey & Rinella
1:45  Advic & Komarraju
2:00  Granda & Munz
2:15  Wickline, Spektor, Burgess & Kibler-Campbell
2:30  Olson & Dauner

Aggression and Psychopathy, Salon 4, p. 121
Tagler, Moderator
1:00  Kosson
1:30  Slattery & Meyers
1:45  Korinek & Hetzel-Riggin
2:00  Shuster & Li
2:15  Wright & Li
2:30  Ericson & Earleywine

Cognition & Cognitive Development Poster Session, Upper Exhibit Hall, p. 123
1:00-3:00
Johnson, Moderator
1  Piteros, Scott & Holtgraves
2  Markham, Felton, Jacobs & Holtgraves
3  Zhang & Bellezza
4  Zhang, Elek & Bellezza
5  O’Neil & Rawson
6  Wissman, Pyc & Rawson
7  Hanaver-Torre & Lyle
8  Kundey, De Los Reyes, Rowan, Allen & German
9  Miller, Spitznasleg, Glickman & Gunstad
10  Nichols-Whitehead & Persoon
11  Grbic & Still
12  Park
13  Park & Smith
14  Park
15  Evans & Bowles
16  Stein & Oswald
17  Oswald, Grewal & Skomsvold
18  Parrot, Levinthai & Franconeri
19  O’Connor, Toussaint, Lange, Nakajima & Fleming
20  Canivez & Watkins
21  Canivez & Gaboury
22  Rashotte & Wedell
23  Starkel & Tindale
24  Pettibone, Englert & Laughlin
25  Bratkowski & Riedle
26  Wilson
27  Fugett & Wise
28  Ritchey & Zerbi
29  Maas & Pederson
30  Briner, Virtue & Kurby
31  Netherland, Schmoller, Mano & Osmol
32  Hassebrock & Fox
33  Seda & Metzger

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34 McFarlan, Kostic & Cleary
35 Hackländer & Lyle
36 Jobe & Storm
37 Sabetti, Cacchione, Lewis, Welch & Skelly
38 Cacchione, Sabetti, Welch, Lewis & Skelly
39 Grimaldi & Karpicke
40 Persyn, Smith & Butler
41 Hurt, Wu, Schick, Ahmed, Evans, Beddow & Clark-Foos
42 Mewaldt & Lucas
43 Blankenship, Devries, Smeltzer, Hemphill & Peterson
44 Levine, Kehoe, Newman, Rountree & Fleming
45 Brase
46 Massing-Schaffer, Chang, Sanna, Kirsch, Lin, Ng, Tsai, Kim, Cohen, Bensusan, Diaz & Bachman
47 Lin, Chang, Tsai, Hirsch, Sanna, Ng, Kim, Diaz, Cohen, Massing-Schaffer, Bensusan & Bachmann
48 Lee, Greene & Hearns
49 Hibbeler, Williams & Olzak
50 Williams, Hibbeler, Olzack & Barr-Beare
51 Misceo & Taylor
52 May & Daggett
53 Sherrick
54 Van Havermaet, Wurm & Kennette
55 Greenstein, Hines, Lippman & Kassel
56 Serra, Ellis, Marks & Scardino
57 Robinson-Riegler, Gervais, Miron & Duffy
58 Davidson, Raschke & Vanegas
59 Swanson, Ebert & Seefeldt
60 Holfeld, Cicha, Ferraro, Kvasager, Schweitzer, Johnson & Heit
61 Montgomery, Fosco & Koeltzow
62 Chin, Wilkerson, Hoffman, Haden & Uttal
63 Aasland & Morris

Division 27
Roundtable Discussion, Logan, p. 204
1:00 Lewis-Moss, Kirk, Lee, Sly, Stowell, Nilsen, Kele-Lien, McMahon

Division 27
Roundtable Discussion, Indiana, p. 204
1:00 Belyaev-Glantsman, Brubacher, Blan, Camacho, Crowley, Gomez, Krzyston, Martinez, O’Neill, Rodriguez, Streeter, Thomas, Jason, Back, Polk, Gutierrez, Vacala, Daley, McMahon, Keys

STP Symposium, Buckingham, p. 189
1:00 Helm, Jr. & May

STP, Invited Address, Price, p. 189
1:00 Radosevich & Radosevich

STP Creative Classroom and Teaching Pedagogy Poster Session, Upper Exhibit Hall, p. 190
1:00-3:00 Dahlgren, Moderator
64 Barber, Bagsby, Grawitch & Buerck
65 Albertson, Stark & Sachau
66 Marsh & Twigg
67 Murdock & Kim
68 Newby, Briggs, Truelove & Ritchey
69 Propsom & Jones
70 Carbonell, Grajales & Woolford-Hunt

STP Symposium, Buckingham, p. 192
2:00 Friedlen & End

STP Roundtable, Price, p. 192
2:00 Stark

Division 27
Roundtable Discussion, Logan, p. 205
2:00 Rivera, Feuer, Martinez, Sanchez, Carter, Zander, McMahon, Henriquez, Bostick, Martinez, Zychinski

Division 27
Roundtable Discussion, Indiana, p. 205
2:00 Jason, Balcazar, Fowler, Howe, Porter, Olson, Viola, Walt, Belyaev-Glantsman, Bothne, Brown, Evans, Anderson, Brown, Hunnell, Lerch

Psi Chi Chapter Exchange: Ideas for Improving Your Chapter, Wilson Room, p. 260
2:10-2:50
VanderStoep, Moderator

Psi Chi Awards Presentation and Reception, Honore Ballroom, p. 260
3:00-5:00
Hosts: Morgan, Bailey, Deka, Gurung, Kelley, Kriner

Awards and Recognitions, Red Lacquer Room, p. 140
3:00
Weis & Kelly, Moderators

MPA Presidential Address, Red Lacquer Room, p. 139
3:30-4:30
Kelly
Affective Processes in Groups
Blakemore, Moderator

MPA Business Meeting, Red Lacquer Room, p. 139
4:30-5:15

Meeting of Local Reps, Red Lacquer Room, p. 139
Immediately following Business Meeting

Social Hour, Honore Ballroom, p. 139
5:00-7:00
In Recognition of Charter Fellows - Everyone Welcome

Division 27 Dinner and Poster Award Reception, p. 206
5:00-7:00
Berghoff Restaurant
**SATURDAY, MAY 1**

**Invited Address, Crystal Room, p. 140**
9:00-10:30
Tolan

*What is the Evidence for Evidence-Based Prevention of Youth Problems?*
Durbin, Moderator

**APA Accreditation Site Visitor Workshop, Wilson, p. 140**
8:30-1:00
Thompson

**Cognitive Aging, Salon 1, p. 141**
Bailey, Moderator
8:30 Koutstaal
9:00 Rogers, Jacoby & Sommers
9:15 Bailey, Dunlosky & Hertzog

**Drug Abuse, Salon 4, p. 141**
Guiling, Moderator
8:30 Miller
9:00 Brown, Hughes, Lacy, Ballina & Harrod
9:15 Lacy, Ballina, Singleton & Harrod
9:30 Smith, Smith, Huggins & Brown

**Social Stigma, Indiana, p. 143**
Pryor, Moderator
8:30 Solomon, Bullock, Garczynski & Van Berkel
8:45 Ford, Lane & Christy
9:00 Pryor, McClelland, Reeder, Bos & Stutterheim
9:15 Beedle, Rafacz & Corrigan
9:30 Franzoi

**Perspectives on the Self, Marshfield, p. 144**

Kelly, Moderator
8:30 Fujita
9:00 Light, Visser, Krosnick & Anand
9:15 Lisjak, Lee & Gardner
9:30 Tennant & Risen

**Children’s Concepts, Logan, p. 145**
Schilling, Moderator
8:30 Cimpian
9:00 Stilwell, Gelman & Ware
9:15 Manczak & Gelman

**Gender & Racial Attitudes, Kimball, p. 146**
Arkkelin, Moderator
8:30 Guadagno
9:00 Shockley, Visser & Ashburn-Nardo
9:15 Brandt & Reyna
9:30 Gabston

**STP, Invited Address, Buckingham, p. 193**
9:30 Smith

**Statistics Workshop, Crystal Room, p. 147**
10:30-11:30
Thomas

**Web-Based Questionnaires**

**Language & Social Cognition, Salon 1, p. 148**
Stevenson, Moderator
10:00 Kinzler
10:30 Lev-Ari & Keysar
10:45 Slaten & Horton

**Motivated Self, Marshfield, p. 148**
Brown, Moderator
10:00 Riva, Carter-Sowell & Williams
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<tr>
<th>Time</th>
<th>Speaker(s)</th>
<th>Moderator(s)</th>
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<tr>
<td>10:15</td>
<td>Riva, Wirth &amp; Williams</td>
<td>Bertelson, Moderator</td>
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<td>Cole &amp; Balcetis</td>
<td>Fuhrman &amp; Willis</td>
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<td>Sasota, Orehek &amp; Kruglanski</td>
<td>Garczynski, Solomon, Bullock, Gebhardt &amp; Hoff</td>
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<td>Critcher, Dunning &amp; Armor</td>
<td>Thomas, Majka, Visser, Krosnick &amp; Anand</td>
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<td><strong>Judgment &amp; Decision Making I, Logan, p. 150</strong></td>
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<td>10:00</td>
<td>Kortenkamp &amp; Moor</td>
<td>Pettibone, Moderator</td>
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<td>10:15</td>
<td>Rinn</td>
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<td>10:30</td>
<td>Sparks &amp; Rapp</td>
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<td>10:45</td>
<td>Summerville</td>
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<td>Trask &amp; Summerville</td>
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<td><strong>Parent-Child Relationships, Kimball, p. 151</strong></td>
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<td>10:00</td>
<td>Holtsworth-Munroe</td>
<td>Tuskenis, Moderator</td>
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<td>10:15</td>
<td>Rounding &amp; Jacobson</td>
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<td>10:30</td>
<td>Lloyd</td>
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<td><strong>Distressed Relationships, Salon 4, p. 152</strong></td>
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<td>10:00</td>
<td>Kang &amp; Knobloch-Fedders</td>
<td>Erber, Moderator</td>
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<td>10:15</td>
<td>Knobloch-Fedders</td>
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<td>Slotter</td>
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<td>Markunas, Franzen, Polek &amp; Erber</td>
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<td>11:00</td>
<td>Jones &amp; Fazio</td>
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<td><strong>Stereotyping &amp; Prejudice I, Indiana, p. 153</strong></td>
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<td>10:00</td>
<td>Danaher, Katzarska-Miller &amp; Biernat</td>
<td>Miller, Moderator</td>
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<td>10:15</td>
<td>Craig &amp; Richeson</td>
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<td>Nierman &amp; Branscombe</td>
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<td>Konkel, Lehmiller &amp; Baxley</td>
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<td>Stout, Dasgupta &amp; Corts</td>
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<td><strong>Applied Social Poster Session, Upper Exhibit Hall, p. 155</strong></td>
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35 Henderson-King & Mitchell
36 Tracy & Stasson
37 Poepsel & Marsh
38 Iannone & Levett
39 Lenhardt, Anderson & Haun
40 Gordon & Baker
41 Dyslin & Thomsen
42 Stewart & Rudney
43 Salk & Engeln-Maddox
44 Metzger & Murnen
45 Barr & Rumble
46 Schmidt & Fischer
47 Jongman-Sereno, Carlson & Vazire
48 Andriopoulos, Krause, Dougherty & Harper
49 Sawyer, Shostrom & Balensiefen
50 Sawyer, John & O’Connor
51 Bochinski, Coulter, Benson, Witt & Donnellan
52 Marsden & Petterson
53 Jazwinski, Illies, Merten & Austin
54 McCarthy & Skowronski
55 Irwin, Crouch & Skowronski
56 Brown, McNutt
57 Fuller, Lin & Bergeron
58 Franiuk & Bieritz
59 Karpen & Hirt
60 Welker, Oberleitner & McIntyre
61 Royer, Young, Wessels & Hugenberg
62 Stein-Whitmore
63 Baldwin
64 Harris & Gervais

**Symposium, Salon 4, p. 171**
11:30-1:00
Bolland, Barth, Alabama Stem Education Research Team, Diekman, Eno, Guadagno, Graziano, Ngambeki, Branch, Woodcock, Evangelou, Habashi, Corapsi
*An Individual Difference Approach to Understanding Interest in STEM Careers*
Guadagno, Organizer

**Metacognition, Salon 1, p. 172**
Dunlosky, Moderator
11:30 Ariel & Dunlosky
11:45 Lipowski, Merriman & Dunlosky
12:00 Serra & Flores
12:15 England & Serra

**Stereotyping & Prejudice II, Indiana, p. 173**
Ryan, Moderator
11:30 Todd, Galinsky & Bodenhansen
11:45 Lassonde & Scheierl
12:00 Boucher & Rydell
12:15 Lybarger & Monteith
12:30 Rasinski, Geers, Czopp, Smoktonowicz & Johnson

**Efficacy & Performance, Kimball, p. 174**
Ferrari, Moderator
11:30 Jia & Hirt
11:45 Barden & Orehek
12:00 Waller & Abrams
12:15 Ramirez, Gunderson, Levine & Beilock

**Judgment & Decision Making II, Logan, p. 175**
Markman, Moderator
11:30 White, Wu, Sackett, Markle & Nygren
11:45 Pinegar & Markman
12:00 Feng, Bown, Allinson & Maule
12:15 Hathorn

Moral & Religious Attitudes
Marshfield, p. 176
Cronk, Moderator
11:30 Morgan, Wisneski & Skitka
11:45 Wisneski & Skitka
12:00 Krull
12:15 Krull
12:30 Krull
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<th>Time</th>
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<tr>
<td>9:00-11:00 am</td>
<td>Empire Ballroom</td>
<td>Salon 1: Gender &amp; Career Paths, p. 11&lt;br&gt;Salon 2: Attitudes &amp; Ideology, p. 22&lt;br&gt;Salon 3: Affect &amp; Emotions, p. 32</td>
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<td>11:00 am - 12:30 pm</td>
<td>Wilson</td>
<td>Salon 4: Psychobiology I, p. 13&lt;br&gt;Salon 5 &amp; 6: Psychobiology II, p. 23&lt;br&gt;Salon 7: Issues in Child Clinical Psych, p. 34</td>
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<td>2:00-4:00 pm</td>
<td>Logan</td>
<td>Salon 13: Applications of Neural Imaging, p. 16&lt;br&gt;Salon 14: Motivating Strategies, p. 28&lt;br&gt;Salon 15: APA Career Workshop: Skills, Debt &amp; Employment Opportunities, p. 24&lt;br&gt;Salon 16: Self &amp; Social Perception, p. 35</td>
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<td>4:00-6:00 pm</td>
<td>Madison</td>
<td>Salon 17: Memory I, p. 17&lt;br&gt;Salon 18: APA Career Workshop: Salaries, Debt &amp; Employment Opportunities, p. 22&lt;br&gt;Salon 19: Applied Social Poster Session, p. 38</td>
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<td>6:00-8:00 pm</td>
<td>Price</td>
<td>Salon 20: Marshfield Educational Psychology, p. 18&lt;br&gt;Salon 21: Clinical Assessment, p. 27&lt;br&gt;Salon 22: Applied Social Poster Session, p. 38</td>
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<td>2:00-3:30 pm</td>
<td>Social Cognition, p. 54</td>
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<td>Partner &amp; Media Violence, p. 68</td>
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<td>3:30-5:00 pm</td>
<td>Stats Workshop: Moderation and Mediation in Psych Data, p. 67</td>
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<td>5:00-7:00 pm</td>
<td>Executive Function, p. 71</td>
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<td>Salon 7: Executive Function, p. 71</td>
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<td>APA Career Workshop: Academic Mindfulness, p. 53</td>
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<td>Social Development and Mediation in Psych Data, p. 68</td>
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<td>Salon 6: APA Career Workshop: Academic Mindfulness, p. 53</td>
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<td>Salon 5: APA Career Workshop: Academic Mindfulness, p. 53</td>
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<td>Room 3: APA Career Workshop: Academic Mindfulness, p. 53</td>
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<td>Room 2: APA Career Workshop: Academic Mindfulness, p. 53</td>
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<td>Room 1: APA Career Workshop: Academic Mindfulness, p. 53</td>
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<td>Social Development and Mediation in Psych Data, p. 68</td>
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**Room Assignments:**
- Social Hour: Empire Ballroom
- Honore Ballroom
- Lower Exhibit Hall
- Social Media Violence: Hotel Ballroom
- Stats Workshop: Room 1
- Executive Function: Room 2
- APA Career Workshop: Room 3
- Social Development and Mediation in Psych Data: Room 4
- Room 1: Social Development and Mediation in Psych Data
- Room 2: Social Development and Mediation in Psych Data
- Room 3: Social Development and Mediation in Psych Data
- Room 4: Social Development and Mediation in Psych Data
- Room 5: Social Development and Mediation in Psych Data
- Room 6: Social Development and Mediation in Psych Data
- Room 7: Social Development and Mediation in Psych Data
- Room 8: Social Development and Mediation in Psych Data
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<td>Salon 1</td>
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<td>8:30-10:30</td>
<td>10:30-12:30 am  &amp; 12:30-2:30 pm</td>
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<td>Salon 2</td>
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<td>9:00-11:30</td>
<td>11:30-1:30 pm</td>
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**Session Information:**
- **Room:** Each room is designated with a number (1-12) and is located on the indicated floor.
- **Time:** Sessions are scheduled from 8:30 AM to 5:30 PM, with breaks in between.
- **Session Details:** Each session includes specific topics and references.

**Additional Information:**
- **APA How to Publish:** Sessions on APA guidelines for publishing.
- **Psi Chi:** Sessions on Psi Chi topics and activities.
- **STP:** Sessions on specific topics related to psychology.
- **Invited Address:** Sessions featuring invited speakers.
- **Poster Session:** Sessions featuring poster presentations.

**Location:**
- **Upper Exhibit Hall**
- **Foyer and Enterance**
- **Logan**
- **Wilson**
- **Buckingham**
- **Price**
- **Shelton**
- **Self in Broader Social Contexts**
- **STP Invited Address**
- **APA Lecture**
- **Psi Chi Distinguished Speaker**
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Map of Downtown Chicago showing location of Palmer House
24 Free* Experiments for SuperLab 4 Users

In November, we released 24 experiments to the SuperLab 4 community. They are all based on papers published in the literature and come with a PDF booklet that describes each experiment.

If you are a SuperLab user and didn't know about these experiments, join our mailing list by visiting cedrus.com/news.

If you are not using SuperLab, why not?

The list of experiments can be found at superlab.com/experiments.

* Speaking of free, check out the Cedrus Data Viewer. It lets you merge data files, see summary stats, omit certain records, and more. It's also free and can be found at superlab.com/dataviewer.