# PROGRAM

## SEVENTY-SIXTH ANNUAL MEETING

### 2004

**MIDWESTERN PSYCHOLOGICAL ASSOCIATION**

**APRIL 29-MAY 1, PALMER HOUSE HILTON, CHICAGO, ILLINOIS**

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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 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 sciences rather than a profession. This principle will continue to be reflected in the programming procedures and membership standards."

RESERVATIONS

You may make reservations at the Palmer House Hilton by calling the Hilton Hotels toll-free number, 1-800-HILTONS (1-800-445-8667). Please be sure to mention your connection with MPA in order to receive the convention rate; it is also critical that you do so in order to be counted as an MPA hotel guest as MPA is subject to financial penalties if it fails to generate an insufficient number of room nights. You may also make your reservations through the Hilton's website www.hilton.com. Select the Palmer House and put in the group code MW1, MW2, or MW3, (depending on tier). If price is your most important consideration, start with MW1 and move your way up in the event that the least expensive rooms should be sold out. Please make your reservations by April 1. After that date rooms at the convention rate may still be available but they are not guaranteed.

LOCATION AND PARKING

The Palmer House is located in downtown Chicago ("The Loop") at 17 East Monroe, between State and Wabash. The phone number is is (312) 726-7500. The parking garage at 55 E. Monroe (across Wabash from the Palmer House) has a special rate of $23 for 24 hours ($22 on weekends) when the ticket is stamped by the Palmer House desk. Two-way valet parking is also available at a rate of $31 for 24 hours. Vans with a height not exceeding 6’7” may be parked there as well. Bigger vans can be parked at various surface lots on Wabash and Van Buren and Wabash. None of these garages allow in/out privileges with the 24-hour rate.

AIRPORT CONNECTIONS

Continental Airport Express offers frequent bus shuttle service between the Palmer House and both O'Hare and Midway airports from 6 am to 10:30 pm (from the airport) and 6 am to 7 pm (from the hotel). Cost is $20 one-way and $35 round trip from O'Hare. The shuttle from Midway is $15 one-way and $26 roundtrip. The CTA provides fast and convenient transportation from both O'Hare and Midway at $1.75 each way for those traveling light. Inbound from O'Hare, get off at Monroe and walk one block past the Shubert Theatre to State Street. Inbound from Midway, get off at Adams and you are right at the entrance to the hotel. Taxi fare from O'Hare is about $30-$35. Taxi fare from Midway is about $20-$25. The cost can be reduced by sharing rides.

HANDICAPPED ACCESS

The Palmer House is conveniently accessible for wheelchairs, and all floors can reached by elevator. However, the main elevators do not stop at the Upper Exhibit Hall or the Club Floor. The elevator closer to State Street does not stop on the third or fourth floor meeting rooms. Handicapped members who need help attending sessions are invited to contact the Convention Manager, who will attempt to arrange for a volunteer to assist the member during the hours he or she will be attending.

REGISTRATION
There is no registration fee for MPA members. Members who have paid their dues through 2004 should go to the members’ registration desk in the Upper Exhibit Hall and pick up their badges. For nonmembers, there is a registration fee of $40 ($15 for students) at the meeting.

REGISTRATION:

Place: Upper Exhibit 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 Exhibit 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

MEMBERSHIP

Dues are $30 a year or $85 for three years, except that graduate students receive a special rate of $15 payable each year. Nonmembers who register at the meeting and wish to join MPA can get an application form at the registration desk, specially stamped so they can count their registration fee toward their membership dues. However, because the annual meeting is toward the end of the dues year, dues paid at the meeting are credited for the current year and will expire in June. To remain an active member dues need to be paid again by the fall. At that time, all members owing dues will receive a dues envelope addressed to the Secretary-Treasurer. Applications for membership may be obtained at any time during the year from the MPA website http://condor.depaul.edu/~psych/mpa. For questions about MPA, please contact a local representative or contact the Secretary-Treasurer: Ralph Erber, Department of Psychology, DePaul University, 2219 N. Kenmore, Chicago, IL 60614 (mpa@depaul.edu). There is no geographical restriction on membership.

PLACEMENT

The function of MPA’s placement service is to arrange for interviews at the site of the annual meeting between applicants and prospective employers. Each applicant listing and each position listing receives a number and is distributed in booklets according to the categories of academic, industrial and clinical/counseling. There is an extra charge for an applicant to be listed in more than one category. Applicants can look through the position listings and employers through the applicant listings to identify likely matches. They can use the number system to contact each other and arrange for an interview for which tables will be provided. A single copy of an applicant's vita may also be placed on file.

Both applicants and employers may register for Placement at the meeting during the hours listed below. Alternatively, both may preregister at a reduced fee. Registration forms may be obtained from Bernard L. Dugoni, National Opinion Research Center, University of Chicago, 1155 E. 60th St., Chicago, IL 60637 (phone: (773) 256-6193; FAX: (773) 753-7886; e-mail: dugoni@norcmail.uchicago.edu). Completed forms should with the appropriate fee (see below) should be returned to Dr. Dugoni in time to reach him at least two weeks prior to the meeting. Please note that because the application forms also include the applicant's short resume or the employer's position description, the original forms need to be returned via US Mail.

Applicants who wish to use the Placement service must register separately for the meeting before using the service. For employers, meeting registration is included in the registration fee for placement. Employers may list additional positions at a fraction of the basic charge. Fees for Placement are:

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<th>Applicants</th>
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<td>Preregistration for MPA members</td>
<td>$10</td>
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Preregistration for nonmembers of MPA $15 $30
Onsite registration $20 $40
Each additional category $5 ---
Each additional position --- $10

Place: Upper Exhibit Hall – 4th floor
Placement Registration Times:
Thursday, 10:00 am to 4:00 pm
Friday, 9:00 am to 3:00 pm
Position and Applicant Listings & Interviews:
Thursday, 10:00 am to 4:00 pm
Friday, 9:00 am to 3:00 pm
Saturday, 9:00 am to 11:30 am

INFORMATION AND MESSAGES

The Palmer House phone number is (312) 726-7500. An information table near the registration area in the Upper Exhibit Hall will provide information about restaurants, events, and places of interest in Chicago. In that same area there will also be a message board to help attendees locate one another. We suggest you check the board regularly.

MPA OFFICERS

Thomas R. Zentall, University of Kentucky, Past President
Marilynn Brewer, Ohio State University, President
Galen Bodenhausen, Northwestern University, President-Elect
Ralph Erber, DePaul University, Secretary-Treasurer
Jeff Sherman, Northwestern University, Council (2003-2005)
Kip Williams, Macquarie University, Council (2002-2004)
Don Carlston, Purdue University, Council (2004-2006)

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William Friedman, Oberlin College (2003-2005)
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Andy Conway, University of Illinois at Chicago (2004-2006)
Michael Bardo, University of Kentucky (2004-2006)

LOCAL REPRESENTATIVE LIASON

Elaine Blakemore, Indiana-Purdue University, Fort Wayne

CONVENTION AND LOCAL ARRANGEMENT MANAGERS

Convention Manager
The Convention Manager is in charge of general arrangements and policies for the meeting and specifically for exhibits.
Steve A. Nida
Department of Psychology
The Citadel
171 Moultrie St.
Charleston, SC 29509
Phone: (843) 953-5320
FAX: (843) 953-6797
e-mail: nidas1@citadel.edu

Other matters are handled by the appropriate Local Arrangements Coordinators

LOCAL ARRANGEMENTS COORDINATORS

**Registration**
Bernard L. Dugoni
National Opinion Research Center
University of Chicago
1155 E. 60th St.
Chicago, IL 60637
Phone: (773) 256-6193
FAX: (773) 753-7886
e-mail: dugoni@norcmail.uchicago.edu

**Placement**
Bernard L. Dugoni
University of Chicago

**Volunteers and Information**
Joseph R. Ferrari
DePaul University
10:00 Invited Talk  
**The Inevitability of Shared Beliefs**  
LUCIAN GIDEON CONWAY, Indiana State University  
pyconway@isugg.indstate.edu  
An implicit consensus perspective suggests that sharing others’ beliefs is our “default” psychological response, and thus the implicit march towards consensus is inevitable without active attempts at resistance. Consistent with this simple idea, research will be presented suggesting that (1) consensus about time perception emerges implicitly in groups, and (2) persons under cognitive load inevitably agree with a persuasive message given enough time.

10:30  
**The Consequences of Candidate Choice: New Evidence of Dissonance-Induced Attitude Change**  
ALISON PFENT & JON A. KROSNICK, Ohio State University  
pfent.1@osu.edu  
This research investigates a new hypothesis derived from cognitive dissonance theory: before making a choice, individuals may adjust attitudes that cause the choice to rationalize the choice they will eventually make. Evidence from a 5-wave national panel survey supported this hypothesis.

10:45  
**Influence of Social Context on Attitude Strength**  
LINDSEY CLARK, University of Chicago, ROBERT R. MIRABLE, Princeton University, & PENNY S. VISSER, University of Chicago  
lindseyc@uchicago.edu  
The influence of social context on individual-level attitude strength was explored in the context of the 2000 presidential election. People embedded within congruent social networks (made up of others with similar attitudes) were more resistant to attitude change and showed greater attitude stability than those in heterogeneous social networks.

11:00  
**Inconsistency-as-Information: Effects of Incidental Happy and Sad Moods on the Cognitive Dissonance Reduction Process**  
SEAN E. MOORE, University of Nebraska-Lincoln, Gallup Research Center, & ROBERT C. SINCLAIR, Laurentian University  
smoore4@unl.edu  
Two studies examined the effects of mood inductions on dissonance-induced attitude change. Study 1 showed that happy moods regardless of self-relevance reduced dissonance (cf. self-affirmation explanations). Study 2 suggested that happy and sad moods reduce dissonance through different processes. Implications for theories of mood and of cognitive dissonance are discussed.

11:15  
**Attitude Accessibility and Message Scrutiny: The Moderating Role of Message Position**  
JASON K. CLARK, Purdue University, DUANE T. WEGENER, Purdue University, & LEANDRE R. FABRIGAR, Queen's University  
jclark@psych.purdue.edu  
Past research has demonstrated that increased attitude accessibility results in greater scrutiny of persuasive messages when processing is not constrained to be low or high. The current research suggests that this
effect of accessibility on processing is moderated by the extent to which the message is pro- versus counter-attitudinal.

**11:30**  
**Profanity, Persuasion, & Credibility**  
CORY R. SCHERER & BRAD J. SAGARIN Northern Illinois University  
cscherer@niu.edu  
The effects of excessive and judicious swearing on persuasion and credibility in pro and counter attitudinal situations were examined. For the pro-attitudinal speech, judicious swearing non-significantly increased credibility and persuasion, whereas excessive swearing significantly decreased credibility. In the counter-attitudinal speech, swearing of any kind decreased credibility and persuasion.

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**INVITED ADDRESS**  

Childhood Aggression and Gender: Boys Will Be Boys, But What About Girls?  
NICKI CRICK, University of Minnesota  

Thursday, 10:00-12:00  
Wabash Parlor  

ELAINE BLAKEMORE, Indiana Purdue University Fort Wayne, Moderator

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**Attraction & Close Relationships**  

Thursday, 10:00-12 noon Salon VII  
LEN NEWMAN, University of Illinois - Chicago, Moderator

**10:00**  
**Emotional Consequences of Perceiving Discrimination with Friends, Acquaintances, or Strangers**  
MARY INMAN, Hope College  
inman@hope.edu  
Victims and observers indicated whether discrimination was present in situations where discrimination was (not) suspected and where the observer was a friend, acquaintance, or stranger. Rather than feeling empowered, victims felt unconfident about their abilities and more concerned about their self-image with friends.

**10:15**  
**Influences of Interpersonal Relationships on Smoking Decisions in College Students**  
JENNIFER M. SHULTZ, LANCE C. GARMON, & MARY ELLEN WEWERS, The Ohio State University  
garmon.2@osu.edu  
Surveys completed by 225 college students appear to support a variety of relationship between their smoking behaviors and attitudes and interpersonal variables. One finding indicates subjects in relationships with peers, siblings, and mothers (but not fathers) who smoke are much more likely to smoke themselves.
10:30
The Effects of Courtesy and Payment on Impressions of a Couple Out to Dinner
T. WILLIAM ALTERMATT, JULIE WITHERUP, & ANGIE MILLER, Hanover College
altermattw@hanover.edu
44 participants watched a video of a date varying in courtesy and payment. Male courtesy increased perceived male sincerity and likeability and female self-sufficiency, while male payment decreased perceived female self-sufficiency and appeared manipulative. Results are discussed in the context of chivalry and ambivalent sexism theory.

10:45
The Mismatching Hypothesis: Mismatched Judgments about Mismatched Couples II
TRACY D. CHEUVRONT & DOUGLAS S. KRULL, Northern Kentucky University
krull@nku.edu
This research investigated judgments about dating couples. Participants expected couples to match in attractiveness. However, when mismatches in attractiveness occurred, participants expected women to be higher than men, and when mismatches in income occurred, participants expected men to be higher than women.

11:00
Do-Re-Mi and Hee-Hee-Hee: I-sharing on the Dimensions of Music and Humor Overcomes Preference for Ingroup Members
ANSON E. LONG, & ELIZABETH C. PINEL, Pennsylvania State University (Sponsor: Karen Gasper, Pennsylvania State University)
ael144@psu.edu
Previous research indicates that people like similar others, those who share their self-concept characteristics. The I-sharing perspective suggests that people prefer similar others, not because of these shared characteristics per se, but because they believe similar others will share their phenomenological experiences. The present research provides evidence supporting this claim.

11:15
Do Close Others Influence Impression Formation?
AMBER GARCIA, PAUL E. ETCHEVERRY, & CHRISTOPHER R. AGNEW, Purdue University
garcia@psych.purdue.edu
Participants were provided with information about a female target. Participants then received positive or negative information about the target’s boyfriend. Participants who received negative boyfriend information evaluated both the boyfriend and the relationship less positively than those who received positive information but no difference was found for target evaluations.

11:30
Grudges in Intimate Relationships
NGOCANNA P. HUYNH & RALPH ERBER, DePaul University
nhuynh@depaul.edu
This experiment looked at the conditions under which participants would either hold on or relinquish a grudge stemming from an interpersonal transgression. Results indicate that while major transgressions internal to a relationship elicited the highest level of resentment, the presence of social constraints significantly decreased the intensity and duration of resentment as predicted by the social constraints model of affect regulation.

11:45
The Farrah Factor Revisited
JAMIE L. HUBER, & ELIZABETH RELLINGER ZETTLER, Illinois College
relling@ic.edu
Effects of model attractiveness on self-esteem ratings and relationship satisfaction were examined. 26 subjects were exposed to “highly attractive” female images and 22 subjects were exposed to “average” female images. Participants first exposed to highly attractive females rated average women as less attractive and reported less relationship satisfaction.
THURSDAY APRIL 29

Cooperation & Conflict

Thursday, 10:00-12 noon Salon II
DAVID SKEEN, Muskingum College, Moderator

10:00 Invited Talk
Communication, Group Identity and Social Dilemmas
JAY W. JACKSON, Indiana-Purdue University Fort Wayne
jacksonj@ipfw.edu
Research has shown that both interpersonal communication and group identification have positive effects on cooperative responses to social dilemmas. However, several questions remain regarding when and how these two factors combine to influence social dilemmas. The results of several studies examining these issues will be presented.

10:30
Affective Group Identity Mediates the Relationship between Perceived Social Characteristics of the Ingroup and Involvement in Ingroup-based Activities
JAY W JACKSON & CHRISTA DILLMAN, Indiana-Purdue University Fort Wayne
jacksonj@ipfw.edu
Research on the relationship between group identification and intragroup involvement has yielded mixed results. Using a multidimensional model of group identity, we hypothesized, and found, that perceived exclusiveness of group membership would predict group involvement and that this relationship would be mediated by the affective dimension of group identity.

10:45
Knowledge and Use of Quota Values in Quota Game Research
NATHAN L. STEELE & JEROME M. CHERTKOFF, Indiana University
nsteele@indiana.edu
Two studies tested the effects of information regarding quotas on coalition formation and outcome division in a quota game. Both studies showed that the provision of specific information does affect coalition formation and outcome division, but that explicitly provided quotas are not the sole influence on players’ perceptions and behavior.

11:00
Examining Contributing Factors to Rapport using a Dyadic Task
JON E. GRAHE, & TOM EISEN BRAUN, Monmouth College
jgrahe@monm.edu
Perceptions and agreement about interactional rapport were investigated using a dyadic task of puzzle completion where one participant was blindfolded and the other gave instructions to examine what factors contribute to the rapport experience and why rapport perceptions are weakly correlated between interactants.

11:15
Misperceptions in Intergroup Conflict: Overestimating the Extent to which the Outgroup Opposes our Personal Values
JOHN R. CHAMBERS, & ROBERT S. BARON, University of Iowa
john-chambers@uiowa.edu
In two studies (with Pro-Choice and Pro-Life college students), we found that individuals overestimated the amount of disagreement between members of the ingroup and the outgroup along attitude issues. Such exaggerated perceptions of disagreement were limited only to attitude issues that were important to the ingroup’s attitude position.
11:30
The Effects of Rumination on Triggered Displaced Aggression
ANGELICA M. BONACCI, Iowa State University, BRAD J. BUSHMAN, University of Michigan, WILLIAM C. PEDERSEN, EDUARDO A. VASQUEZ, & NORMAN MILLER, University of Southern California
bonacci@iastate.edu
Three studies examined the effects of rumination on triggered displaced aggression. Provoked participants engaged in more displaced aggression after a triggering event if they ruminated. Rumination effects were observed for 25-minute and 8-hour delays between provocation and aggression. Trigger-induced negative affect and negative perceptions of the trigger mediated these effects.

11:45
Effect of Reward and Punishment in Violent Video Games on Aggression
NICHOLAS L. CARNAGEY & CRAIG A. ANDERSON, Iowa State University
vasser@iastate.edu
This experiment examined reward and punishment effects in violent video games. Participants played one of four video game versions that varied in reward and punishment for violent actions. Participants then aggressed towards a provoker. Highly rewarded participants were more aggressive than participants rewarded less or punished for violent actions.

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Learning & Psychopharmacology

Thursday, 10:00-12 noon PDR 9
DARREN KAISER, Inidana Purdue University Fort Wayne, Moderator

10:00 Invited Talk
Extinction, Inhibition, Retrieval and Associative Competition
TODD R. SCHACHTMAN, University of Missouri
Experiments administered CS-US pairings and then numerous CS-alone extinction trials to rats. This reduced the ability of a CS to block manifest learning about another CS and causes passage of retardation and summation tests. The studies also explored a comparison of extinction treatment with a conditioned inhibition training.

10:30
Effects of Context Exposure during CS Conditioning on Conditioned Taste Aversions
SHAWN SMITH, KIM BAYNIT, ERIN HEYDEN, & TODD R. SCHACHTMAN, University of Missouri
Schachtmant@missouri.edu
Rats examined context exposure and CTA. CS1-LiCl pairings during short sessions in ContextA produced strong CTA. CS2-LiCl pairings in a long session in ContextB produced weak CTA, but strong CTA with pairings at session end. Testing occurred in home cages. Context-US associations during short sessions support CRs to the CS.

10:45
Effects of Metabotropic Glutamate Receptor 5 on CS Preexposure in Conditioned Taste Aversion
CARLA BILLS, Lincoln University, SHAWN SMITH, PHULLARA SHELAT, & AGNES SIMONYI, University of Missouri-Columbia (Sponsor: TODD R. SCHACHTMAN, University of Missouri-Columbia)
chb54e@mizzou.edu
The involvement of metabotropic glutamate receptor 5 (mGluR5) in latent inhibition (LI) was investigated using a conditioned taste aversion procedure. Rats received an injection of mGluR5 antagonist 2-methyl-6-(phenylethynyl)-pyridine (MPEP) prior to preexposure. During conditioning, lithium chloride followed a saccharin flavor. Attenuation of LI was observed in MPEP rats during testing.
Chlordiazepoxide Modulates Appetitive Pavlovian Conditioning  
MATTHEW I. PALMATIER, JAMIE L. WILKINSON & RICK A. BEVINS, University of Nebraska-Lincoln  
wilkinsonjami@hotmail.com  
Seven rats demonstrated that an appetitive Pavlovian conditioned response (CR) acquired in a chlordiazepoxide (CDP, 5 mg/kg) drug state was readily performed outside of that drug state. When the CDP drug state served as an “occasion setter”, the CR was sensitive to the salience and pharmacological characteristics of CDP.

Extinction of a Positive Drug Feature in Appetitive Pavlovian Conditioning  
MATTHEW I. PALMATIER, JAMIE L. WILKINSON, & RICK A. BEVINS, University of Nebraska-Lincoln  
mattp@bigred.unl.edu  
Extinction of a Positive Drug Feature in Appetitive Pavlovian Conditioning  
Four groups of rats examined whether feature-positive “occasion setting” by nicotine (0.4 mg/kg) was the result of a direct association between nicotine and a sucrose outcome. Repeated presentation of nicotine alone (i.e., extinction) did not disrupt conditioned responding, suggesting that nicotine serves as an occasion setter.

Knowledge Acquisiton & Analogy  
Thursday, 10:00-12 noon Salon IV  
DAVID UTTAL, Northwestern University, Moderator  
10:00 Invited Address  
On the Success and Failure of Complex Skills: Evidence from Cognitive and Sensorimotor Task Domains  
SIAN L. BEILOCK, Miami University Ohio  
beilocsl@muohio.edu  
Task type and skill level differences in the memory structures and on-line attentional demands of sensorimotor skills (such as golf putting) and cognitive skills (such as math problem solving) will be used to examine the nature of successful skill execution and why, at times, it fails to occur.

10:30  
Ah-Ha! I knew it all long. Hindsight Bias Evidence of Restructuring in Problem Solving  
IVAN K. ASH & JENNIFER WILEY, University of Illinois at Chicago  
iash1@uic.edu  
This study used a hindsight bias paradigm to test for evidence of restructuring in insight and incremental problems. Results revealed that only after correctly solving insight problems did memory of rating problem components as useful in solution be more important, and useless or distracting components as less important than they originally had. These results lend support to restructuring theories of insight.

10:45  
What Transfers? How Analogies are Influenced by Spatial Consistency and Perceptual Concreteness  
JI Y. SON & ROBERT L. GOLDSTONE, Indiana University  
jys@indiana.edu  
Abstract principles such as signal detection theory (SDT) are useful because they are applicable across different domains. Previous research has shown that abstract concepts are easier to learn when they are couched in concrete representations such as contextualized examples (Wason & Shapiro, 1971) or visual
aids (Mayer & Gallini, 1990). To understand how pictures and cover stories interact to promote abstract understanding of SDT, participants were shown a tutorial on SDT with either richly detailed pictures (concrete) or simple symbolic pictures (idealized). They transferred to a story that varied on spatial and semantic similarity to the learning context. We found a significant effect of spatial similarity and perceptual concreteness. Idealized viewers had greater transfer performance when the stories shared spatial similarity and transfer was difficult with spatial mismatch. However, concrete viewers were relatively unaffected by spatial similarity. Semantic similarity did not affect scores on transfer quiz. Systematic interactions between perceptual concreteness and contextual similarity can reveal how abstract concepts are learned and how they can be most effectively taught.

11:00
Unintentional Analogical Inference
SAMUEL B. DAY, Northwestern University (Sponsor: DEDRE GENTNER, Northwestern University)
s-day2@northwestern.edu
I present findings suggesting that analogical inference can play a role in the automatic, non-deliberative processes involved in comprehension, specifically in the interpretation of narrative text passages. Participants were found to use structurally-matching information from a prior analogous example in understanding the content of a currently encoded instance.

11:15
Literal Similarity Comparisons Promote Relational Focus
JASON JAMESON, Northwestern University (Sponsor: DEDRE GENTNER, Northwestern University)
j-jameson@northwestern.edu
We investigated whether literal similarity comparisons can promote relational focus. Whereas previous studies have demonstrated relational focus as a result of analogical comparisons (when only relations match), our evidence suggests that comparisons in which both objects and relations match can promote relational focus. These results constrain possible accounts of comparison.

11:30
What Transfers? How Analogies are Influenced by Spatial Consistency and Perceptual Concreteness
JI Y SON & ROBERT L GOLDSTON, Indiana University
jys@indiana.edu
Abstract concepts are easier to learn when they are couched in contextualized examples or visual aids. To understand how pictures and cover stories interact to promote abstract understanding, perceptual concreteness, spatial and semantic similarity of analogs were manipulated. Spatial similarity and perceptual concreteness significantly affected transfer performance while semantic similarity

11:45
Understanding Negative Feedback: An Analysis of Contingent Responses
ANDREW D. CORRIGAN-HALPERN & STELLAN OHLSSON, University of Illinois at Chicago
ahalpe1@uic.edu
A study on negative feedback showed why letter feedback (given for individual letters) was superior to chunk feedback (given for sequences of letters). Chunk feedback failed because it did not provide information concerning which response was incorrect. This form often led the learner to change responses that were originally correct.
Discourse Processing

Thursday, 12:30-2:30  PDR 9
COLLEEN STEVENSON, Muskingum College, Moderator

12:30 Invited Talk
Phonological Processing during Silent Reading: An Evaluation of the Slow Phonology Hypothesis
JOCELYN R. FOLK, Kent State University
jfolk@kent.edu

According to the “slow phonology” hypothesis, phonology is involved in meaning access only when work processing is slow. This hypothesis was evaluated by examining phonological effects on work recognition for high- and low-frequency words. The data indicate that phonology plays an early, central role in work recognition during silent reading.

1:00
Individual Differences in Situation Models
LESLEY G. HATHORN, & JILL R. FOLK, Kent State University
lhathorn@kent.edu

This study showed that the linear trend of the spatial distance effect does not reflect the situation models created by individuals reading text. By conducting assessment on aggregates, individual differences in reading are overlooked and incorrect assumptions may be made in the assessment of allocation of attention.

1:15
Dynamic Mental Models of a Movie
ZACHARY A. CRAWFORD, BEVERLY ROSKOS-EWOLDSEN, & DAVID R. ROSKOS-EWOLDSEN, University of Alabama
broskos@bama.ua.edu

Participants watched Falling Down, which was stopped at one of four points. They rated the similarities of all pairs of key characters. At the end, groups were further split according to their interpretation of the movie. Dissimilarity matrices were submitted to MDS analyses, which revealed changes across time and interpretations.

1:30
First Impressions: Updating Readers' Models of Characters in Narrative Comprehension
DAVID N. RAPP & PANAYIOTA KENDEOU, University of Minnesota
rappx009@umn.edu

Readers construct mental representations for events described in texts. Previous research has demonstrated that readers construct trait-based models for characters to generate predictions about future character behavior. Are these models resistant to updating? We examined whether readers continue to use their trait-based models after the original trait has been refuted.

1:45
The Role of Context in the Activation of Embodied Representations
CHRISTOPHER A. KURBY, & JOSEPH P. MAGLIANO, Northern Illinois University
ckurbv@niu.edu

Three experiments investigated the role of context in the activation of embodied representations. Participants were presented with different situational contexts and either imagined objects or engaged in a picture match/mismatch recognition-priming task. Results indicate that context can affect the embodied representation of some but not all objects.
2:00
What’s the Difference Between Similes and Metaphors?
SERGEY S. ZHARIKOV & DEDRE GENTNER, Northwestern University
s-zharikov@northwestern.edu
Participants read short paragraphs describing object’s attributes or relational structure and continued them with an expression in simile or metaphor form. Metaphors were preferred more often for expressions with conventional bases and following contexts containing relational information. We suggest that relational expressions are more likely to be conventionalized.

2:15
Cross-linguistic Differences in Kinship Categories Influence Conceptual Judgments and Memory
FLORENCIA K. ANGGORO, & DEDRE GENTNER, Northwestern University
f-anggoro@northwestern.edu
Languages differ in the semantics of kinship terms. Possible cognitive consequences of these differences were investigated in Indonesian – where sibling terms are based on seniority – and English – where sibling terms are based on gender. Results suggest that participants’ judgments, word extensions, and memory were influenced by their languages’ semantic categories.

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THURSDAY APRIL 29
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INVITED ADDRESS
Eyewitness Identification: Police Lineups as Confounded Experiments
GARY WELLS, Iowa State University
Thursday, 12:30-2:30       Waba sh Parlor
GLENN REEDER, Illinois State University, Moderator

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THURSDAY APRIL 29
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Mood, Affect, & Emotion
Thursday, 12:30-2:30  Salon VI
RALPH ERBER, DePaul University, Moderator

12:30 Invited Talk
Feeling Good and Bad, Searching Far and Near: The Role of Affect in “Active” Information Processing
LINDA M. ISBELL, University of Massachusetts at Amherst
lisbell@psych.umass.edu
Research demonstrates that affect influences our judgements and information processing. A series of studies will be presented as evidence for the Affect-as-Information Model and the Mood-and-General-Knowledge assumption. The results of these studies reveal that affect influence the types of information that individuals actively seek out and use when forming impressions.
1:00  
The Hedonic Contingency Theory: A Possible Explanation for the Mood-Creativity Link  
ERIN STEURY, & EDWARD HIRT, Indiana University  
esteury@indiana.edu  
This research supports the conclusion that the reason why participants perform more creatively when in a positive mood can be explained by the hedonic contingency theory. When applied to this situation, this theory suggests that participants in a positive mood perform creatively in order to maintain or improve mood.

1:15  
Self and Mystery Moods: Effects on Stereotyping  
CLARA MICHELLE CHENG, The Ohio State University, & TANYA L. CHARTRAND, Duke University  
cheng.216@osu.edu  
This research examined the role of the self as a source of mystery moods (moods of an unknown origin). Specifically, we explored the idea that qualitatively different kinds of mystery moods can result depending on whether the self is implicated, and this can then lead to different consequences for stereotyping.

1:30  
The Role of Action in Empathy  
JAKOB HAKANSSON, University of Kansas & HENRY MONTGOMERY, Stockholm University  
Jakob@ku.edu  
Three experiments explored the role of a person’s actions on how empathetic the person is perceived to be. The results of the experiments suggested that action is crucial in the experience of empathy from both empathizer’s and target’s perspectives, as well as from the perspective of an unspecified observer.

1:45  
New Direction in Personality and Prejudice  
WILLIAM G. GRAZIANO, & JENNIFER W. BRUCE, Purdue University  
grazianow@purdue.edu  
In social psychology prejudice has a tenuous connection to personality. Data on agreeableness offers new ways to link personality and prejudice. At the least, it is systematically related to social-cognitive processes associated with discrimination against out-group persons. The generality of agreeableness’s association to diverse forms of prejudice is ready for exploration.

2:00  
Mood Regulation and Decision Making: Why Cool Heads Do Better  
VERENA GRAUPMANN, RALPH ERBER & JENNIFER POE, DePaul University  
vgraupma@depaul.edu  
Two experiments looked at the relationship between mood regulation and decision making. Experiment 1 showed that subjects anticipating a high-risk-decision have a stronger tendency to regulate mood than subjects expecting a low-risk decision. In Experiment 2, participants who regulated mood performed better on a decision task than participants who did not.

2:15  
Self-Monitoring, External Affective Cues, and Solving Puzzles: Only Low Self-Monitoring Individuals are Affected by External Affective Cues  
ALEXANDER S. SOLDAT & APRIL C. WHALEY, Idaho State University  
soldalex@isu.edu  
Participants completed the self-monitoring scale and solved logic problems in front of audiences that either smiled or displayed serious facial expressions. Results indicated that although low self-monitoring individuals solved more problems correctly in the serious cue condition, high self-monitoring individuals were unaffected by the external affective cues provided by the audiences.
12:30
An Empirical Approach to Model Modification: Using Meta-Analysis to Identify Reliable Secondary Loadings in the Big Five
BRENDAN M. BAIRD & RICHARD E. LUCAS, Michigan State University
bairdbr1@msu.edu
Structural equation modeling techniques were used to test whether associations among narrow personality traits supported a five factor structure. A meta-analysis of previous studies was conducted to determine model modifications. Even the least restrictive model did not fit the data.

12:45
Are Some People “Traited” to Help? Agreeableness, Empathy, and Altruism
MEARA M. HABASHI, WILLIAM G. GRAZIANO, Purdue University, BRAD E. SHEESE, & RENEE M. TOBIN, Illinois State University
meara@psych.purdue.edu
Past research has demonstrated a link between induced empathy and pro-social behavior. The current research examines Agreeableness (A), a Big Five personality dimension, as a moderator of situationally-induced empathy, and shows that in some situations Agreeableness plays a proxy role similar to that of empathy.

1:00
The Relationship between Shyness and Self-Esteem as Mediated by Loneliness and Uncertainty about Social Connectedness: A “Sociometer” Approach to Understanding Shyness
JOSEPH A. KARAFA & JOSEPH BARKMAN, Ferris State University
karafaj@ferris.edu
The purpose of this research was to better understand shyness and its relationship with self-esteem. Consistent with the sociometer hypothesis, it was predicted that shyness would be negatively correlated with self-esteem and that this relationship would be mediated by loneliness and uncertainty about social connectedness. The hypothesis was supported.

1:15
Shyness and Distress Disclosure in Computer Mediated and Face-to-Face Communication
NICOLE M. TRAXEL & ROBERT HESSLING, Ph. D, University of Wisconsin – Milwaukee
nicoletraxel@hotmail.com
Participants completed a shyness measure and disclosed a stressful problem online or in person. Results indicated that shy individuals were significantly less comfortable and disclosed less information than non-shy individuals. Also, participants used significantly more words disclosing in person than online. Explanations for these findings and future research are discussed.

1:30
Can a Trait of Emotional Reactivity Account for the Relationship between Extraversion and Positive Affect?
KIMDY LE, BRENDAN M. BAIRD, & RICHARD E. LUCAS, Michigan State University
lekimdy@msu.edu
This study used a longitudinal design to assess the reliability of multiple laboratory based emotional reactivity measures. It also examined whether extraversion was related to individual differences in reactivity. Results suggest that emotional reactivity is a trait, but that measures of reactivity are somewhat unreliable. Extraversion was unrelated to reactivity.
The Effect of Level of Introversion/Extroversion and Locus of Control on Job Satisfaction and Intent to Leave
KAREN L. SCHUTTERS & GERRY A. BECKER, National-Louis University
gbeckerz@aol.com
Level of job satisfaction in extroverted/introverted participants employed in extroverted or introverted occupations was assessed. Extroverted Managers were predicted to be more satisfied than extroverted Librarians and vice versa. Those with Internal Locus of Control were predicted to be more likely to leave a dissatisfying job. However, the predictions held true for the male participants only.

Motivational Traits and Self-consciousness: Exploring the Construct Validity of the Motivational Trait Questionnaire
SARAH R. HEIMERDINGER, VERLIN B. HINSZ, North Dakota State University, & DUSTIN K. JUNDT, Michigan State University
Verlin.Hinsz@ndsu.nodak.edu
This study investigates the relationships of the Motivational Trait Questionnaire with the Self-Consciousness Scale. Consistent with our hypotheses, the three dimensions of the Motivational Trait Questionnaire (motivation related to anxiety, personal mastery and competitive excellence) correlated well with social anxiety, private self-consciousness, and public self-consciousness respectively.

Origins of “Worker Scale” Scores: Where do Gender Differences in Beliefs about Effort Come from?
BRIDGETT J. HARSH, EDWARD R. HIRT, Indiana University, & SEAN M. MCCREA, University of Konstanz
bharsh@indiana.edu
Robust gender differences exist in the normative value placed on effort (as measured by the ‘worker scale’), which mediate gender differences in own and perceptions of others’ behavior. This study examined social-developmental influences hypothesized to impact worker scale scores. Results indicated that parents and to a lesser extent peers and teachers throughout elementary, middle and high-school influenced these scores.

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Psychopathology

Thursday, 12:30-2:30 Salon III
RICK CLEMENTS, Valparaiso University, Moderator

12:30 Invited Talk
Family and Mental Illness: Toward Case-centered Formulations of Caregiving
JORGE I. RAMIREZ, University of Illinois at Urbana Champaign
Family schizophrenia research is dominated by nomothetic family caregiving factors tied to illness outcomes, and presented in fragmented literatures. Toward the goal of broadening the conceptual base of this field, I will present heuristic formulations of family caregiving based on idiographic classifications of Mexican American and European American family caregivers.

1:00
The Influence of Clinical Expertise and Patient Characteristics on Judgments about Alcohol Abuse and Anorexia
SRIVIDYA N. IYER, E. KIERNAN MCGORTY, JENNIFER S. HUNT, University of Nebraska-Lincoln, & ALEXANDER J. ROTHMAN, University of Minnesota
iyersrividya@hotmail.com
This study investigated the effects of clinical expertise on judgments about alcohol abuse and anorexia. Experienced health care providers were especially likely to diagnose and treat patients when they belonged to social groups strongly associated with those disorders. Implications for clinical decision making and health care disparities will be discussed.

1:15
Nervous Habits
AESHA L. UQDAH & HOWARD BERENBAUM, University of Illinois at Urbana-Champaign
uqdah@s.psych.uiuc.edu
Compared to individuals with non-grooming nervous habits (e.g., knuckle cracking, pencil chewing), individuals with trichotillomania, as well as individuals with non-TTM grooming nervous habits (e.g., scab picking), reported more anxiety and less boredom prior to using their nervous habits, and more shame before and after using their nervous habits.

1:30
The Relation Between Individual Differences in Emotional Awareness and Borderline Personality Affective Instability
MUGE DIZEN & HOWARD BERENBAUM, University of Illinois at Urbana-Champaign
dizen@uiuc.edu
In a community sample of 103 individuals, we examined the relationship between emotional awareness (i.e., clarity of emotions, attention to emotions) and borderline affective instability (measured using a semi-structured diagnostic interview, PDI-IV). Higher levels of attention to emotions and lower levels of clarity of emotions were associated with affective instability.

1:45
A Prospective Longitudinal Study of Military-style Residential Treatment for Adolescents with Academic and Conduct Problems
ROBERT WEIS, NICOLE L. WILSON, & SAVANNAH M. WHITEMARSH, University of Wisconsin - Stevens Point
rweis@uwsp.edu
Evaluated the effectiveness of Challenge Academy, a 22-week boot camp program administered by Wisconsin National Guard. Data from 225 adolescents with conduct problems showed increased positive affect and behavioral competence and decreased negative affect and behavior problems as a function of participation. Treatment gains were maintained at 9-month follow up.

2:00
Psychosis or Faith? Clinicians’ Treatment of Religious Beliefs in the Context of DSM IV
SHAWN O’CONNOR, & BRIAN VANDENBERG, University of Missouri-St. Louis
bvanden@umsl.edu
This study examined how mental health professionals rated the level of psychotic ideation of vignettes depicting individuals possessing the beliefs of one of three religions: Catholic, Mormon and Native of Islam. In some vignettes, the beliefs were identified as religious in nature, while in others they were not. The results indicated that individuals whose beliefs were less mainstream may be in jeopardy of being diagnosed as delusional.

2:15
An Analysis of Competency to Stand Trial Defendants: Linking Clinical Symptoms to Psycholegal Deficits
MICHAEL J. VITACCO & JANICE MUNIZZA, Mendota Mental Health Institute
vitacmj@dhfs.state.wi.us
Competency to stand trial refers to the ability to consult with a lawyer, and possess a rational and factual understanding of court proceedings. In 88 pretrial patients, psychotic disorders were the most prominent diagnosis for incompetent patients. Our results also indicate that individuals with psychotic disorders can typically be restored to competency.
12:30 Invited Talk
The Enchanted April Phenomenon: Trust and Benevolent Memory in Romantic Relationships
ELI J. FINKEL, Northwestern University, CARYL E. RUSBULT, MADOKA KUMASHIRO, University of North Carolina at Chapel Hill, & JENNIFER WIESELQUIST, University of New England
finkel@northwestern.edu
Becoming immersed in a romantic relationship makes individuals vulnerable to rejection and motivates diligent monitoring of the partner's behavior for indicators of affection. Results from three studies reveal that trusting the partner frees individuals from rigorous record-keeping, allowing them to experience benevolent memory biases regarding the partner and the relationship.

1:00
Staking your Worth on Grades versus Knowledge: Intellectual Competency as a Contingency of Self-worth
DAVID BUCK, Hanover College, CONNIE T. WOLFE, Muhlenberg College, NOELLE LIWSKI, Hanover College & JOHN KRANTZ, Hanover College
wolfe@muhlenberg.edu
The academic competence contingency of self-worth (AC) measures whether grades influence self-worth. We investigated a new contingency: intellectual competence (IC; whether believing oneself to be intelligent influences worth). The IC scale had adequate reliability and discriminant validity. Using partial correlations, IC predicted mastery-oriented classroom goals while AC predicted performance goals.

1:15
An Investigation of Perfectionism and Achievement Motivation in Classroom Testing
TERESA L. DECICCO, Trent University
teresadecicco@trentu.ca
This research investigated perfectionism with the 2 X 2 framework of achievement motivation. Perfectionism, achievement goals, distress, grades and expected grades were assessed. Results clarified the complex association between perfectionism and achievement goal orientations.

1:30
Academic Motivation and Perceptions of Instructional Technology
MEERA KOMARRAJU & STEVEN J. KARAU, Southern Illinois University at Carbondale
meerak@siu.edu
Undergraduates completed the Academic Motivations Inventory and measures of the perceived value of instructional modalities (web, lecture, or activities). Individual differences in academic motivation profiles significantly influenced perceptions of which instructional modalities were most useful. Results are discussed in terms of the pros and cons of incorporating technology into courses.

1:45
When Goals Matter: Changes in the Predictive Value of Achievement Goals
CAROLYN M. JAGACINSKI, JAN L. BOE, SHAMALA KUMAR, HOLLY LAM, SILVIA BONACCIO, & IRINI KOKKINOU Purdue University
jag@psych.purdue.edu
Introductory Psychology students completed measures of achievement goals at the beginning, middle, and end of a semester. Performance-approach goals increased and mastery goals declined. The goals were used to predict performance and interest. Initial mastery goals predicted performance for freshmen but not upperclassmen. Goals’ predictive value changed across the semester.
2:00
Attributions of Responsibility for Pooled-Performance in Groups: Group Members Take Both the Actor and Observers Perspectives
DANA M. LAWRENCE & VERLIN B. HINSZ, North Dakota State University
verlin.hinsz@ndsu.nodak.edu
Research indicates group member attributions have no clear pattern of internal or external attributions. We hypothesized that with pooled-performance, group members apply the perspectives of the actor and observer in their attributions. Group member’s attributions for their group’s performance were compared with individuals' attributions. Data supported our hypothesis.

2:15
Satisfaction with Performance as a Mediator of the Relationship between Performance Outcomes and Affective Reactions
JORDAN M. HENKEL & VERLIN B. HINSZ, North Dakota State University
Verlin.Hinsz@ndsu.nodak.edu
We examine the relationships among affective reactions and satisfaction with performance that result from performance outcomes such as success or failure. Results from a goal-setting study involving idea generation indicate that satisfaction with performance is a mediator of the relationship between performance outcomes and affective reactions.

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Working Memory and Attention

Thursday, 3:00-5:00  Salon IV
ANDY CONWAY, University of Illinois at Chicago, Moderator

3:00 Invited Talk
What’s left on the magical number 7? Some limits on immediate-memory capacity
NELSON COWAN, University of Missouri
cowann@missouri.edu
George Miller’s (1956) famous article documented that people can repeat about 7 words; but also that people group items, forming larger chunks in memory. Is there a fixed limit on the number of chunks retained? Several recent experiments point to a limit, smaller than 7 chunks and related to attention.

3:30
Pictures of Imagined Objects Attract Attention in an RSVP Stream
AMY L. RAMOS & VERONICA J. DARK, Iowa State University
vjdark@iastate.edu
Participants were less accurate in identifying masked digits when pictures of a just-imagined object preceded the digits. This occurred when the just-imagined object was presented on all trials or only on half. Participants noted the pictured objects. As suggested by Pashler and Shiu (1999), pictures or just-imagined objects capture attention.

3:45
Working-Memory Capacity, Visual Search, and Enumeration
BRADLEY J. POOLE, MICHAEL J. KANE, University of North Carolina at Greensboro, STEPHEN W. TUHOLSKI, Southern Illinois University at Edwardsville, & RANDALL W. ENGLE, Georgia Institute of Technology
mikane@uncg.edu
Our executive-attention theory of working-memory capacity (WMC) proposes that WMC span tasks primarily tap a low-level attention control ability, as measured by selective attention/inhibition tasks. Here we investigated whether WMC also would influence visual search and enumeration, paradigmatic tests of controlled processing that nonetheless present limited response conflict.
4:00
Individual Differences in Working Memory Capacity and Visual Attention
RICHARD P. HEITZ & RANDALL W. ENGLE, Georgia Institute of Technology
richard.heitz@psych.gatech.edu
Participants performed a flanker paradigm with response deadlines to widen the RT distribution. We analyzed data as conditional accuracy functions, and estimated parameters by fitting an exponential function. Data are interpreted in terms of a Rate of Attentional Constraint (RAC) model: high spans constrained their attention faster than low spans.

4:15
Working Memory Capacity and Pitch Discrimination
TABITHA W. PAYNE, Kenyon College & RANDALL W. ENGLE, Georgia Institute of Technology
paynet@kenyon.edu
Working memory capacity (WMC) predicts pitch discrimination short inter-stimulus intervals (20 to 500 ms). With delays as small as 20 ms, the effect is not likely due to rehearsal maintenance, leaving differences in encoding precision as a remaining explanation for the relationship between WMC and pitch discrimination.

4:30
The Effects of Thought Suppression in Recovering Alcoholics
AUDREY KLEIN, Knox College & KRISTIN LARSON, Monmouth College
aklein@knox.edu
This study provides a first look at the impact of thought suppression in recovering alcoholics. As compared to expressers, suppressors showed a greater accessibility to thoughts of alcohol as measured by a Stroop color naming task that included alcohol words and completed a larger number of word-stems with alcohol words.

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THURSDAY APRIL 29
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Attitudes

Thursday, 3:00-5:00 Salon VI
GEORGE SMEATON, University of Wisconsin, Whitewater, Moderator

3:00 Invited Talk
Cognitive control in implicit attitude measurement
KEITH PAYNE, The Ohio State University
Payne.265@osu.edu
Implicit attitude measures may reflect not only automatic attitude activation, but also executive control (e.g. selective attention, goal maintenance, inhibition). This talk presents evidence that implicit measures may predict behavior for two different reasons: 1) they reflect activated attitudes, and 2) they reflect the ability to suppress the effect of automatic biases on behavior.

3:30
Understanding Public Attitudes Toward Tobacco Harm Reduction: The Role of Attitude Structure
EMILY N. STARK, EUGENE BORGIDA, BRANDY PICKENS, & ANITA KIM, University of Minnesota--Twin Cities
star0205@umn.edu
Tobacco harm reduction products are currently being marketed and regulated, but the nature of public attitudes toward these products is not known. This research examines four different models of attitude structure to determine how best to predict attitudes toward tobacco harm reduction, with implications for scientists and policy-makers.
3:45
Hypocrisy of Others: Why Is Saying One Thing and (Then) Doing Another More Hypocritical Than the Reverse?
JAMIE BARDEN, DEREK D. RUCKER, & RICHARD E. PETTY, The Ohio State University
barden.5@osu.edu
Targets were described committing inconsistent statements and behaviors in two orders. When statements preceded behaviors, hypocrisy and negative evaluations were enhanced compared to when behaviors preceded statements. Unrelated negative traits were unaffected by order, ruling out halo-effects, and hypocrisy mediated the impact of order on evaluations.

4:00
The Effects of Warning on the Implicit Association Test
JACK D. ARNAL, JAMES M. LAMPINEN, VICTORIA B. MESA, & BRANDI N. WILLIS, University of Arkansas
jarnal@uark.edu
Participant ability to disguise their true beliefs on the IAT was examined. The participants completed an IAT task (George W. Bush/Osama Bin Laden vs. Pleasant/Unpleasant) in either a warning or control condition. Results support that participants are able to disguise their beliefs on the IAT when heavily motivated.

4:15
Experimentally-Created Extra-Personal Associations Influence the IAT but not a Priming Measure
H. ANNA HAN, MICHAEL A. OLSON, & RUSSELL H. FAZIO, The Ohio State University
han.85@osu.edu
We examined the influence of extra-personal associations, associations that neither form the basis of the attitude nor become activated automatically in response to the object, on the IAT and a priming measure. Extra-personal associations influenced the IAT even when they were attitude-incongruent. The priming measure remained uninfluenced by extra-personal associations.

4:30
Positivity Can Signal Familiarity
HEATHER M. CLAYPOOL, Miami University, TERESA GARCIA-MARQUES, Instituto Superior de Psicologia, DIANE M. MACKIE, University of California, Santa Barbara, & LEONEL GARCIA-MARQUES, University of Lisbon
claypohm@muohio.edu
We manipulated the valence and familiarity of faces (Experiment 1) and words (Experiment 2). Novel positive stimuli were mistaken as familiar more often than novel neutral stimuli. Valence had no impact on previously seen stimuli. Thus, positivity increases the familiarity of novel stimuli but adds little to those already familiar.

4:45
Understanding Sexual Prejudice among Heterosexual Men
WILLIAM A. JELLISON, Michigan State University, ALLEN R. MCCONNELL, Miami University, & SHIRA GABRIEL, State University of New York at Buffalo
jellison@msu.edu
In past work, we found that straight men held more negative attitudes toward gay men as their attitudes toward heterosexuality were more positive. In the current work, we found traditional masculine gender role endorsements and the importance of heterosexuality mediate this relation (see Herek, 2000; Kimmel, 1997).
THURSDAY APRIL 29

INVITED ADDRESS

The Interaction of Experience and Steroid Hormones in the Nervous System

MARC BREEDLOVE, Michigan State University

Thursday, 3:00-5:00       Crystal Room

LINDA RUECKERT, Northeastern Illinois University, Moderator

THURSDAY APRIL 29

Symposium

College-to-Career Transition Issues: Strategies, Skills, and Shock

Thursday, 3:00-4:00 PDR 8

PAUL HETTICH, Barat College of DePaul University, Moderator

Empowering Psychology Majors to “Write the Book” on Their Professional Futures
DREW APPLEBY, Purdue University Indianapolis

What Employers Want from Psychology Graduates
R. ERIC LANDRUM, Boise State University

From College to Corporate Culture: Being a Freshman Again
PAUL HETTICH, Barat College of DePaul University

THURSDAY APRIL 29

Health & Social Issues

Thursday, 3:00-5:00 Salon VIII

LAURA BROWNING, DePaul University, Moderator

3:00 Invited Talk
A Guided Tour of the Weapon Focus Literature
KERRI L. PICKEL, Ball Stata University
KPICKEL@bsu.edu

This review of the weapon focus literature includes a description of previous and in-progress research on the effect, as well as a discussion of important methodological issues, theoretical explanations, and practical applications of findings in this area. In addition, suggestions for future research are offered.
Using the Theory of Planned Behavior to Predict Intentions to Wear Seatbelts and Visit a Dentist
MARK F. STASSON, Metropolitan State University, SAMANTHA WALKER, Prevention Research Center, & BRIAN N. SMITH Virginia Commonwealth University
mark.stasson@metrostate.edu
We examined variables from the theory of planned behavior as predictors of seatbelt use and visiting the dentist. Results suggest that the factors most closely linked to these and other health/safety behaviors likely to depend on the characteristics of the behavioral domain.

The Effects of Smoker Identity on Intentions to Continue Smoking
ANDREW W. HERTEL & ALEXANDER J. ROTHMAN, University of Minnesota
hert0053@umn.edu
The Effects of Smoker Identity on Intentions to Continue Smoking
Via questionnaire we found that smokers’ smoker identity positively predicted intentions to continue smoking above and beyond current smoking behavior, attitudes toward smoking, and smoker prototype. Results support the distinct empirical value of assessing a behavior-specific self-identity and initially support the proposition that it may account for sustained unhealthy behavior.

Perceived Romantic Partner Opinion Regarding Cigarette Smoking Predicts Concurrent and Future Use
PAUL E. ETCHEVERRY & CHRISTOPHER R. AGNEW, Purdue University
petch@psych.purdue.edu
We examined whether the perceived opinion of one’s romantic partner regarding one’s cigarette smoking is associated with one’s smoking behavior over time. Significant concurrent and longitudinal results demonstrate the importance of considering the perceived normative beliefs of a romantic partner in understanding individual smoking behavior in young adults.

The Role of Self-efficacy in the Maintenance of Behavior Change
AUSTIN S. BALDWIN, ALEXANDER J. ROTHMAN, ANDREW W. HERTEL, & ROBERT W. JEFFERY, University of Minnesota
bald0109@umn.edu
We propose that the influence of self-efficacy on behavioral decision-making changes as one moves from behavioral initiation to behavioral maintenance. We examined the effects of smokers’ cessation self-efficacy and satisfaction with the cessation process on future smoking behavior. Results support our hypothesis that self-efficacy guides initiation, but satisfaction guides maintenance.

Social Comparisons among Participants in Internet-based Weight Management Support Groups
CYNTHIA M.H. BANE, JESSICA ZINCHUK, KARA O'BRIEN, Wartburg College (DAVID M. NJUS, Luther College)
cynthia.bane@wartburg.edu
In an Internet survey, participants in weight management message boards made upward social comparisons to the average person regarding body fat, but not regarding other weight-related characteristics. Participants made parallel and downward social comparisons to the average message board contributor. Message boards can provide opportunities for favorable beliefs about health.

Emotional versus Tangible Support: Is One Better than the Other? A Structural Equation Modeling Approach to Meta-analysis
KELLI A. GARDNER, Iowa State University
kbendick@iastate.edu
This meta-analysis tested the relationship between emotional and tangible support and depression in the context of five common stressful life events: caregiving for mentally incapacitated loved one, job stress, physical illness, pregnancy and transition to parenthood, and unemployment.

THURSDAY APRIL 29

 Discrimination & Multicultural Issues

 Thursday, 3:00-5:00  Salon II
 JAY JACKSON, Indiana Purdue University Fort Wayne , Moderator

3:00 Invited Talk
 Perceiving Discrimination: Theoretical Developments and Future Directions
 MICHAEL T. SCHMITT, Purdue University
 schmitt@psych.purdue.edu
 What are the psychological well-being consequences of perceiving the self as a target of discrimination? Theoretical perspective differ in the extent ot which they focus on the psychological costs or benefits of perceiving discriminatin. This talk will trace the development of these perspectives, evaluate the evidence, and consider future directions.

3:30
 The Influence of Defendant Race, Attorney Race, and Socio-Economic Status on Culpability Decision Making
 CYNTHIA W. ESQUEDA, RUSSELL ESPINOZA, THOMAS E. KOPERSKI, JENNIFER J. KUSKIE, & CANDACE L. BRYSON, University of Nebraska-Lincoln
cwillis-esqueda1@unl.edu
 The study examined whether aversive racism explained legal biases against Mexican Americans, compared to European Americans. Results indicated that negatively biased culpability decisions were based on the defendant’s race and socio-economic status (SES) and the attorney’s race. The attorney’s race and their client’s characteristics influenced rated competency and presentation effectiveness.

3:45
 BRIAN ARMENTA & CYNTHIA W. ESQUEDA, University of Nebraska-Lincoln
cwillis-esqueda1@unl.edu
 This study examined stereotyped perceptions of crime commission by ethnic groups of males with a minority participant sample. Results indicated minorities share in the pervasive stereotypes concerning male crime commission, even for their own minority group. Differences emerged from previous findings for which ethnic groups commit white collar crimes.

4:00
 Mediating Effects of Perceived Motives on Responses to Sexual Harassment in the Workplace
 GLENN D. REEDER, & LAURA L MOYLE, Illinois State University
 movle3@insightbb.com
 This research study focused on the perceptions of sexual harassment held by third party observers, who are often “victims as well.” When an observer witnesses sexual harassment, it has been found that the observer will exhibit similar negative effects as well. In other words, perceiving sexual harassment may lead to increased negative reactions in the observer.

4:15
 Roommate Relationships: A Comparison of Interracial and Same Race Living Situations
 NATALIE SHOOK & RUSSELL H. FAZIO, Ohio State University
 shook@psy.ohio-state.edu
The purpose of this research was to explore the differences between freshmen in either interracial or same race dormitory rooms. Relationships involving randomly assigned interracial roommates were less likely to remain intact than same race roommates. Also, type of living situation had differing effects on the academic success of Black versus White students.

4:30
The Origins and Affective Implications of Bicultural Identity Conflict
MIRELLA L. STROINK, York University
mstroink@yorku.ca
Bicultural identity conflict is defined as both a perceived cultural incompatibility, and as a sense of being forced to choose between cultural identities. The implications of each definition for well-being are explored. Results suggest that the conflict originates with the belief that the identities are mutually exclusive, and not with perceived incompatibilities.

4:45
Gay/Lesbian/Bisexual Dating and Marriage Choices in Relation to Partner Masculinity, Femininity, Commitment, Attractiveness and Income
DANIEL ARKKELIN & GINA HOOVER, Valparaiso University
daniel.arkkelin@valpo.edu
Homosexual/bisexual dating and marriage choices were influenced more by femininity, masculinity and commitment than by attractiveness or income. Contrary to stereotypes, participants preferred high-commitment over low-commitment partners, even when the low-commitment partners were more attractive and had higher incomes. Participants preferred androgynous partners the most, and preferred feminine-typed partners over masculine-typed partners, especially for marriage choices.
Duration and numerosity discriminations share common features and may be mediated by the same mechanism. This talk reviews research on several aspects of time and number discriminations and highlights similarities and differences in the domains of learning, psychophysics, stimulus control.

4:15
Can Squirrel Monkeys Plan for the Future?
TAMMY L.B. MCKENZIE, MARIAM NAQSHBANDI, & WILLIAM A. ROBERTS, University of Western Ontario
mckenzi@uwo.ca
The current experiment examined whether squirrel monkeys can plan for the future. When given a choice between 10 and 20 peanuts both squirrel monkeys significantly preferred the larger quantity. This suggests they may have a limited ability to plan for the future.

4:30 Invited Talk
Similarities and Differences in the Discounting of Delayed Rewards in Rats, Pigeons, and People
LEONARD GREEN, Washington University in St. Louis
lgreen@artscl.wustl.edu
Interestingly, a hyperbolic function that describes discounting of monetary rewards in humans also describes discounting of food rewards in pigeons and rats. Curiously, whereas humans discount smaller amounts more steeply than larger amounts, an anomaly within microeconomic theory, pigeons and rats conform to rational economic theory and discount different amounts at equivalent rates.

Thursday, 5:00-7:00
Social Hour
Empire Room

END OF PAGE
might be a good match for them. Expert panelists will share their insights, with plenty of opportunity for discussion.

This workshop is free to students, but an e-mail indicating your intent to attend must be sent to Deborah McCall at dmccall@apa.org.

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FRIDAY APRIL 30
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Gender

Friday, 8:00-10:00 Salon VII
PATRICIA CAMPIONE, Moderator

8:00 Invited Talk
Love Hate Man Woman: Ambivalent Attitudes Toward Both Sexes Predict Gender Inequality
PETER GLICK, Lawrence University
Peter.S.Glick@lawrence.edu
Cross-cultural studies show that benevolent (not just hostile) attitudes toward women and hostile (not just benevolent) attitudes toward men predict gender inequality. Traditional hostility toward men (e.g., as arrogant) may reinforce the perceived stability and traditional benevolence toward women (e.g., as pure but weak) the perceived legitimacy of patriarchy.

8:30
Gender Gaps in Sociopolitical Attitudes
ALICE H. EAGLY, Northwestern University, AMANDA B. DIEKMAN, Miami University of Ohio, MARY C. JOHANNESEN-SCHMIDT, Oakton Community College, & ANNE M. KOENIG, Northwestern University
a-koenig@northwestern.edu
The social roles differentially occupied by women and men influence their attitudes through roles’ direct effects on role occupants and their indirect effects on culturally shared gender roles. To test this theory, sociodemographic and ideological variables were examined as predictors of women’s versus men’s more compassionate, moral, and rights-protective attitudes.

8:45
Lay Attributions of Sex Differences in Attitudes and Personality
ABIGAIL A. MITCHELL, ALICE H. EAGLY, Northwestern University, & ELIZABETH SEELEY, Amherst College
a-mitchell5@northwestern.edu
This study explored folk theories of sex differences in attitudes and personality. Participants rated the degree to which biological and social factors cause documented sex differences. People generally have a nuanced theory of sex differences that highlights the importance of social factors.

9:00
Spontaneous Generation of Counterarguments and Social Comparisons in Response to Idealized Images of Female Beauty in Fashion Magazines
RENEE ENGELN-MADDOX, Loyola University Chicago
rengeln@luc.edu
This study explored naturally occurring social comparisons and counterarguments in response to idealized images of female beauty. Results suggest women are adept at arguing against the ideal espoused by these images. However, counterarguing may not be an effective intervention tool. Social comparisons and counterarguments often co-occurred in paradoxical ways.
The Use and Acceptance of Sexually Aggressive Tactics in College Men
JENNIFER B. WARKENTIN, & CHRISTINE A. GIDYCZ, Ohio University (Sponsor: FRANCIS BELLEZZA, Ohio University)

An instrument was created to assess acceptance of sexually aggressive tactics and was combined with the Sexual Experiences Survey and certain personality characteristics. Results indicated the presence of two factors (Covert and Overt Tactics), and the ability of personality and behavioral characteristics to significantly predict the acceptance of rape tactics.

The Complexity of Gender Stereotypes
APRIL L. SEIFERT & JENNIFER S. HUNT, University of Nebraska - Lincoln

The present study examined the complex nature of gender stereotypes and subtypes. Participants sorted attributes of women and men into groups, and dissimilarities were computed to identify clusters. Results indicate that men and women are categorized into subtypes related to social roles as well as global stereotypes.

You Are What You Eat: How Differentially Stigmatized Eating Disorders Affect the Perception of Women
M. LESLIE WADE, The Ohio State University & BRITHANY CHUDZINSKI, Wright State University

Research on clinical and social psychology were combined to look at women’s perception of overweight and underweight women. On explicit measures, obesity and anorexia garnered disapproval. On implicit measures, being overweight was associated with more negativity than being underweight. Though not positive, anorexia is not considered as deviant as obesity.

Higher – Order Cognition

8:00 Invited Talk
Re-representing consciousness: Dissociations between consciousness and meta-consciousness
JONATHAN W. SCHOOLER, University of Pittsburgh

Two types of dissociation between consciousness and metaconsciousness (the explicit re-representation of consciousness) are considered. Temporal dissociations are indicated when one discovers previously undetected aspects of experience, e.g., catching one’s mind wandering. Translatin dissociations occurs when the re-representation process misrepresents experience, e.g., when one verbally reflects about non-verbal experiences.

8:30
A Comparative Evaluation of the Momentary Accessibility and Ease-of-Processing Hypotheses for Metacomprehension Judgments
JULIE M. BAKER, & JOHN DUNLOSKY, University of North Carolina at Greensboro

We evaluated two factors for metacomprehension judgments: momentary accessibility and ease of processing. By combining methodologies from Morris (1990) and Rawson and Dunlosky (2002), we
demonstrated that although both factors influenced the judgments, the lag between reading and judgments critically moderated their influence.

8:45
**Individualization and Framing Effects**  
AMBER N. BLOOMFIELD, Northwestern University  
a-bloomfield@northwestern.edu

Our study examined the influence of individualization and frame on decisions. Participants saw pictures of victims before responding to scenarios, or received no pictures. Those participants who saw pictures of the victims were the only group to show framing effects. Size of the victim group also influenced the effect of frame.

9:00
**Cultural Influences on Categorization Processes**  
SARA J. UNSWORTH, Northwestern University, CHRIS R. SEARS, & PENNY M. PEXMAN, University of Calgary (Sponsor: DOUGLAS L. MEDIN, Northwestern University)  
s-unsworth@northwestern.edu

Chiu (1972) reported that Chinese children are more likely to categorize based on relationships, whereas American children are more likely to categorize based on rules of similarity. The present research extends Chiu’s findings to adults, and findings suggest that there are also differences in the structure of semantic concepts.

9:15
**Free Recall of Everyday Retrospective and Prospective Memories: Intention Superiority Effect is Only Found in State-Oriented Individuals**  
SUZANNA L. PENNINGROTH, University of Wyoming  
spenning@uwyo.edu

Based on the Theory of Action Control, an intention superiority effect (heightened activation and accessibility of intentions (prospective memories) compared to retrospective memories) would be predicted for state-oriented individuals, but not action-oriented individuals. As predicted, only state-oriented individuals showed an intention superiority effect, recalling more prospective than retrospective real-life memories.

9:30
**Can Eyewitnesses Overcome the Weapon Focus Effect?**  
STEPHEN J. ROSS, KERRI L. PICKEL, & RONALD S. TRUELOVE, Ball State University  
kpickel@bsu.edu

In this investigation of weapon focus, witnesses observed a perpetrator carrying either one of three weapons or a neutral object. Afterward they completed a memory questionnaire. The results suggest that witnesses can overcome the weapon focus effect if instructed to attend to the perpetrator and avoid focusing on the weapon.
8:00 Invited Talk
Searching for the genesis of Animal Play
GORDON M. BURGHARDT, University of Tennessee
gburgar@utk.edu
Our understanding of the evolution and phylogeny of playfulness in animals is minimal, largely because the function of play in human and nonhuman animals remains controversial. An even greater problem may be the difficulty of identifying play in species where play is not already acknowledged to exist. This talk will explore the concept of play, present an integrative SRT perspective. These findings have implications for neural, cognitive, developmental, and other approaches to play in mammals, including humans.

8:30
The Effects of Neonatal Ethanol and Nicotine Exposure on Radial Arm Maze Performance
REBECCA J GILBERTSON & SUSAN BARRON, University of Kentucky
rjfreder@yahoo.com
Administration of ethanol (2.5 g/kg) and/or nicotine (6 mg/kg) to neonatal rats affected RAM performance. Males had fewer reference errors than females in all treatment groups except those in the ethanol–nicotine group. Nicotine and ethanol administered in combination may produce differential effects than those predicted by either drug alone.

8:45
Prenatal Cocaine Enhances Subsequent Behavioral Responses to Methylphenidate (Ritalin) in Juvenile Rats
AMANDA CALKINS & SUSAN KENNEDY, Denison University
kennedys@denison.edu
Juvenile rats (aged 22 days) exposed to cocaine prenatally (gestational days 16-20) showed enhanced activity when "challenged" with methylphenidate (Ritalin) on day 22, relative to animals exposed to saline prenatally. These effects dissipated by day 30, supporting short-, but not long-term sensitization between cocaine and methylphenidate in young animals.

9:00
The Effects of Isotretinoin (Accutane) on Learning, Memory, and Anxiety in the Adult Rat
MARSHA M. DOPHEIDE-MASON, University of Missouri-Columbia & RUSSELL E. MORGAN, Western Illinois University
marsha75@centurytel.net
This study examined whether isotretinoin (Accutane), a common treatment for acne in adolescents and adults, produces effects on learning, memory and anxiety in rats. Isotretinoin did affect memory processes, but not motoric, motivational, or anxiety processes. This study adds to previous research by investigating potential behavioral effects of isotretinoin.

9:15
Divergent Patterns of Catalepsy after Neuroleptics and Other Drugs
MARY CLARE KANE, & DAVID WIRTSHAFTER, University of Illinois at Chicago
mkane1@uiuc.edu
Previous studies indicated catalepsy increments across trials. It is unknown whether this tendency to increment is a basic property of catalepsy itself. We examined catalepsy induced by raclopride, haloperidol, morphine, or a cannabinoid. The results indicate that all cataleptogenic drugs do not produce the incrementing effect seen after dopamine antagonists.
9:30 Invited Talk
Lesions of the Hippocampus Disrupt Value Transfer in Rats
DAREN H. KAISER, Indiana University Purdue University Fort Wayne
A set of experiments demonstrated that rats prefer a nonreinforced stimulus presented with a stimulus that was always reinforced over a nonreinforced stimulus presented with a stimulus that was reinforced half of the time (known as a value transfer effect). Lesions of the hippocampus disrupted this effect.

FRIDAY APRIL 30

Social Psychology
Friday, 8:00-10:00
KEN BORDENS, Indiana Purdue University Fort Wayne, Moderator

Applied Social Psychology

1 Uplifts and Stress: How Everyday Events Impact One’s Experience of Stress
KEVIN P. MCINTYRE & ANDY C. BELDEN, Saint Louis University
mcintykp@slu.edu
This study adds to the limited body of research focusing on the impact of positive daily events on stress. Results show a significant relationship between uplifts and stress, such that uplifts high in perceived control, positive emotions, and low in importance are related to decreases in the experience of stress.

2 Self-Focused Thought in Personality Vulnerability to Depression
STEPHANIE A. MEARS, & DOUG MCCANN, York University
samears@yorku.ca
Interpersonal and achievement failure activate depression for sociotropic and autonomous individuals respectively (Sato & McCann, 2003). Whether self-reflection following failure is realistic remains unknown. The purpose was to examine self-reflection in personality vulnerability. Participants were 81 York University undergraduates. Results suggest that self-preoccupation motivates self-reflection in personality vulnerability.

3 Familiarity with Mental Illness and its Relation to Stigma
JOSEPH K. GOLSON & ROBERT M. HESSLING, University of Wisconsin-Milwaukee
jkgolson@uwm.edu
Undergraduates (N=125) completed a questionnaire assessing familiarity with mental illness and opinions of mental illness. Favorable opinions of mental illness were significantly positively correlated with familiarity with mental illness. Furthermore, it was found that education and the amount of people known with mental illness affects one’s opinions of mental illness.

4 Using MMPI-A Profiles to Predict Success in a Military-Style Residential Treatment Program
ALEXANDRA L. CLAUSEN, MELANIE J. LOUISON, & ROBERT WEIS, University of Wisconsin - Stevens Point
aclau792@uwsp.edu
Used MMPI-A profiles to differentiate adolescents who successfully completed a boot camp program from those who withdrew. Profile analysis of 219 adolescents indicated that withdrawal was predicted by higher overall MMPI-A elevations and the 1/3 codetype. Results may be used to screen candidates for treatment and reduce costs.
5  
The Citizens Police Academy: Citizens and Police Working Together  
JACQUELINE POPE, & SHANNON COOK, Western Kentucky University  
jacqueline.pope@wku.edu  
The study was conducted in order to determine the effects of the Citizens Police Academy (CPA) program on community members and officer attitudes. Results indicated that the CPA is successfully meeting its goals of increasing awareness in both officers and community members.

6  
A Program of Intervention That Reduces the Negative Effects and Outcomes of Low Health Literacy  
CHRISTOPHER S. JONES, Calumet College of St. Joseph, MARIA E. J. KUHN, Integrated Health Advocacy Program, CHRISTINA M. KRAUSE, Aurora University, KAREN CURTIN, Integrated Health Advocacy Program  
cmkrause5@aol.com  
Health literacy can be defined as the ability to read and understand basic medical instructions and information. In addition, health literacy includes the ability to act on that information (i.e., follow a prescription, diet, exercise regime). Through a multidisciplinary approach, this study demonstrates that these behaviors can be changed.

7  
The Lifeboat for Passengers with Multiple, Chronic Illnesses: Can the Course be Changed?  
CHRISTINA M. KRAUSE, Aurora University, MARIA E. J. KUHN, Integrated Health Advocacy Program, CHRISTOPHER S. JONES, Calumet College of St. Joseph, STEPHEN JOYCE, Integrated Health Advocacy Program, DONALD R. LUCAS, Northwest Vista College  
cmkrause5@aol.com  
This study assessed health-related outcomes of an intervention program for 36 individuals dealing with multiple, chronic illnesses. Participants improved in their physical functioning, health-related behaviors, confidence in lowering their use of emergency care and decreased their emotional distress. Additionally, participants perceived the program as providing better care than previous healthcare systems.

8  
The Relationship of Hope to Children's Asthma Treatment Adherence  
BERG, C. J., MOON, C. H., SNYDER, C. R., & RAPOFF, M., University of Kansas  
caberg@ku.edu  
The relationship between hope and adherence to medication in children with pediatric asthma was investigated. Children’s agentic thinking produced a significant, positive correlation with adherence and emerged as the only significant contributor to the prediction of adherence, contributing unique variance beyond health-related quality of life measurements and demographic variables.

9  
Predictors of Sunscreen Use in Male Outdoor Workers  
MICHELLE L. GANO, MEG GERRARD, FREDERICK X. GIBBONS, JENNIFER L. DYKSTRA, Iowa State University, HEIKE I.M. MAHLER, & JIM A. KULIK, University of California, San Diego  
mlgano@iastate.edu  
A survey of 152 road workers revealed that the strongest predictors of sunscreen use are being diagnosed with skin cancer or pre-cancerous spots, and knowing a co-worker with skin cancer. Surprisingly, having a friend or family member with skin cancer did not predict sunscreen use. Implications for interventions are discussed.

10  
Reasonable Doubt Standards and Mock Jurors’ Decision-Making: Encouraging and Discouraging Findings  
JULIA WHITACRE & PAUL J. SILVIA, University of North Carolina at Greensboro  
p_silvia@uncg.edu
Two experiments show that people do not construe or apply reasonable doubt (RD) standards in the manner assumed by the legal system. RD standards were appropriately high and insensitive to certain biases. However, RD standards were often far too high and they only weakly predicted verdicts.

11
Apology, Excuse or Justification: The Relationship Between Defendant Accounts, Perceived Seriousness, and Assigned Penalties
ANUPAMA SHARMA, Eastern Illinois University, & DANIELLE B. TRAMMELL, Franklin College
asharma@eiu.edu
This study examined whether defendant accounts would impact perceived seriousness and penalties assigned. 128 participants read one of four burglary accounts (apology, excuse, justification, control) and completed a questionnaire. Results indicated that apologies reduced both jail and non-jail time penalties. Theoretical and research implications of these findings are presented.

Multicultural Comparisons

12
Out-group Presence, But Not Overt Negative Stereotype Reminders, Produce Stereotype Threat Performance Decrement in In-group Settings.
LLOYD REN SLOAN, GRADY WILBURN, TONESIA FENTON, KELLINA CRAIG-HENDERSON & B. JAMES STARR, Howard University
lsloan@howard.edu
Students at an African American University completed SAT tasks described as ability diagnostic or nondiagnostic. White Experimenters produced Stereotype Threat performance decrements but Black Experimenters didn’t even when Black Experimenters strongly reminded participants of poorer Black historical performance, suggesting this information may be threatening only when out-group stereotyping is possible.

13
Gender Differences in the Personality Characteristics of Law Students and Attorneys
SARAH L. HUTSON-COMEAUX, BROOKE M. BLUESTEIN, & BENJAMIN C. WAGNER, Denison University
hutson@denison.edu
This study extends previous research on the personality styles of attorneys. Pre-law undergraduates, law students and attorneys completed a survey assessing their femininity, masculinity, autonomy, competitiveness, and Machiavellianism. Consistent with predictions, female attorneys and law students were more feminine and less autonomous than male attorneys and law students.

14
Feminist Identity and Attitudes toward Assertiveness: Explaining the Association Between Sex-role Orientation and Assertive Behavior.
KAROLYN J. BUDZEK, & CATHERINE J. LUTZ, University of Dayton
Catherine.Lutz@notes.udayton.edu
This study examined the hypothesis that feminist identity and beliefs about assertiveness mediate the relationship between masculinity and assertive behavior. While support for this hypothesis was not obtained, results indicated that the Feminist Revelation subscale of feminist identity predicted assertiveness beyond masculinity. Possible explanations for this intriguing finding are discussed.

15
The Structure of Ethnic Identity in Young Adults
IGNACIO D. ACEVEDO-POLAKOVICH, NATASHA L. BURKHARDT, DONALD A. SAUCIER, HOPE M. FINT, & TAMARA L. BROWN, University of Kentucky
Acevedo@uky.edu
MEIM results provided by 1,117 young adults were submitted to Principal Components Analysis. Comparison to existing literature suggests that the process of exploration is of diminished importance in young adults. Confirmatory factor analyses on a separate African American sample suggested that the structure of ethnic identity differs across ethnic groups.
Race, Racial Identification, and Political Activism: A Structural Equation Model
EMILY-ANA FILARDO, York University
everes@yorku.ca
The current study investigated a prediction model based on age, socialization, discrimination, integration, racial group network, racial identity salience, and political activism data reported by Sanders Thompson (1999). The model attempted to predict political activism and discrimination from the other variables mentioned. The proposed model fit the data extremely well.

The Role of African American Identity in the Relation between Ethnicity and Collectivism
THERESA A. FITZPATRICK, Transylvania University, JENNIFER A. GODLOVE, IGNACIO D. ACEVEDO-POLAKOVICH, & TAMARA L. BROWN, University of Kentucky
TFitzpatrick@transy.edu
The current study examined whether ethnic identity mediates the known relation between African American ethnicity and ethnic-group collectivism. Results suggest that this relation is accounted for by differences in ethnic identity. Importantly, results were obtained while avoiding identified shortcoming of previous research in this area.

Eldercare in an Urban and Rural Island: Examining Caregiver Experiences and Making-a-Difference in Tasmania
MAYA J. BRISTOW, MONICA KAPOOR, & JOSEPH R. FERRARI, DePaul University
mbristow@depaul.edu
The present study examined regional differences in self-efficacy and psychological sense of community among caregivers working at an eldercare program in Australia. Results indicated that there were significant differences when comparing caregivers from rural and urban communities. Implications suggest that sense of community may reflect geographic differences.

Employment and Life Satisfaction: Immigrants from the Former Soviet Union
ELIZABETH J. ROBISON, IRENA PERSKY, & EDWARD TRICKETT, University of Illinois at Chicago
jrobison@uic.edu
This study addressed the association between employment and life satisfaction among immigrants from the former Soviet Union. Though most respondents said employment was worse in the U.S., most said life was better in the U.S. Interestingly, immigrants who said employment was worse in the U.S. said their lives were better.

Trait Patterns of Emotional Expression and Short-Term Negative Affect Regulation in Brazil and the United States
KELLY J. CAREW, KATHLEEN R. STETTER, TSZ HIN LAW, DEBORA ABENHAIM, Universidade Federal da Bahia, MELISSA CORREIA, Universidade Federal da Bahia, JOAO MARTINS, Universidade Federal da Bahia, ZELIA M. B. FERNANDEZ, Universidade Federal da Bahia
carew@uwosh.edu
Emotional expression in the US and Brazil was analyzed across various emotions and between ingroups and outgroups. Overall, both cultures report similar expression patterns, although Brazilians report more expression overall. The written expression of momentary negative affect decreased positive affect significantly more than inhibition. This effect was exaggerated for Brazilians.

Performance

Self-handicapping, Preparation, Performance on State Bar Exam
CHARLES E. KIMBLE, University of Dayton, & LANA RUCKS, Ohio State University
kimble@udayton.edu
Preparing for the state bar exam is an activity on which many candidates may self-handicap. It is an important evaluation and success-uncertain candidates may be motivated to self-handicap. The relationships of preparation behaviors, personal factors, and an intervention program to reduce self-handicapping to performance on the bar examination were examined.

22
Minority Influence in Dyads: Does Exposure to Dissent Affect the Quality of Group Products?
CHRISTINE M. SMITH, LAURA KROPSCOTT, KATIE GREAGER, & BREANNE CROOKS, Grand Valley State University
SmithC@gvsu.edu
The goal of the current research is to disentangle the effects of exposure to minority dissent and exposure to conflict while exploring the effects of both on group products. Results suggest that source status and not the conflict generated plays a critical role in the minority influence divergent thinking relationship.

23
Effects of Need for Cognition, Gender, Problem Type on the Quality of Solutions Generated to Ill-Structured Problems
LISA L. SCHERER, ANTHONY S. GAGE, MICHAEL J. SKINNER, CAROLEE MCCLURE, ANGELA SCHAEFFER, NICOLE KERMAN, University of Nebraska - Omaha
lscherer@mail.unomaha.edu
This study examined need for cognition (NFC), gender, and problem type on quantity and quality of solutions. Analyses revealed a 3-way interaction, with no difference in quality for males across low and high NFC groups, whereas females high in NFC produced more high quality solutions than females low in NFC.

24
The Effects of Expected and Unexpected Performance-Contingent Rewards on Task Enjoyment
JOHN M. TAUER & COREY L. GUENTHER, University of St. Thomas
jmtauer@stthomas.edu
Participants at a youth basketball camp shot free-throws in a 3 (unexpected performance-contingent reward, performance-contingent reward, no reward) x 3 (competition, cooperation, individual) vs. non-competition) x 2 (positive, negative feedback) design. Results indicated that unexpected performance-contingent rewards led to higher levels of task enjoyment than performance-contingent and no reward conditions.

25
Predicting Individual Performance on a Sensorimotor Task with Specific Motivational Traits
ALLISON K. ALBRECHT, VERLIN B. HINSZ, North Dakota State University & DUSTIN K. JUNDT, Michigan State University
Verlin.Hinsz@ndsu.nodak.edu
We examined how specific motivational traits from the Motivational Trait Questionnaire might predict performance on a novel task. Participants’ performance was significantly correlated with the Motivation Related to Anxiety (Worry and Emotionality) and Competitive Excellence subscales (Competitiveness and Other Referenced Goals), whereas aspects of Personal Mastery did not predict performance.

26
The Predictive Ability of Core Self-Evaluations in a Goal-Setting Situation
NILA M. BOYCE & VERLIN B. HINSZ, North Dakota State University
Verlin.Hinsz@ndsu.nodak.edu
In a laboratory setting, we examined how core self-evaluations of self-esteem, locus of control, and need for achievement might predict error-checking task performance in a goal-setting situation. Inconsistent with previous research, we did not uncover a core self-evaluation and found that only prior performance was a significant predictor of performance.
27
Two Memories are Better than One: Collaboration Enhances Recognition Memory Performance
CASEY J. SPIEKER & VERLIN B. HINSZ, North Dakota State University
Verlin.Hinsz@ndsu.nodak.edu
We examined recognition memory performance of individuals versus dyads who answered true/false
questions regarding a videotaped mock job interview. Dyads answered more items correctly and could
discriminate between correct and incorrect items better than individuals, but made proportionally equal
errors of commission and omission.

28
Attitudinal and Academic Outcomes in Web and Lecture Formats of Introductory Psychology: The
Moderational Effect of Multimedia Ability
THOM TAYLOR & RANDALL A. GORDON, University of Minnesota, Duluth
rgordon1@d.umn.edu
A comparison between web and lecture sections of an introductory psychology course revealed similar
levels of academic performance. However, as expected, web students’ self-reported multimedia ability was
significantly related to their performance. A number of variables (e.g., procrastination and performance)
were significantly related to course evaluations among the lecture students.

29
The Effects of Perceived Test Difficulty on Test Performance
CHARLES J. WEBER & GEORGE Y. BIZER, Eastern Illinois University
cj_tennis@yahoo.com
Before taking an identical exam, participants were told that it would be difficult, easy, or were not informed
of the difficulty at all. When participants were told that the test was difficult, low trait anxiety people
performed worse, but high trait anxiety people performed better.

30
The Investment Model Applied to Class Attendance
LAMBERT DECKERS, Ball State University
ldeckers@bsu.edu
An investment model was applied to multiple episodes of choice behavior: whether to attend class when it
meets. Regression weights for costs and investments were significant: As costs went up, absences went
up; as investments went up, absences went down. Regression weights for rewards and alternatives were
not significant.

31
The Relationship between Organizational Commitment, Personal Well-Being and Student Retention
on College Campuses
HEATHER M. KCHODL & CONNIE MEINHOLDT, Ferris State University
heather_kchodl@ferris.edu
Student retention is a critical issue on college campuses. This study correlates student retention with
commitment to the university and personal well-being. These correlations are being used with current first
year students to identify those at-risk of dropping out of school before their second year.

Relationships and Sexuality

32
The Emotional and Cognitive Implications of Over-inclusion
SUSAN J. MARKUNAS, DePaul University & KRISTINE M. KELLY, Western Illinois University
susanmarkunas@hotmail.com
In order to examine characteristics of over-inclusion, participants were randomly assigned to one of five
conditions corresponding to varying levels of acceptance. Results indicated that over-inclusion was
associated with positive emotions but also depleted cognitive resources. Thus, social demands exceeding
one’s belongingness needs may have both positive and negative consequences.
The Effect of Same-Sex Relationships and Children on Family Ratings
BRYAN W. KUCZINSKI & SARAH L. HUTSON-COMEAUX, Denison University
hutson@denison.edu

Participants rated how much like a family groups of two or more individuals were. Groups differed in the type of relationship, the gender composition of the group, and the presence of a child. Intimate and male-female relationships, as well as those involving a child received the highest family ratings.

Attachment, Rejection Sensitivity, and Interpersonal Problems
JEFFREY B. BROOKINGS, Wittenberg University
jbrookings@wittenberg.edu

College undergraduates completed measures of rejection sensitivity, attachment, and interpersonal distress and dysfunction. Among rejection sensitive subjects, those who reduce rejection anxiety by avoiding or withdrawing from close relationships (fearful-avoidant attachment) reported higher levels of interpersonal distress than did those who regulate anxiety by actively seeking relationship partners (preoccupied-fearful attachment).

Openness to Internet Dating
ANGELA HULLINGER, MARK HATALA, & JAMES HARRINGTON, Truman State University
mhatala@truman.edu

Openness to Internet dating based on gender, communication apprehension, and computer usage were investigated. Three hundred thirteen students participated in the study. Analysis revealed significant differences between male and female students in their openness to Internet dating and also among individuals with different degrees of computer usage.

Egalitarian Dating Scripts May Influence the Success of Dating Relationships
STEPHANIE L. MATHER & ROBERT M. HESSLING, University of Wisconsin - Milwaukee
slmather@uwm.edu

Undergraduates (Male =23, Female = 78), completed a questionnaire assessment on different aspects of their dating relationships; such as communication, dating script, and satisfaction. Egalitarian males were significantly more likely to communicate more intimately, perceive more love for their partner, and perceive fewer problems than the traditional males.

An Examination of Sex Differences in Jealousy in Ghana and the United States
LEISHA A. WADDILOVE, HELEN C. HARTON, University of Northern Iowa, GLENN ADAMS, University of Kansas, & M. CATHERINE DESOTO, University of Northern Iowa
leisha@uni.edu

Ghanaians and Americans completed forced choice and continuous measures of sexual versus emotional jealousy. Consistent with previous research, American men chose sexual infidelity as most distressing, whereas American women chose emotional infidelity as most distressing. There were no sex differences in the Ghana sample.

Similar but Different: A Comparison of Women’s and Men’s Views of Female Sexuality in the Media
MARY ELLEN DELLO STRITTO, LEAH BOEHME, HEATHER GOAD, BETHANY NAYLOR, & KATELIN RYAN, Ball State University
mdellostritt@bsu.edu

Women’s and men’s perceptions of 2 positive, 2 negative and 1 neutral media images of female sexuality were compared. Overall perceptions of each image were similar. Both genders indicated that negative images had a greater influence on how others treat women. Women had more negative perceptions of overtly sexual images.
Religious Identification as a Moderator of Evolved Sexual Strategies of Men and Women
DAVID M. NJUS, Luther College, CYNTHIA M. BANE, Wartburg College, KRISTEN A. NEVE, & KATE R. INGBER, Luther College
njusdavi@martin.luther.edu
This study examined religious identification as a moderator of evolutionary-based sex differences in mating preferences. Males desired more sexual partners across the lifespan than did females, but this difference was qualified by an interaction with religiosity: high-religiosity males did not differ from women in how many partners they desired.

The Protective Role of the Father/Daughter Relationship in Urban African American Girls’ Sex- and Drug-Related Attitudes and Behaviors
AMIE M. ASHCRAFT, MELBA C. REED, & FAYE Z. BELGRAVE, Virginia Commonwealth University
amieashcraft@hotmail.com
This study examined the impact of father/daughter relationships on African American girls’ sexual refusal self-efficacy, drug refusal self-efficacy, and drug use. The quality of girls’ relationships with fathers significantly predicted these attitudes and behaviors. Implications for interventions to reduce negative sex and drug outcomes for African American girls are discussed.

Condom Use and Sexual Risk Behaviors of Young Women
CINDI WOOD, DIANE M. REDDY & RAYMOND FLEMING, University of Wisconsin-Milwaukee & CAROLYNE SWAIN, Midwestern Professional Research and Educational Services
woodcl@uwm.edu
Using the theory of planned behavior (TPB) to guide variable selection, we comprehensively investigated condom behaviors and sexual risk behaviors in young women. Supporting the TPB, results revealed that subjective norms, perceived behavioral control (with a new sexual partner), preparatory behaviors, and birth control-only beliefs predicted consistent condom use.

Affect, Mood & Emotion

Empathic Concern, Perspective Taking and Agreeableness: Linking Empathy to Personality
BRAD E. SHEESE, & WILLIAM G. GRAZIANO, Purdue University
brad@psych.purdue.edu
The current study examines the links between individual differences in empathy and personality. The relations between three different measures of the Big Five and Davis’ Empathy measure were examined. Analyses indicate that Agreeableness was particularly highly related to both the Empathic Concern and the Perspective Taking empathy subscales.

Gender Differences in the Evaluation of Ingratiation: The Moderational Effects of Self-esteem and Empathy
RANDALL A. GORDON, ROBERT L. LLOYD, & MARCIA RYSS, University of Minnesota, Duluth
rgordon1@d.umn.edu
Empathy was shown to be positively related to the evaluation of an ingratiator. However, this variable was unable to account for previously documented gender differences in the judgment of ingratiation (Gordon, 1996; Gordon & Ryss, 2003). Findings are discussed in terms of research on gender differences reflecting females’ preferences for cooperation and gender differences in the interpretation of deception.
Testing for False Hope
KEVIN L. RAND, & C. R. SNYDER, University of Kansas
krand@ku.edu
Despite the consistent association between hope and well-being, some argue that hope occasionally is maladaptive. To test this, participants were randomly assigned to a success or failure experience and emotional reactions were assessed. Results indicated that although agency appears to be beneficial across situations, pathways thought occasionally can be maladaptive.

Group Interaction Sustains Positive Mood and Diminishes Negative Mood
VERLIN B. HINSZ, ERNEST S. PARK, & MICHAEL SJOMELING, North Dakota State University
Verlin.Hinsz@ndsu.nodak.edu
We examined how group interaction changed the degree of positive and negative moods reported by group members relative to individuals in conditions for which positive and negative moods were induced. Group interaction sustained reports of positive mood over time and diminished the degree of negative mood reported.

The Effects of Naïve Theories of Group Mood on Perceptions of Group Interaction
JENNIFER R. SPOOR & JANICE R. KELLY, Purdue University
spoorj@psych.purdue.edu
We examined how naïve theories of group mood, or expectations and beliefs about the effects of mood in groups, biases interpretations of group interaction. Participants perceived that a group's interpersonal interactions depended on whether the group's mood was positive or negative and whether the group consisted of friends or strangers.

Influence of Mood and Gender on the Level of Risk Taking Advised for Others
RENEE E. MAGNAN & VERLIN B. HINSZ, North Dakota State University
Verlin.Hinsz@ndsu.nodak.edu
This research examines the influences of mood and gender on the level of risk taking that subjects advise for others. As expected, the influence of mood and gender on risk decisions is dependent on the nature of the situation and whether the situation is considered risky or cautious.

Emotional Writing: Do Coping Styles Matter?
AMY MILKAVICH, JIGNA RAGHA-COOPER, & JO A. MEIER, University of Houston Clear Lake
meier@cl.uh.edu
Studies on the emotional writing paradigm have found an effect, but have not yet determined who will benefit from writing (Smyth, 1998). This study examined the relationship between coping and writing outcomes. Findings suggest that outcomes are tied to coping styles. Specifically, participants using detached coping benefited more from writing.

Self and Social Perception

Interpersonal Perception Accuracy: Three Possible Moderators
AMBER R. MCLARNEY-VELOTSKI, FRANK J. BERNIERI, DAVID OBERLEITNER, BRAD OAKDIE, University of Toledo
vesotska@alpenacc.edu
Undergraduates completed the Interpersonal Perception Task (Archer & Costanzo, 1989) and judged the rapport between 37 pairs of interactants from thin-slice stimuli. Three proposed moderators: (a) social knowledge, (b) cognitive capacity, and (c) motivation to read others were measured via a questionnaire (McLarney, 2003). Judgment accuracy was successfully moderated.
Comparing Group and Individual Judgments on the Inclusion-Exclusion Discrepancy
AMANDA DYKEMA-ENGBLADE, ERIN DICK, SARAH STAWISKI, R. SCOTT TINDALE, Loyola University, & CHRISTINE M. SMITH, Grand Valley State University
adykema@luc.edu
We compared individuals and groups on the inclusion exclusion discrepancy (i.e., judges include fewer stimuli when asked to include as opposed to exclude each stimulus). Individuals and groups judged whether teams would be included or excluded from the NCAA basketball tournament. Groups increased the discrepancy when given inclusion instructions.

Use of Base-Rate and Individuating Information in Collective Judgment
CARRIE E. HALL, Miami University, MARIA AUGUSTINOVA, Univeristy of Paris V, & GARY L. STASSER, Miami University
stassegl@muohio.edu
Groups were predicted to use base-rate information when it was causally framed but to otherwise focus on individuating information when making collective judgments. Causal framing promoted the use of base-rate information by individuals but not by groups. Nonetheless, groups that exchanged their unique base-rate information made more base-rate consistent judgments.

Perceived Group Enthusiasm Mediates Environmental Persuasion
SARI BYERLY, CAROL WERNER, & CAROL SANSONE, University of Utah
sari.byerly@psych.utah.edu
Guided group discussion has been an effective attitude and behavior change strategy. We asked whether perceptions that the group agrees with the communicator mediate attitude change in discussion compared to lecture. The topic was reducing use of toxic household products. A series of regression analyses indicated partial mediation.

Beliefs about Chance in Gamblers and Non-Gamblers
MARIA M. CLAPHAM, W. SCOTT WOOD, & KAREN R. MURPHY, Drake University
maria.clapham@drake.edu
What distinguishes the gambler from the non-gambler? Survey results from a random sample of adults showed that gamblers had significantly higher levels of erroneous beliefs about chance events than non-gamblers. These erroneous beliefs included illusions of control and superstitions.

Job Profiling Model: For a Job Group with Multiple Job Titles
SAMUEL BUTTIGIEG, Macomb College
SDBUTTIGIEG@AOL.COM
Job profiling identifies the level of skills needed in order to be successful on the job. The benefit of the present study is that it creates a job profiling model that differentiates between worker and work levels for different job titles under the same job group.

Hypercriticism as Indirect Self-Promotion: Selecting Topics You Disagree With in Order to Have Something to Criticize
BRYAN GIBSON & ELIZABETH OBERLANDER, Central Michigan University
bryan.gibson@cmich.edu
Research on self-promotion shows that individuals wishing to be seen as smart are more critical. The current research demonstrated that individuals hoping to appear smart will proactively select a topic they disagree with in order to have something to criticize. Results are discussed in the context of indirect self-promotion.
The Effects of Shared Identity on Evaluations of Authority Figures
Sarah A. Stawiski, R. Scott Tindale, & John Edwards, Loyola University of Chicago
sstawis@luc.edu

Abstract: We tested the hypothesis that group discussion would make female participants whose identity as women was made salient evaluate an authority figure’s questionable behaviors as less appropriate than females whose identity as students was made salient. Results showed evidence of group polarization in both positive and negative directions.

Self-Reports of Aggressiveness, Risk Taking Tendencies and Self-Esteem as Predictors of Aggressive Video Game Behavior.
Linda Veronie, Slippery Rock University & Leigh Sturm, Gannon University
linda.veronie@sru.edu

Ninety-two undergraduate participants completed self-report instruments measuring aggressiveness, risk taking and self-esteem. They also completed two rounds of a virtual reality game in which they battled a ninja. Regression analysis results reveal that the risk-taking instrument was most predictive of aggression exhibited in the game context.

Politics, the Iraq War, and the News: Clustering of Attitudes in College Residence Halls
James E. Winchip, Michael C. Philipp, Helen C. Harton, University of Northern Iowa, Jerry Cullum, University of Wyoming
winchip@uni.edu

1310 students completed questionnaires on their attitudes toward war-related and political issues as part of a larger longitudinal survey of dormitory residents. Attitudes toward the Iraq war and news-watching habits became more similar to those of housemates over time, supporting dynamic social impact theory.

Politics, the Iraq War, and the News: Clustering of Attitudes in College Residence Halls
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Putting Things in Context: An Analysis of Wartime Influence on Ratings of Social Dominance, Authoritarianism, and Value Priorities
Justin J. Lehmiller, Purdue University
justin@psych.purdue.edu

This study assessed the influences of war on ratings of social dominance orientation (SDO), right-wing authoritarianism (RWA), and value priorities. Wartime respondents tended to rate themselves higher on SDO, RWA, and certain values than did pre-war respondents. These results highlight the impact of contextual factors on individuals’ attitudes towards inequality.

Methodology Issues

The Effect of Participation Mode and Procedure Pleasantness on Likelihood of Participating in Research
Wendy A. Schweigert, Erin Pesek, Ben Washow, & Alisha Davis, Bradley University
wendy@bumail.bradley.edu

Volunteers rated the likelihood they would participate in research with a procedure described as pleasant, boring, or unpleasant. They were asked to volunteer, participate for 5 points of extra credit in a 400-point course, or participate for $6. Participation is dependent upon an interaction between compensation and procedure pleasantness.

Faculty and Student Perceptions of Appropriate and Coercive Amounts of Compensation as a Function of Procedure Pleasantness
Wendy A. Schweigert, Erin Pesek, Ben Washow, & Alisha Davis, Bradley University
wendy@bumail.bradley.edu

Students and faculty indicated appropriate and coercive amounts of compensation for participating in a research study that varied in methodology pleasantness. Students and faculty differed on the appropriate
amount of extra credit and on the level at which money is coercive. Compensation amounts appropriate for participation varied with methodology pleasantness.

62
Reaching Consensus when Scoring Subjective Selection Assessments
SAMUEL BUTTIGIEG, Macomb College
SDBUTTIGIEG@AOL.COM
Reaching consensus on an applicant’s score on a subjective selection assessment enhances the unreliability of ratings provided by each rater resulting in group rater bias. It appears that averaging scores across raters on a behaviorally anchored ratings scale should be continued or adopted by organizations.

63
An Investigation of the Validity of the Exercise Dependence Scale
KRISTIN C. NISSEN, University of Wisconsin-Milwaukee (Sponsor: ROBERT M. HESSLING, University of Wisconsin-Milwaukee)
kcnissen@uwm.edu
Undergraduates (N=94) completed a questionnaire assessing exercise behavior and personality traits. The Exercise Dependence Scale, a multidimensional assessment using an addictive model of exercise behavior, showed discriminant validity in comparison with a created exercise measure that assessed frequency and intensity.

64
Construct Validity 16PF5 and the NEO-PI-R
GARY L. CANIVEZ, TIMOTHY J. ALLEN, Eastern Illinois University, CRYSTAL M. PIPHER, Southern Illinois University
glcanivez@eiu.edu
Global factors of the 16PF5 and the NEO-PI-R were compared for convergent validity as these represent theoretically similar personality dimensions. Data on over 350 undergraduate students were obtained and, as expected, statistically significant and large correlations were found among the similar scales.

65
The Psi Phenomena: A Bayesian Approach to the Ganzfeld Procedure
MICHAEL Y. LAU, University of Notre Dame
mlau@nd.edu
We conducted a Bayesian analysis of data collected on a series of psi experiments using both ganzfeld and non-ganzfeld procedures. The results of the study suggest the superiority of the Bayesian analysis framework over traditional null hypothesis testing framework.

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FRIDAY APRIL 30
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INVITED ADDRESS

Why Those Who Observe Violence Behave More Violently: Understanding the Psychological Processes

ROWELL L. HUESMAN, University of Michigan

Friday, 8:30-10:00

Monroe Room

PENNY VISSE, University of Chicago, Moderator
10:00 Invited Talk
Semantice STM Deficits and Inhibition
RANDI C. MARTIN, Rice University
rmartin@rice.edu
Dissociable deficits in the short-term retention of semantic and phonological information have been identified that have different consequences for language processing. The present research investigates whether the semantic deficits are due to overly rapid loss of semantic information or to the failure to inhibit irrelevant semantic information.

10:30
Where Inn Fore a Spell of Bad Whether: Extending Homophone Norms
DAVID S. GORFEIN, University of Texas-Arlington
gorfein@uta.edu
Traditional research with homophones (heterographs e.g. weather-whether) has relied on norms based on frequency in print and/or word association. We investigated additional techniques to see whether the predictability of performance might be enhanced. The evidence obtained suggests we can achieve better understanding of word processing with more extended norms.

10:45
A Comparison of Notional and Grammatical Control of Subject-Verb Agreement
ERICA L. MIDDLETON, & KATHRYN BOCK, University of Illinois at Urbana-Champaign
emiddle@s.psych.uiuc.edu
In language production, this research provides evidence that subject-verb number agreement in English is primarily lexically driven rather than determined by notional number information in the intended message. The results suggest that the role of syntactic processes in grammatical agreement is not obviated by appeal to conceptual forces.

11:00
Syntactic Priming of Idiomatic and Non-idiomatic Phrasal Verbs
AGNIESZKA E. KONOPKA, & KATHRYN BOCK, University of Illinois at Urbana-Champaign
konopka@uiuc.edu
The abstract nature of the syntactic representations of non-idiomatic (semantically transparent) and idiomatic (semantically opaque) phrasal verbs, e.g., "hand out" and "live down", was investigated in a syntactic priming paradigm. Equivalent priming of the particle was obtained for idiomatic and non-idiomatic verbs, suggesting that they have similar syntactic representations.

11:15
Syntactic Category Ambiguity Resolution: Why Wait?
ANGELA C. JONES, Kent State University & JOCELYN R. FOLK, Kent State University
acanda@kent.edu
The current study investigates syntactic category ambiguity resolution. Less time was spent initially processing ambiguous words compared to unambiguous control words. Processing costs were observed when disambiguating information was encountered. The current results support a delay hypothesis in which syntactic category ambiguity resolution is delayed until disambiguating information is reached.
11:30
An Investigation of Pause Structure in Typed Spellings
DAVID S. KREINER, ROBERT Z. PRICE, & AMY M. GROSS, Central Missouri State University
kreiner@cmsu1.cmsu.edu
We investigated pauses in typed spellings produced by college students. When spelling individual words, mean pause times were longer between than within phonemes, syllables, and morphemes. Pause times were longer within rimes than at onset-rime boundaries. When writing essays, pause times were longer within than between words, morphemes, and syllables.

11:45
Consonant Spelling Errors by Children with Dyslexia
CRYSTAL L. MCGEE, Middle Tennessee State University & STUART E. BERNSTEIN Middle Tennessee State University
sbernst@mtsu.edu
Phonological and orthographic consonant spelling errors by children with dyslexia (n = 50) were compared across consonant types. Phonological errors were most frequent only in fricatives. Orthographic errors were dominant for liquids, glides, nasals, and stops. Findings indicate that problems with orthography can be as severe as problems with phonology.

10:00
The Effects of Mental Simulation Mind-Set Activation on Mental Accounting: An Individual Difference Perspective
CARSON T. STEWART, Indiana University, & EDWARD R. HIRT, Indiana University
ehirt@indiana.edu
Past research illustrates that mental simulation mind-set activation affects performance on several judgmental tasks. The present research examines the effects of mental simulation mind-set activation on susceptibility to mental accounting. Results indicate that individuals low in decisiveness primed with a mental simulation mind-set are less susceptible to mental accounting effects.

10:15
Category Effects on Descriptive and Attitudinal Judgment
SUSANNE M. KARPICK & DOUGLAS H. WEDELL, University of South Carolina
susannekarpick@hotmail.com
Following Pettibone (2000), participants learned names for members of two distinct categorical groups and subsequently judged facial features of each member based on name cues. Category-based contrast was
found for descriptive judgments and category-based assimilation of ideals for evaluative judgments. Manipulation of overall group likableness did not moderate these effects.

10:30
Understanding the Framing Effect: Examining the Role of Affect in the Relationship Between Frame and Choice.
EMILY N. STARK, AUSTIN S. BALDWIN, ANDREW H. HERTEL, & ALEXANDER J. ROTHMAN, University of Minnesota--Twin Cities
star0205@umn.edu
Although the principle that people are risk-averse when considering potential gains but risk-seeking when considering potential losses is well-documented, the psychological processes underlying this ‘framing effect’ are not understood. In the present study, we examine the role of affect as a mediator of the relationship between frame and choice.

10:45
Grice’s Boomerang: An Examination of the Influence of Disclaimers on Adoption of Numerical Anchors
SEAN E. MOORE, University of Nebraska-Lincoln, Gallup-Research Center, & NORMAN R. BROWN, University of Alberta
smoore4@unl.edu
After reading or not reading a disclaimer about the informativeness of an anchor value, participants were presented with small or large anchors that were relevant or irrelevant to subsequent estimation questions. Disclaimer-present/relevant anchors produced less anchoring than disclaimer-absent/relevant anchors. This pattern was the reversed for irrelevant anchors. Implications are discussed.

11:00
Resource Investment Effects in Judgments of Past Knowledge
HARRY M. WALLACE, Trinity University, PATRICK CARROLL, & JODI GRACE, University of Florida
harry.wallace@trinity.edu
The magnitude and direction of hindsight bias may depend on whether one’s present knowledge was received as a gift or earned. The more personal resources participants invested to gain their present knowledge, the more they underestimated their prior knowledge.

11:15
Is There a BEE in Your Bonnet? Biased Emotion Evaluation (BEE) and Judgment of Others?
Emotion Appropriateness
LEAH R. WARNER, & STEPHANIE A. SHIELDS, The Pennsylvania State University
lrw138@psu.edu
We test the extent to which targets’ attitude congruence with the observer can account for observer’s evaluations about the target’s emotion appropriateness. Employing a staged debate paradigm, we found that observers rated the attitude-congruent debater as more emotionally appropriate than the attitude-discrepant debater.

11:30
Motivated Entitativity
BRIAN R. ULDALL & MARILYNN B. BREWER, The Ohio State University
uldall.1@osu.edu
The focus of the current work is to investigate group perception using the perspective gained by theories of cognitive consistency. It is the central hypothesis that balance principles will motivate perceivers to partition the social world in such a way as to achieve a state of balance.
Group Decision Making

Friday, 10:00-12:00  Salon V

DANIEL ARKKELIN, Valparaiso University, Moderator

10:00 Invited Talk

Groups Perform Better Than the Best Individuals on Letters-to-Numbers Problems
PATRICK R. LAUGHLIN, University of Illinois at Urbana-Champaign
plaughli@uiuc.edu

Groups of sizes 2, 3, 4 and 5 performed better than the best individuals in identifying the random coding of 10 letter to 10 numbers by proposing equations in letters (e.g., A + D = ?), receiving the answer (e.g., A + D = B), proposing a hypothesis (e.g., A = 3), and feedback on the hypothesis (e.g., Yes, A is 3) on each trial.

10:30

“One bad apple spoils the whole barrel”: Effect of Barrel (Group) Size
NORBERT L. KERR, Michigan State University, ERNEST S. PARK, North Dakota State University, ANN RUMBLE, Ohio State University, CRAIG D. PARKS, Washington State University
kerr@msu.edu

Prior work suggests that even a single defector (“bad apple”) is enough to drastically reduce cooperation in small-group social dilemmas, but that the threat of social exclusion can moderate this effect. It is shown that a different pattern obtains in larger groups—the percent (vs. mere existence) of bad apples is crucial and threat of exclusion is not.

10:45

Perceptions of Group Decision Making
TRACI Y. CRAIG, University of Idaho, KEVIN L. BLANKENSHIP, Purdue University, & SHUANG YUEH PUI, University of Idaho
tcraig@uidaho.edu

This project uses the HSM and ELM theories of information processing and applies them to perceptions of group level information processing. Findings suggest that group discussions that are perceived to be more cognitively effortful are also perceived to have made better and more stable decisions.

11:00

Does Preference Strength Matter in Group Decision Making?: Test of the Level of Aspiration Model of Group Decision Making
YOHSUKE OHTSUBO, Nara University, CHARLES E. MILLER, Northern Illinois University, & MAMI YAMAKAWA, Nara University
ohtsubo@daibutsu.nara-u.ac.jp

This study tested a level of aspiration model of group decision making. The model assumes groups choose the alternative that is acceptable to the largest number of group members. An experiment in which groups made decisions among job applicants provided evidence supportive of the LOA model.

11:15

Jury Deliberation: A Special Case of Information Processing
TRACI Y. CRAIG, University of Idaho & DAN FELTS, University of Idaho
tcraig@uidaho.edu

Group decision making can be understood by using decision making models (e.g., HSM, ELM). Perceptions of jury deliberations show both consistencies and inconsistencies with these models. Results suggest that juries that expend more effort are perceived as rendering less stable verdicts than those juries who deliberate for relatively shorter periods.
11:30  
Justice vs. Obedience in Jury Nullification  
NORBERT L. KERR, Michigan State University, IRWIN HOROWITZ, Oregon State University, & ERNEST S. PARK, North Dakota State University  
kerr@msu.edu  
Mock juries were exposed to an argument for nullifying the law to achieve a just verdict, an argument that the law must be obeyed, to both or neither argument. Both final verdicts and social-influence showed that either argument alone increased the power of pro-conviction factions, but that these effects were weakened when both arguments were heard.

11:45  
Prototypes of the Insanity Defense  
SUZANNE M. KARIS, University of Wyoming; (Sponsor: MARTIN J. BOURGEOIS, University of Wyoming)  
skaris@uwyo.edu  
Jurors often use prototypes to guide their decision making. In response to a question regarding prototypical crimes committed by NGRI defendants, participants gave two classes of responses. Of the categorical crimes listed, 85% of responses were violent crimes (11% non-violent). Of descriptive answers given, 54% of responses indicated skepticism.

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FRIDAY APRIL 30  
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Clinical & Developmental Poster Session  
Friday, 10:00 a.m.Upper Exhibit Hall  
JAMES THOMAS, Northern Kentucky University, Moderator  

Assessment of Personality Disorder  

1  
Antisocial Personality Disorder and Psychopathy: Characterological and Behavioral Diagnostic Criteria  
MEGAN NULL, JUNE SPROCK, Indiana State University  
j-sprock@indstate.edu  
Psychologists rated which symptoms were representative of a hypothetical prototypic person with Antisocial Personality Disorder or Psychopathy. Results indicated that clinicians do not clearly distinguish between these two constructs with both consisting of behavioral and characterological components. Results provide an empirical basis for revisions to the diagnostic criteria for ASPD.

2  
Indian Psychiatrists’ Conceptualizations of Borderline and Histrionic Personality Disorders  
KOBITA RIKHYE, JUNE SPROCK, Indiana State University  
j-sprock@indstate.edu  
Indian psychiatrists rated symptoms representative of their conceptualizations of Borderline and Histrionic personality disorders or two axis I disorders taking into account culture-specific manifestations. Generally, their conceptualizations corresponded to DSM-IV and ICD-10 definitions; however, results suggest some subtle differences in the way PDs are manifested and diagnosed in India.

3  
DSM-IV Passive-Aggressive (Negativistic) Personality Disorder  
JUNE SPROCK, Indiana State University  
j-sprock@indstate.edu
Psychologists assigned diagnoses and dimensional ratings to cases representing Passive-Aggressive Personality Disorder (PAPD), DSM-IV Passive-Aggressive/Negativistic, and Millon’s Negativistic Personality Disorder. The former conceptualization of PAPD in DSM-IIIR is more consistent with the way clinicians use the diagnosis than the DSM-IV research criteria. Implications for the classification of PAPD are discussed.

4

Diagnosing Depressive Personality Disorder: Differentiation from Dysthmic Disorder
JUNE SPROCK, Indiana State University
j-sprock@indstate.edu

Psychologists provided diagnoses and dimensional ratings for Depressive Personality Disorder cases with minimal overlap with Dysthmic Disorder. Despite efforts to minimize mood symptoms and maximize characterological symptoms in the cases, clinicians viewed the cases as mood disorders. Implications for future classification and diagnosis of Depressive Personality Disorder are discussed.

Early Childhood

5

Maternal Instinct versus Paternal Instinct: Nurturing Behaviors of Mothers and Fathers
JENNIFER A. RESPASS, Southern Illinois University Carbondale, & LISA R. DILALLA, Southern Illinois University School of Medicine
jenshley_18@hotmail.com

This project compared the nurturing behaviors of mothers and fathers of infants. Data consisted of taped interactions of 89 mothers and 89 fathers attempting to elicit vocalizations from their 7- or 9-month-old infants. Results of this study have implications for the interpretation of the traditional parental division of labor.

6

Grandmothers' Involvement and Family Characteristics: Associations among Low-Income Families with Preschoolers
MICHELLE K. BOSWELL, Northern Illinois University & LAURA D. PITTMAN, Northern Illinois University
michelle_boswell@hotmail.com

Recent policy decisions associated with welfare reform and foster care promote the informal role grandmothers often play in low-income families. Families with custodial or coresiding grandmothers, compared to other types of grandmothers, exhibit greater levels of caregiver and family characteristics associated with negative psychological and educational outcomes in children.

7

Factors Associated with Parenting Stress in Mothers and Fathers of Preschool-Aged Children
ERIN TENTIS, University of North Dakota, ANDREA ZEVENBERGEN, SUNY-Fredonia, THOMAS PETROS, University of North Dakota (Sponsor: THOMAS PETROS, University of North Dakota)
etentis@yahoo.com

This study examined differences in reported levels of parenting stress between forty-six mothers and fathers of children aged 3-5 years. The extent to which parental gender, child temperament, social support, daily hassles, division of labor, and parenting self-competence influence reported levels of parenting stress is examined.

8

Children's Early Use of Moral Language: A Pilot Study
JENNIFER COLE WRIGHT, University of Wyoming
narvik@uwyo.edu

Do very young children understand/use moral words? If so, which ones and how often? Using transcripts from CHILDES database, children were found to use moral words as often as adults, with full competency and no developmental trends. Most frequently used were “good”, “like”, “nice”, “mean”, “shame”, “hurt”, “wicked”, and “naughty”.
9 Child and Context Related Predictors of Preschool Children’s Play Competence
PINAR GURKAS, Purdue University, THEODORE D. WACHS, Purdue University, & SUSAN J. KONTOS, Purdue University
pinarg@psych.purdue.edu
The contributions of child characteristics (age, gender, temperament) and classroom context (quality, environmental chaos, teacher involvement, activity settings) to preschool children’s competence in peer and object play was examined. One-hundred-thirteen children (48 girls, Mean age= 53 months) participated. The implications for specific classroom conditions that facilitate children’s competence were discussed.

ADHD

10 The Association Between Creativity and ADHD Symptoms in College Students
SARAH FAIRCHILD, Marquette University, & MICHAEL WIERZBICKI, Marquette University
michael.wierzbicki@marquette.edu
College students completed measures of ADHD symptoms, leisure interests, and personality. No significant correlation was found. However, extremely high levels of ADHD symptoms tended to be related to greater engagement in creative activities. Future research should address positive characteristics that may develop through learning to cope with ADHD.

11 The Association Between ADHD Symptoms and Both Vocational Interests and Leisure Activities in College Students
KARLA M. FELSKE, Marquette University, & MICHAEL WIERZBICKI, Marquette University
michael.wierzbicki@marquette.edu
College students were administered measures of ADHD symptoms, leisure activities, and vocational interests. There were nonsignificant trends for high ADHD symptoms to be associated with greater Arts and Entertainment vocational interests and Belonging leisure activities. Results are discussed in terms of how individuals attempt to cope with ADHD.

12 A Summary of Adults Evaluated for ADHD and LD
CLARE M. TYSON, Marquette University, & MICHAEL WIERZBICKI, Marquette University
michael.wierzbicki@marquette.edu
Of 92 adults evaluated for possible cognitive problems, 38 were diagnosed with ADHD and/or LD, 14 were diagnosed with another disorder, and 40 received no diagnosis. Characteristics of LD and ADHD adults and differences between diagnostic groups are discussed.

Williams Syndrome

13 Startle Reactions of Young Children with Williams Syndrome: An Early Indicator of Anxiety?
FRANK J. GALLO, PHILIP CURRAN, AMBER ZETTLER, & BONITA P. KLEIN-TASMAN, The University of Wisconsin-Milwaukee (Sponsor: ROBERT HESSLING, The University Of Wisconsin-Milwaukee)
figallo@uwm.edu
The frequency of startle reaction of young children with Williams syndrome was compared to that of children with other developmental disabilities during a semi-structured play interaction. Results indicated significantly more frequent startle in the Williams syndrome group, which may provide an early indication of anxiety.

13 Distinctive Personality of Children with Williams Syndrome: Use of the Children’s Behavior Questionnaire
KRISTIN D. PHILLIPS, BONITA P. KLEIN-TASMAN, University of Wisconsin - Milwaukee, & CAROLYN B. MERVIS, University of Louisville (Sponsor: ROBERT HESSLING, University of
This study extends previous research on the distinctive personality of children with Williams syndrome, examining whether the characteristics are consistent across a broader age range. It also explores the psychometric properties of the personality measure used (Children’s Behavior Questionnaire) for this population.

**Sexual Abuse**

14
**The Relationship among Women between a History of Sexual Abuse, Personality**
KELLY A. CHRISTOPHER, University of Dayton, & CATHERINE J. LUTZ, University of Dayton
Catherine.Lutz@notes.udayton.edu
Characteristics, and the Sexual Abuse Perpetration against Others.
Using an all-female sample, this study replicated findings from previous research that history of child sexual abuse is associated with perpetration sexual abuse as an adult. Length of abuse was a stronger predictor of perpetration than the experience of abuse alone. This finding signals the importance of early intervention programs.

15
**Sexual Victimization among College Women: The Differential Effects of Rape, Attempted Rape, and Sexual Coercion**
CARRIE F. JOHNSON & TERRI L. MESSMAN-MOORE, Miami University
messmat@muohio.edu
Examined the differential correlates of rape, attempted rape and sexual coercion among 339 undergraduate women. Dissociation, sexual dysfunction, alcohol use, and expectancies that alcohol enhances sexuality identified 48% of rape victims. In contrast, risky sexual behavior and global positive alcohol expectancies identified 15% of sexual coercion victims. Results are discussed with regard to implications for future research, and women’s increased risk for revictimization due to the traumatic impact of victimization experiences.

**Schizophrenia**

16
**Sex Differences in Cognitive Response to Medication in First Episode Schizophrenia**
LEAH H. RUBIN, PAULINE M. MAKI, University of Illinois at Chicago, GRETCHEN HAAS, MATCHERI KESHAVAN, University of Pittsburgh School of Medicine, & JOHN SWEENEY, University of Illinois at Chicago
lrubin@psych.uic.edu
Sex differences in the clinical presentation of diseases and in cognition may reflect activational and/or organizational effects of gonadal hormones. Here we report findings of sex differences in cognitive responses to medication in first-episode schizophrenic patients, suggesting that gonadal hormones might influence cognitive response to antipsychotic treatment.

17
**Longitudinal Stability of Deficits on an Antisaccade Task in Schizophrenia Indicates Trait-Like Deficit in Prefrontal Cortical Dysfunction**
MARGRET S.H. HARRIS, UoI at Chicago, JAMES L. REILLY, UoI at Chicago, MATCHERI S. KESHAVAN, University of Pittsburgh Medical Center, JOHN A. SWEENEY, UoI at Chicago
mharris@psych.uic.edu
On an antisaccade task, schizophrenic patients showed severe deficits in the voluntary inhibitory control of behavior. Longitudinal analysis revealed that this impairment did not change following pharmacologic treatment or vary with extent of acute psychosis. Disturbances in prefrontal cortex remain a persistent and treatment-resistant cognitive impairment in schizophrenia.
Multicultural

18 Structural Invariance and Cross-Ethnic Equivalence of the Symptom Checklist 90-R
LINH NGUYEN LITTLEFORD, Ball State University & JAMES A. JONES, Ball State University
lnlittleford@bsu.edu
A multiethnic sample of 6,081 university counseling center clients was examined to determine the structural invariance and cross-ethnic equivalence of the SCL-90-R. We found the SCL-90-R may measure different constructs in different ethnic groups and genders. Assuming the SCL-90-R is valid for all clients may lead to inappropriate intervention strategies and erroneous research outcome.

19 Individual and Institutional Productivity in Multicultural Psychology Research
MICHAEL Y. LAU, University of Notre Dame, HILARY C. CISCO, University of Notre Dame, & DIANA R. LEONARDO, University of Notre Dame
mlau@nd.edu
Through a nomination process that surveyed editors and associate editors of multicultural psychology journals, we examined the research productivity of individuals and institutions in the top five nominated multicultural psychology journals. The analysis yielded a rank order of the most productive individuals and institutions in the field.

20 Screening for Cultural Mistrust in a Multi-ethnic Student Counseling Sample
LINH NGUYEN LITTLEFORD, Ball State University, MARGARET O’DOUGHERTY WRIGHT, Miami University, & JAMES A. JONES, Ball State University
lnlittleford@bsu.edu
This study highlights the need to pay careful attention to the nature of students’ presenting symptoms. Some of the items on the SCL-90-R might actually reflect cultural mistrust, rather than symptoms of depression, paranoia, or psychoticism. To reduce the risk of inappropriate diagnosis, therapists need to learn to distinguish between reactions to racism and symptoms of serious psychopathology.

21 Correlates of Religious Coping in African American Mothers of Preschoolers
AMANDA M. PEARL, JEAN E. DUMAS, ANGELA D. MORELAND, & MICHELLE C. LEVY, Purdue University (Sponsor: JANICE KELLY, Purdue University)
apearl@pscyh.purdue.edu
Correlates of religious coping in a sample of African American mothers of 3 to 5-year-old children, with particular emphasis on parenting and child adjustment were studied. Positive and negative religious coping were associated with parenting and child adjustment.

Psychopathology in College Students

22 Eating Disorders within the Residence Halls
CAROLYN S. POWELL & FREDERICK GRIEVE, Western Kentucky University
sie.powell@wku.edu
This study was designed to examine the occurrence of eating disorders in women living in residence halls compared to women off-campus. There were 124 women given the Eating Disorder Diagnostic Scale. A significant difference in eating patterns and in body image between individuals living campus and those living off campus was found.

23 Autistic Characteristics among College Students
JENNIFER MILIA & STEPHANIE A. LITTLE, Wittenberg University
slittle@wittenberg.edu
The present study examined the relation between scores on the Autism Spectrum Quotient (AQ) and sex, major area of study, social desirability, and personality among college students. Males scored significantly
higher on the AQ than did females and there was a significant negative correlation between the AQ and social desirability.

24 University Students’ Attributions for NOT Consuming Illicit Drugs
CHELSEA BAYLEN, SHANNA MURRAY, KRISTINA PHILLIPS, HAROLD ROSENBERG, MARIE TISAK, & AMELIA VERSLAND, Bowling Green State University
hrosenb@bgsu.edu
250 undergraduates enrolled in psychology courses at a large public university completed a self-report questionnaire assessing, for each of the following drugs they had not consumed (heroin, cocaine, amphetamines, hallucinogens, ecstasy, Ritalin, marijuana, benzodiazepines, inhalants/solvents), the degree to which 41 listed reasons had influenced their decision to abstain.

25 Sense of School Membership, Friendship Quality, and Internalizing Symptoms in College Students
SHELLEY A. SILVERS & LAURA D. PITTMAN, Northern Illinois University
shellesilvers@hotmail.com
This study examined how friendship quality and sense of school membership may be associated with adjustment of college students. Internalizing symptoms were significantly associated with sense of school membership and friendship quality. Results support previous findings that friendship quality and classmates’ acceptance are significantly, yet independently, related to psychological adjustment.

26 Academic Standing and Instructors’ Reactions to Depressed Students
MORGAN E. WEEG & NOAM SHPANCER, Otterbein College (Sponsor: ROBERT KRAFT, Otterbein College)
MRGEWG@otterbein.edu
Fifty-three college instructors provided written reactions to a vignette depicting a female student’s depressive symptoms. Student academic standing and instructor’s sex were linked to instructors’ reactions. Females were more likely to consider the situation serious and approach the student. Problem symptoms were rated more serious when attributed to a ‘D’ student.

Anger

27 Use of Trait Anger, Driving Anger, and Gender to Predict Self-Reported Anger Responses
SUNDE M. NESBIT, CHRISTINE NAWROCKI, & JUDITH C. CONGER, Purdue University
sunde@psych.purdue.edu
This research investigated the utility of popular anger assessment questionnaires. Individuals were asked to imagine two driving anger situations. Their responses to each situation were coded into content-based categories. Results indicated that the Trait Anger scale might be a useful tool in examining response differences to anger-provoking situations.

28 Use of popular anger assessment tools to assess self-reported risky driving behavior and attitudes
SUNDE M. NESBIT, MARGARET D. LINEBERGER, REBECCA L. STUMP, & JUDITH C. CONGER, Purdue University
sunde@psych.purdue.edu
This research investigated the utility of popular anger assessment questionnaires. Individuals completed several popular anger questionnaires and a survey assessing driving-related risky behaviors. Results indicated that a behavior-based scale might be more useful for predicting anger responses, in contrast to more commonly used affect-based scales.
Career Identity

29 Vocational Identity Status and Career Decision-Making Difficulties
JAMES H. THOMAS, CYNDI R. MCDANIEL, LINDSAY M. NANCE, & ERIN E. BONAR, Northern Kentucky University
thomas@nku.edu
We compared students in the four vocational identity statuses on the Career Decision Making Difficulties Questionnaire. Foreclosure and Achievement students reported fewer difficulties than Diffusion and Moratorium students; Diffusion students were highest in “lack of motivation”, Moratorium students highest in “general indecisiveness, and Foreclosure students highest in “dysfunctional beliefs”.

30 Concurrent Validity of the Career Exploration and Decidedness Inventory
JAMES H. THOMAS, CYNDI R. MCDANIEL, ERIN E. BONAR, SHANNON K. GILLUM
Thomas@nku.edu
Career Decidedness and Exploration Inventory (CEDI) decidedness scores correlated positively with certainty and negatively with indecision on the Career Decision Scale. Decidedness also correlated negatively with all three scales of the Career Decision-Making Difficulties Questionnaire. CEDI exploration scores correlated positively with self and environmental exploration on the Career Exploration Survey.

Treatment

31 Psychological Approaches to Treating Motion Sickness
MICHAEL F. SHERRICK & SARINA A .P. HUNT, Memorial University of Newfoundland
sherrick@mun.ca
A systematic review of psychological approaches to the treatment and prevention of motion sickness indicates that cognitive-behavior therapy, increased self-efficacy, and autogenic-feedback training are effective. Although time consuming, these behavioral methods, which have few side effects, may produce better results than anti motion sickness drugs.

32 Long-Term Psychological Impacts of Effective Therapy for Sleep Apnea
RAYMOND REED HARDY PhD., St. Norbert College, JOHN ANDREWS, M.D., St. Vincent Hospital Sleep Disorders Center, KELLY MACKIN, St. Norbert College, & COURTNEY OAKES, St. Norbert College
reed.hardy@snc.edu
Previous research revealed improvement in some cognitive functions after short-term treatment for Obstructive Sleep Apnea (OSA), a dangerous illness affecting over 20 million Americans. This research suggests long-term improvement in emotional and other measures of well-being, and some cognitive improvements during the first 2 years of treatment.

Family Environment

33 Family Aggression and Children’s Adjustment
GREGORY M. FOSCO, JOHN H. GRYCH, & ANN M. BASKERVILLE, Marquette University (Sponsor: MICHAEL J. WIERZBICKI, Marquette University
gmfosco@hotmail.com
Parenting and child variables were examined moderators of family aggression and children’s adjustment in community and domestic violence shelter samples. Maternal warmth was a buffering factor for children witnessing interparental aggression. Additional analyses examined moderating factors in community and shelter samples separately.
Coping Strategies, Family Environment, and Interpersonal Relations: Congruence Between College Students and Their Parents
CAROLINE E. MURPHY, MARGRET A. APPEL, & ELIZABETH A. DOHERTY, Ohio University
(Sponsor: PAULA M. POPOVICH, Ohio University)
apel@ohio.edu
The study examined relationships among coping, family environment, interpersonal fears, and parent and peer attachment in college students, as well as congruence between the students and their parents. Parent-student dyads were relatively congruent in their reports. Scores from several measures showed interrelationships and were able to predict students' coping.

Extent and correlates of parental participation in interventions designed to promote their children’s healthy development. A meta-analysis
JEAN E. DUMAS, MICHELLE C. LEVY, ANGELA D. MORELAND, & AMANDA M. PEARL, Purdue University
moreland@psych.purdue.edu
Results of the meta-analysis will report published findings on parental participation in the areas of health promotion and maintenance in children with asthma and juvenile diabetes, treatment in pregnant women who use or abuse drugs, and treatment and prevention of child behavior problems through individual or group parent training.

An Item-Level Factor Analysis of the Children’s Perceptions of Interparental Conflict Scale
PATRICK R. GUNDERSON & JOHN H. GRYCH, Marquette University (Sponsor: MICHAEL WIERZBICKI, Marquette University)
patrick.gunderson@mu.edu
A factor analysis was conducted on children’s responses to the Children’s Perceptions of Interparental Conflict Scale (Grych, Seid, & Fincham, 1992) to determine whether child age (preadolescents vs. adolescents) and living situation (living with two parents vs. not living with two parents) affected the original factor structure of the measure.

The Impact of Fake-Bad and Fake-Good Responding on the Millon Clinical Multiaxial Inventory-III.
THOMAS PETROS, ELIZABETH NELSO, CASEY GERSZEWSKI, TRAVIS WOITASZEWSKI, ROSANNE MCBRIDE, MATTHEW BAILLY, & JOHN TYLEY, University of North Dakota
thomas.petros@und.nodak.edu
This study examined the impact of fake-bad, fake-good, and normal responding on the Millon Clinical Multiaxial Inventory III (MCMI-III) in college undergraduates without a psychiatric diagnosis and in an age matched clinical sample. The MCMI-III more easily detected a fake-bad response style than a fake-good response style.

The Childhood Trauma Questionnaire: Cross-Validation for Empirically-Derived Severity Cutoff Scores
GRETA M. HOCHSTETLER, University of Dayton, ROGER N. REEB, University of Dayton, PATRICIA KAMINSKI, University of North Texas, & CATHY PEDERSON, Wittenberg University
roger.reeb@notes.udayton.edu
Results provide evidence of validity for severity cutoff scores for Childhood Trauma Questionnaire (CTQ) subscales. Further, results extend the CTQ literature by demonstrating that severity levels on a comprehensive spectrum of psychopathology and personality variables correspond with severity levels on CTQ subscales. Implications for clinical practice and research are discussed.
39  Construct Validity of the Learning Behaviors Scale: Factor Structure Replication
GARY L. CANIVEZ, Eastern Illinois University, ERIN WILLENBORG, Eastern Illinois University, & AMANDA KEARNEY, Illinois State University
gcanivez@eiu.edu
Substantial replication of the four-factor structure and the internal consistency of the Learning Behaviors Scale (LBS; McDermott, Green, Francis, & Stott, 1999) with an independent sample of 246 randomly selected students from grades 1-11 is reported. Internal consistency estimates were as high or higher than those obtained with the standardization sample.

40  Psychometric Properties of the Revised Harm Reduction Acceptability Scale (HRAS-R)
PERILOU GODDARD, BRIAN GAUSPOHL, & KIMBERLY HANSON BREITENBECHER, Northern Kentucky University
goddard@nku.edu
Psychometric properties of the Revised Harm Reduction Acceptability Scale (HRAS-R), including internal consistency, test-retest reliability, and correlation with a related scale, were compared to those of the original scale (HRAS). The HRAS-R was psychometrically similar to the HRAS and may be more useful in studies employing nonprofessional participants.

41  Psychometric Properties of the MMPI-A in a Juvenile Correctional Sample
MISTY BODKINS, Ball State University, STEPHANIE MILLER, Kent University, & RICHARD CLEMENTS, Valparaiso University
Richard.Clements@valpo.edu
Psychometric properties of the validity, clinical, content, and supplementary scales of the MMPI-A were analyzed separately for males and females who completed the test upon admission to a juvenile correctional facility (N = 148). Results of these analyses are compared to the properties reported by the developers of the MMPI-A.

Gender Differences

42  Effects of Gender, Diagnosis, and Time on Community Integration in a Targeting Case Management System
ELAINE M. ESHBAUGH, JACQUES LEMPERS, Iowa State University, & DIANE DIAMOND, Iowa Department of Human Services
eshbaugh@iastate.edu
Social service policies accept the notion that well-being among consumers is linked to community integration. This study investigated longitudinal changes in level of integration into the community in mentally retarded and mentally ill participants. Time did have a significant effect on integration, with participants becoming less integrated over time.

43  Exploring Drive for Muscularity, Drive for Thinness, and Exercise Dependence among Men and Women
ANNA MARIE A. CARLSON, VALERIE L. KRYNSKI, F. R. FERRARO, CARRIE BROWER, & ERIKA FLACH, University of North Dakota
annamarie.carlson@und.nodak.edu
Gender differences, the role of exercise, Drive for Thinness (DFT), and Drive for Muscularity (DFM) were examined in eighty-nine undergraduates. Exercise dependence relates to DFT and DFM, but differently for men and women. Results provide information on risk factors for exercise dependence and body image dissatisfaction.
Sex Differences in Perceived Stress among Engineering Majors
ELIZABETH A. GATES, CORINNE ENRIGHT, TAMMY SALMON-STEPHENS, & CAPRINIA ABT,
The University of Wisconsin-Platteville
gatese@uwplatt.edu
This study examined sex differences in perceived stress and depression among engineering majors. Female engineering majors reported significantly higher levels of depression and anxiety than their male counterparts on three measures of mental health. This finding may be related to retention of women in science and engineering programs.

Adolescent Stress

Peer Death During Adolescence and Its Effect on College Students
JENNIFER E. PRYOR, & LANCE C. GARMON, The Ohio State University
garmon.2@osu.edu
Questionnaires related to the death of a peer and to behavioral problems reveal that a majority of college students experienced the unexpected loss of a peer. Gender and self-reported closeness to the deceased appear to predict some reactions to the death, although predicted long-term behavior problems do not appear.

Stress and Hopelessness in Low-Income, Urban Adolescents
DANA LANDIS, REBECCA FORD, KATHY GRANT, & KHARA GONZALES, DePaul University
rford2@depaul.edu
This research sought to clarify the mechanisms through which uncontrollable, chronic stressors may lead to psychological problems in low-income, urban adolescents. Results suggest that the unique stressors confronting this population increase hopelessness and subsequently diminish the effectiveness of popular individually-based coping strategies.

Cognition

The Relationship Between the Impostor Phenomenon and Attributional Style
DOROTHEE DIETRICH, Hamline University
ddietrich@gw.hamline.edu
The purpose of this study is to determine if individuals experiencing feelings of impostorism exhibit a biased cognitive style similar to depressed individuals. Using measures of attributional style and impostorism I investigated if impostors make more internal attributions for negative events and more external attributions for positive events than non-impostors.

Hostile Moods in Dysphoria: Attributional Style and Hostile Cognition
DANA STEIDTMANN & WALTER D. SCOTT, University of Wyoming
wscott@uwyo.edu
We examined whether the relationship between dysphoria and attributional style and hostile cognition depended on levels of hostile moods. In short, we found that the relationship between dysphoria and hostile cognition was dependent on levels of hostile moods but that the relationship between dysphoria and attributional style was not.

Use of Positive Illusions: Repressors versus Non-Repressors
RACHEL R. HENDERSON & ROGER N. REEB, University of Dayton
roger.reeb@notes.udayton.edu
Results of this study supported the following hypothesis: Relative to non-repressors, repressors are more likely to use positive illusions. Findings are considered within the context of the debate regarding the extent
to which the use of positive illusions is a defining feature of mental health. Recommendations for research are presented.

49
Assessment of Social Cognitive Processes in Children's Peer Relations
KARA L. LINDSTEDT, & JOHN H. GRYCH, Marquette University (Sponsor: MICHAEL WIERZBICKI, Marquette University)
Kara.Lindstedt@marquette.edu
Children’s social interactions have long-term implications for their adjustment. The Social Situations Survey (SSS) was developed to assess social competence in children, with emphasis on affect and social cognitions. It was administered to 402 fourth- and fifth-graders. Reliability and validity information will be presented.

Anxiety

50
Factor Structure of the Revised Test Anxiety Scale
RICHARD CLEMENTS, Valparaiso University, GEORGIA PANAYIOTOU, University of Cyprus, ESTHER STRAHAH, Heidelberg College, KIMBERLY A. MILLER, MARTIN WOLFFER, HEATHER R. GOAD, TABITHA R. ROHRER, DAVID L. TAYLOR, & CHRISTINA J. WALTERS, Ball State University
Richard.Clements@valpo.edu
The Revised Test Anxiety Scale (RTAS; Benson et al., 1992) was administered to university students in the U.S. and Cyprus (N = 824). Factor analysis yielded a factor structure nearly identical to that reported by the developers of the RTAS. Four factors explained 65% of the variance in RTAS scores.

51
Investigating the Relationship between Children's Perceptions of Interparental Conflict and Internalizing Tendencies
JENNIFER K. HAUSER & JOHN H. GRYCH, Marquette University (Sponsor: MICHAEL J. WIERZBICKI, Marquette University)
jennifer.hauser@mu.edu
This study examined the relationship between children’s appraisals of interparental conflict and child internalizing problems. Utilizing the PANAS-C (to distinguish between anxiety and depression) in conjunction with the CPIC, analyses indicate that self-blame may be related to child depression, while threat appraisals may be linked to child anxiety.

52
Complex PTSD: Evidence of Validity for a Recently Proposed Diagnostic Category
GRETA M. HOCHSTETLER, University of Dayton, ROGER N. REEB, University of Dayton, PATRICIA KAMINSKI, University of North Texas, & CATHY PEDERSON, Wittenberg University
roger.reeb@notes.udayton.edu
This study examined long-term sequelae of childhood abuse and neglect in a community sample of females. Results provide evidence of validity for the recently proposed diagnostic category of Complex Posttraumatic Stress Disorder, which is more pervasive and severe than Posttraumatic Stress Disorder as currently defined in DSM-IV-TR.

Self-perception

53
Individual differences in body image: Effects of handedness and interhemispheric interaction
STEPHEN D. CHRISTMAN, MICHELLE BABB, & MICHELLE BENTLE, University of Toledo
stephen.christman@utoledo.edu
Strong right-handedness was associated with increased eating disorder risk and increased discrepancy between actual and perceived Body Mass Index. Results are interpreted in terms of individual differences in interhemispheric interaction and the role that interhemispheric interaction plays in the maintenance of accurate representations of one’s body image.
The Reactivity Effects of Self-Efficacy Assessment as a Function of Assertiveness Level
SARA E. DITTOE & ROGER N. REEB, University of Dayton
roger.reeb@notes.udayton.edu
Past studies that found self-efficacy measures to be reactive often involved non-assertive participants, suggesting that non-assertive individuals may misinterpret self-efficacy assessment as social pressure and then comply accordingly. This study examined the question: When using a self-efficacy measure, are reactivity effects more likely with non-assertive individuals than with assertive participants?

Self-concept

Role of Parental and Peer Relationships on Identity Development
JANETTE WILLIAMS, KERRY WILLIAMS, & MELISSA LONNING, Wynona State University
jwilliams@winona.edu
Measures of separation from parents, attachment to parents and peers, and identity status were completed by 187 female undergraduates. Regression analyses showed weaker peer attachment to be predictive of higher standing on the less mature identity statuses (moratorium, foreclosure and diffusion). Independence from parents was complexly related to identity status.

Identity Status and Binge Drinking: The At-Risk Diffused Status
DAVID I. BISHOP, KATHERINE J. MANDT, CHRISTINE E. MUELLER, & KRISTIN C. THOMPSON, Luther College (Sponsor: DAVID M. NJUS, Luther College)
bishopda@luther.edu
This study compared the identity statuses of college students who "binge drink" with those who do not consume in this pattern. Results indicated that first-year female college students who not actively explored identity alternatives or made firm identity commitments (identity diffusion) were more likely to report binge drinking.

Positive and Negative Perfectionism, Dependency, Self-silencing, and Self-monitoring as Predictors of Relationship Satisfaction
BRANDY A. FEDEWA & LAWRENCE R. BURNS, Grand Valley State University
burnsl@gvsu.edu
We studied the relationship between positive and negative perfectionism, dependency, self-silencing, and self-monitoring as predictors of relationship satisfaction. Positive perfectionists reported less emotional reliance and more confidence. Negative perfectionists showed significant increases in self-silencing behaviors and self-monitoring. Negative perfectionism, self-silencing behaviors, and self-monitoring were important predictors of decreased relationship satisfaction.

Positive and Negative Perfectionism and Interpersonally Defining Variables
BRANDY A. FEDEWA & LAWRENCE R. BURNS, Grand Valley State University
burnsl@gvsu.edu
We differentiated positive and negative perfectionism using measures of self-efficacy, argumentativeness, self-righteousness, approval motivation, social fear, and liking people. Positive perfectionists tend to believe in their abilities, enjoy the intellectual challenge of arguing, and females reported being more flexible about beliefs. Negative perfectionists showed increased avoidance and need for approval.

Know Thyself: Self-concept as a Risk Factor for Eating Disturbances
JUDITH A. PERRY, Northern Kentucky University & DAVID SILVERA, University of Tromso
perryju@nkuni.edu
166 American undergraduates were given self-report questionnaires that included measures of parental bonding, locus of control, self-concept clarity, self-esteem, and disturbed eating-related cognitions. A
structural equation model showed that low care, and overprotective bonding predicted a self-concept (low self-understanding, low self-esteem, external locus of control) that predicted eating disturbances.

FRIDAY APRIL 30

Informal Presentations

Friday, 10:00-12:00, PDR 9
RALPH ERBER, DePaul University, Moderator

1 Children's Conceptions of Health and Illness: Examining the Developmental Progression of Children's Knowledge of Cancer
CHRISTINA BARES, University of Michigan
Prevalent childhood cancers require that health professionals communicate the unknown cause and internal nature of disease. Research has indicated that children have difficulty reasoning about causes and internal aspects of cancer although the reason about these dimensions as colds. This study uncovers the developmental progression of cancer knowledge by examining how 5-, 7-, 10-year old children, as compared to adults differentiate between colds and cancer while children conceptualize cancer and colds as similar illnesses.

2 On the Disutility of Psychological Needs
LAMBERT DECKERS, Ball State University
Psychological needs are post hoc explanations of behavior for which alternative accounts are possible. Primed cravings for food or for psychoactive drugs resemble need activation but instead emphasize positive consummatory experiences rather than need reduction. Valued incentives and activated goals are external explanations of behavior that can replace internal needs.

3 Motivation and Evaluation in Stereotype Threat
DUSTIN THOMAN, PAUL H. WHITE, University of Utah, & JESS L. SMITH, Ohio State University at Newark
The experience of stereotype threat is examined with women in a stereotype threat math situation, randomly assigned to evaluation conditions. Results interpreted in terms of internal and external evaluations' impact on motivation and performance raise surprising questions about the evaluative nature of stereotype threat, as discussed by Steele and Aronson.

4 Effect of Penalty Time on Acquisition of Matching to Sample By Pigeons: The Role of Post Reinforcement Feedback
TRACY MARTIN & THOMAS R. ZENTALL, University of Kentucky
Acquisition of matching to sample was looked at in pigeons. The penalty time group incorporated four second, after incorrect choices, during which stimuli were maintained. The misinformation group also had maintained stimuli, but the sample changed to match comparison chosen. The control group had a standard matching to sample task.

5 Interjections and the Integration of Emotion into Spoken Discourse
DANIEL C. O'CONNEL, Georgetown University, SABINE KOWAL, Technical University of Berlin, & CAMELIA SULEIMAN, University of Oklahoma – Norman
Interjections—expressions of spontaneous emotion—afford researchers an avenue to the interaction of emotion and cognition in speech production. Analyses of English, German, and French interjections in spoken discourse revealed: (1) interjections lend initial emotional tone to succeeding lexical components, and (2) contrary to linguistic hypotheses, they are temporally integrated into the speech stream.

6
The Effect of Headings on Processing Expository Text
KRISTIN RITCHEY, Ball State University
Headings' effects on readers' online processing is investigated. Participants read twelve paragraphs and perform a free recall task. Each paragraph contains two distinct topics. The headings preceding each paragraph are consistent with either the first topic or the second topic. If signals influenced online processing, participants' recall should include more consistent than inconsistent topics.

FRI DAY APRIL 30
INVITED ADDRESS
On the Flexibility of Human Mating Preferences: A Social Role Analysis
ALICE EAGLY, Northwestern University
Friday, 10:00-11:30 Monroe Room
JOHN PRYOR, Illinois State University, Moderator

FRI DAY APRIL 30
APA SCIENCE DIRECTORATE INVITED ADDRESS
From Supertasting to Pain: We do not All Live in the Same Worlds
LINDA BARTOSHUK, Yale University
Friday, 11:30-1:00 Monroe Room
LESLIE KAY, University of Chicago, Moderator

FRI DAY APRIL 30
INDIVIDUAL DIFFERENCE IN AFFECT AND BEHAVIOR
Friday, 1:00-3:00 PDR 8
ELAINE BLAKEMORE, Indiana Purdue University Fort Wayne, Moderator
1:00 Invited Talk
Adolescent Egocentrism: What More Can We Learn from a Thirtysomething Construct?
LESA RAE VARTANIAN, Indiana Purdue University Fort Wayne
The adolescent egocentrism construct has been used to characterize adolescent development for over thirty years, although most of what is thought to be known has not been verified empirically. This talk will focus on previous, current, and potential research regarding "adolescent egocentrism" and its role in adolescent development.

1:30
Sex Differences in Social Support Seeking in the Academic Domain
ELLEN RYDELL ALTERMATT & SARAH E. KAMPLAIN, Hanover College
altermattel@hanover.edu
Children frequently cope with academic difficulties by seeking social support from family members and friends. Sex differences in support seeking interactions were examined among middle school students. Sex differences were found in levels of social support seeking as well as in the goals and responses that characterize these interactions.

1:45
Maternal Substance Abuse and Ratings of Parenting Behavior: Do Drugs Matter
SEAN D. TRUMAN, JANESSA BAIER, DANIELLE BANASZAK, & FRANCIS ROJAS, Augsburg College
truman@augsburg.edu
The study evaluated whether the belief that women used drugs during pregnancy affected participant ratings of videotaped mother-child interactions. Belief that women used drugs negatively skewed raters’ assessments of the dyads, and “Exposed” mothers were assumed to be more deceptive in their presentation than “Unexposed” women.

2:00
The Impact of Time of Day, Nutritional Intake, and Sleep Adequacy on Executive Function Performance in Children
THOMAS PETROS, JUDY KLAUS, SHYLA REMMICK, JENNIFER GARAAS, MATTHEW GARLINGHOUSE, JAMES PENLAND, F.RIC FERRARO, University of North Dakota
thomas.petros@und.nodak.edu
The present study examined the separate and combined impact of Time of Day, Morningness-Eveningness, Sleep Adequacy and Nutritional Adequacy on performance on tests of executive function. Time of Day and Sleep Adequacy influenced executive function performance. The implications of these results for sleep and nutrition intervention studies will be discussed.

2:15
What Promotes Positive Resolution of Childhood Sexual Abuse Experiences?
ARET O. WRIGHT, EMILY CRAWFORD, & KATHERINE SEBASTIAN, Miami University
wrightmo@muohio.edu
This study examined the roles of coping strategy, benefit finding, and meaning making in promoting positive resolution of childhood sexual abuse experiences for 50 adult mothers. Avoidant coping and seeking social support were related to poorer intrapsychic and interpersonal functioning, whereas perceiving certain benefits was associated with greater resolution and positive adaptation.

2:30
Internalizing Disorders and Psychopathic Traits in Adjudicated Males: Mutually Exclusive or Clinically Related?
VERONIKA KARPENKO, University of Wisconsin Oshkosh & MICHAEL J. VITACCO, Mendota Mental Health Institute
vitacmj@dhrs.state.wi.us
Using a sample of 78 male offenders, this study challenges the idea that psychopathic traits and internalizing disorders are mutually exclusive. In contrast to a prominent theory, adolescents with higher levels of callousness reported more anxiety. As such, treatment programs could use anxiety as a catalyst for decreasing an adolescent’s criminal behavior.
2:45
A Prospective Longitudinal Study of Military-style Residential Treatment for Adolescents with Academic and Conduct Problems
ROBERT WEIS, NICOLE L. WILSON, & SAVANNAH M. WHITEMARSH, University of Wisconsin - Stevens Point
rweis@uwsp.edu
Evaluated the effectiveness of Challenge Academy, a 22-week boot camp program administered by Wisconsin National Guard. Data from 225 adolescents with conduct problems showed increased positive affect and behavioral competence and decreased negative affect and behavior problems as a function of participation. Treatment gains were maintained at 9-month follow up.

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FRIDAY APRIL 30
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Social Inclusion and Exclusion

Friday, 1:00-3:00 Salon II
PATRICIA CAMPIONE, Moderator

1:00 Invited Talk
Negative Social Expectancies and Criticism following Interpersonal Rejection
KRISTIN L. SOMMER, Baruch College CUNY
kristin_sommer@baruch.cuny.edu
Following rejection compared to acceptance by a brief acquaintance, participants reported lower perceptions of liking by both current and future relationship partners and rendered more harsh evaluations of their work. Criticism following interpersonal rejection was most pronounced among participants high in trait self-esteem. Results suggest that rejection may be self-fulfilling.

1:30
Daily Rejection Experiences: A Longitudinal Study of Affective Responses
KRISTINE M. KELLY, Western Illinois University, JON E. GRAHE, Monmouth College, ANGELA J. TEE, GABRIEL SCHLOMER, & STEPHANIE L. FERRY, Western Illinois University
KM-Kelly2@wiu.edu
Participants kept a daily diary of their rejection and inclusion experiences as well as their emotional states for 30 days. Results indicated that rejection experiences were associated with low self-esteem and high levels of distress, anger, anxiety, and negative affect. Acceptance was associated with enjoyment and positive affect.

1:45
Cultural Differences in Sensitivity to Facial Displays Following a Social Exclusion
MEGAN L. KNOWLES, WENDI L. GARDNER, Northwestern University, & ERLANGER TURNER, Louisiana State University
m-knowles@northwestern.edu
Consistent with previous research suggesting that heightened belonging needs increase attention to social cues, this study demonstrates that following a social exclusion, individuals from collectivist cultures—those especially concerned with social connectedness—more rapidly distinguish between expressions of approval and disapproval than those from individualistic cultures.

2:00
The KKK Won't Let Me Play: Ostracism By Despised Outgroups Still Hurts
KIPLING D. WILLIAMS, Macquarie University, & KAREN GONSALKORALE, University of New South Wales
kip@psy.mq.edu.au
Previous research indicates that ostracism even by outgroup members is aversive, quick, and powerful. But what if the outgroup was despised and loathesome; would ostracized individuals still be negatively affected? Our research indicates yes, they would, even when ostracized on an Intranet ball-toss game by the KKK.

2:15
Situational and Individual Differences in Preferred and Actual Strategies for Coping with Rejection
KRISTY K. DEAN, WENDI L. GARDNER, & LAUREN SPIES, Northwestern University
k-dean@northwestern.edu
The current study explores the preferred and actual strategies utilized to cope with rejection. Participants wrote about a past social rejection or academic failure and their preferred and actual coping strategies were assessed. In contrast with previous research, people overwhelmingly prefer and engage in mood-related rather than acceptance-related behaviors.

2:30
The Effect of Deviation in Opinion on Group Cohesiveness and Liking Among Group Members
ALISSA C. BRIGGS, COURTNEY L. SLOGER, & YANG ZHANG, Grinnell College (Sponsor: LAURA M. SINNETT, Grinnell College)
brigssal@grinnell.edu
Single sex groups with 2 subjects and a confederate discussed and wrote a letter regarding an issue. The confederate agreed with or deviated from subjects’ opinions. Groups were less cohesive and subjects liked the confederate less and the other subject marginally less in the deviant condition than in the control condition.

2:45
The Ethics of Downsizing: Perceptions of Executives in Southeast Asia
STEVEN J. KARAU, Southern Illinois University at Carbondale
skarau@cba.siu.edu
Executives (N=44) evaluated scenarios that varied systematically in reason for downsizing and implementation strategy. Downsizing was viewed as more ethical when done for survival rather than profit and when implemented without layoffs. These results replicate prior research conducted on undergraduates in the United States.

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FRIDAY APRIL 30
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Stress, Coping, and Symptoms in African American Adolescents: Explaining Sex Differences in Risk for Psychopathology

Friday, 1:00-3:00  PDR 5
BARBARA PAMP, Purdue University, Moderator

1:00 Invited Talk
Caregiving in Sandwich Generation Families: What do Children Experience?
SHARON HAMILL, California State University, San Marcos
For a large number of families, care for dependent elderly parents coincides with care for dependent children. Research demonstrates that caregivers in Sandwich Generation families under a great deal of stress, however, what do their children experience? This paper describes the impact of caregiving on the socialization of the young.

1:30
Gender and Cultural Mistrust among African American College Students
CHARITY ROLFES & MIRJAM JOENSSEN, Purdue University
charity@psych.purdue.edu
We investigated relationships among gender, cultural mistrust, and social comfort in African American college students. African American college students indicated less comfort in interactions with European American counselors. Cultural mistrust mediated male students’ comfort with academic or spiritual counselors.

1:45
**Differences in Risk for Psychopathology**
GINGER C. APLING & KATHY E. GRANT, DePaul University
gapling@depaul.edu
Stress, Coping, and Symptoms in African American Urban Adolescents: Explaining Sex
Amongst primarily White, middle class adolescents, girls report more stress and psychological symptoms than boys. Amongst African American, low-income urban adolescents, girls report more symptoms, but not more stress. Stress specificity, coping strategies, and gender-based reporting bias are explored to explain girls’ disproportionate risk for symptoms in the latter population.

2:00
**The Relationship Between Chronic Stress and Symptomatology Among Ethnic-Minority, Low-Income Adolescents**
LAUREN A. GASKILL & GISHAWN A. MANCE, DePaul University
lgaskill@depaul.edu
This study examined the relationship between chronic stress and symptomatology within an ethnic-minority, low-income adolescent sample. Adolescents who reported increased levels of chronic stress also reported increased levels of delinquency and aggression. Further, females seemed to be more negatively impacted by chronic stress than males.

2:15
**Preparing Professionals: Graduate Students’ Perspectives on Diversity Training**
NANCY HAMMOUDAH, CHRISTINA R. WEYWADT, LINH NGUYEN LITTLEFORD, MISTY BODKINS, SHANTI M. PEPPER, MARC A. PULFER, & CHENG-WEI WANG, Ball State University
lnlittleford@bsu.edu
This paper provides information and encouragement for students and instructors involved with diversity training. The authors reflected on their experiences as graduate students taking a diversity course. The paper discussed potential conflicts, challenges, resolutions, insights, and rewards and provided concrete suggestions.

2:30
**Psychometric Properties of the Beck Depression Inventory – II with a Mexican American Adolescent Population**
CARMEN R. WILSON VANVOORHIS & TRACIE BLUMENTRITT, University of Wisconsin – La Crosse
wilson.carm@uwltax.edu
Mexican American Adolescents completed the BDI-II as part of a larger research project. Results support the reliability and validity BDI-II as a measure of depression in this population. Mexican American youth, however, appear to express depression differently than their Caucasian counterparts as evidenced by substantially different factor structures among the BDI-II items for the two populations.
1:00 Invited Talk

Activation and Source Monitoring in False Memories

JAMES H. NEELY, University at Albany-State University of New York

I isolate the contributions of activation and source monitoring to false memories in the Deese/Roediger-Mcdermott memory paradigm by comparing (a) episodic memory's for critical items and associates studied in related and unrelated lists, (b) lexical decision priming effects for studies and nonstudied critical items and associates and (c) “false alarms” to nonstudied critical items and associates following a nonexistent study list.

1:30

Recognition Memory of Counterfeit Lists

ROBERT L. GREENE, Case Western Reserve University
rlg2@po.cwru.edu

In the counterfeit-list procedure, participants are told that they will see subliminally-presented words; in reality, no words are shown. A set of four experiments shows that participants in this procedure have false-alarm rates that are affected by concreteness, frequency, and revelation.

1:45

Emotional Experience During Recall of Traumatic Events: A Multiple Systems Perspective

ROBERT N. KRAFT, Otterbein College
kraftrobert@core.com

Recall of strong emotion was analyzed through close observation of videotaped oral testimony. The analysis identified several sources of remembered emotional experience: cognitively-generated affect due to unresolved discrepancies between schema-based expectations and specific memories, spontaneous affect based on core representations of emotion, and implicit memory triggered by external events.

2:00

September 11 vs. the Space Shuttle Columbia Disaster: Are Flashbulb Memories Dependent on Emotional Reaction?

TRINA C. KERSHAW & JOSHUA A. HEMMERICH, University of Illinois at Chicago
tkersh1@uic.edu

Incidence of flashbulb memory and emotional reaction were compared for two events, Sept. 11 and the Columbia Space Shuttle disaster (N = 56). Both groups showed an equal rate of flashbulb memory and similar emotional reactions. Accuracy of FB was predicted only by initial emotional reactions, suggesting the importance of emotion during initial encoding.

2:15

Recollection rejection and single associates: The role of meaning

TIMOTHY N. ODEGARD & JESSICA SWANNER & ASHLEY WRIGHT & JAMES M. LAMPINEN
University of Arkansas
todegar@uark.edu

Recollection rejection has garnered increased levels of attention. Yet, little is known about the factors that increase its occurrence. Our participants were better able to recollect what was actually presented to avoid a false alarm when presented with high semantic associates opposed to high rhyming associates of a study item.
Avoiding Heartache: Process Dissociation and Memory Conjunction Errors
JAMES M. LAMPINEN, University of Arkansas, JEFFREY S. NEUSCHATZ, University of Alabama, ELIZABETH PRESTON, Vanderbilt University, & TIMOTHY N. ODEGARD, University of Arkansas
lampinen@uark.edu

Memory conjunction errors occur when participants falsely recognize items (e.g. Heartache) that are made up of features from presented items (e.g. Heartburn + Toothache). Using the process dissociation procedure we demonstrate robust recollection of memory conjunction lures.

2:45 Invited Talk
The Role of Existing Knowledge Structures in Familiarity
ANNE CLEARY, Iowa State University
acleary@iastate.edu

Recent work from my laboratory suggests that familiarity signals may sometimes emerge from the activation of existing knowledge structures. These familiarity signals, in turn, may be used to discriminate between recently presented and non-recently presented stimuli. In particular, they may form the basis of recognition without identification.

Animal Cognition

Friday, 1:00-3:00  PDR 9
LARRY NORMANSELL, Muskingam College, Moderator

1:00 Invited Talk
“Chimpanzees’ Rules for Tools: Pholk Fysics for Psychologists”
SALLY BOYSEN, The Ohio State University Chimpanzee Center
Boysen.1@osu.edu

Attention plays a pivotal role in the information-processing mechanisms which must in part subserve higher-order cognition. Two decades of studies with chimpanzees at The Ohio State University Chimpanzee Center suggest that the enculturation process (the immersion of our ape subjects in an artifact-laden human culture with long-term, highly social, stable human relationships) affects the animals’ access to attentional resources and other executive functions of the frontal lobes in dramatic ways. Such changes may facilitate acquisition of complex cognitive concepts, encourage emergent skills, and under some circumstances, override behavioral predispositions which interfere with their acquisition of new concepts or task demands. The role of such capacities and its potential relationship to emerging cognitive abilities, specifically as it relates to the chimps’ understanding of complex phenomena such as causality and tool function, will be compared with recent suboptimal performance on comparable tools problems by chimpanzees at another laboratory.

1:30
Win-Shift and Win-Stay Serial Pattern Learning by Rats in the T-Maze
JEROME COHEN & IZABELA SZELEST, University of Windsor
jcohen@uwindsor.ca

Rats, presented two outcome sequences, RNN and RNR, in a fixed order, developed serial pattern responding more easily when a runway on the last trial was changed only within the RNR (win-shift group) than only within the RNN sequence (win-stay group). Subsequent test sessions determined that within-series inter-trial associations based on a win-shift change were relatively more dominant than those based on a win-stay change in runways but did not overshadow inter-series associations or ordinal series position information.
1:45
Tests of Cognitive Mapping in Rats
WILLIAM A. ROBERTS, CATHY CRUZ, & MARIAM NAQSHBANDI, University of Western Ontario
roberts@uwo.ca
Rats were fed in one arm of a cross maze and then placed in another arm to see if they could choose the arm where they had been fed. The results showed that rats accurately chose the correct arm. When they were given shortcut tests, however, they performed no better than chance. It was concluded that rats learned internal routes within the maze but did not form a topological cognitive map of the maze.

2:00
Sex Differences in Mortality are Amplified in Disadvantaged and Uncertain Socioeconomic Conditions
DANIEL J. KRUGER & RANDOLPH M. NESSE, University of Michigan
kruger@umich.edu
Sex differences in mortality rates were higher for those living in disadvantaged and uncertain socioeconomic conditions. The Male to Female Mortality Ratio was higher among the poor, less educated, and unmarried, and was also magnified during the recent Eastern European transition to market economies.

2:15
The Evolution and Function of Adult Attachment: A Comparative Analysis of Pair Bonding
CLAUDIA C. BRUMBAUGH, R. CHRIS FRALEY, & MICHAEL J. MARKS, University of Illinois at Chicago
cbrumbaugh@uic.edu
Three studies examined evolutionary mechanisms that may have promoted adult attachment or pair-bonding in humans and other mammals. Overall, our analyses indicate that species that exhibit adult attachment take longer to mature and tend to have fathers who play an active role in child rearing.

2:30 Invited Talk
Cognitive and Communicative Abilities of Grey parrots
IRENE PEPPERBERG, MIT School of Architecture and Planning
impepper@media.mit.edu
Behavioral data demonstrate parallel development of communicative and physical object (manual) combinatorial abilities in young children and apes; we find comparable, if limited, parallel combinatorial development in an evolutionary distant subject, the Grey parrot. Researchers thus must broaden the search for, and examine arguments concerning, responsible substrates and common behavior.

FRIDAY APRIL 30

Prejudice and Stereotyping
Friday, 1:00-3:00 Salon 8
JOHN ERNST, Illinois Wesleyan University, Moderator

1:00 Invited Talk
Attitudes Toward Younger and Older Adults
MARY E. KITE, Ball State University
mkite@bsu.edu
Results of a meta-analysis comparing attitudes toward younger and older adults will be presented, with a focus on five evaluative categories (e.g., stereotypes, competence, evaluation). Moderators examined are based on Social Role Theory and the double standard of aging, including information provided, respondent age, and target age and sex.
1:30
Multiple Social Categories and Stereotype Threat
ROBERT J. RYDELL, SIAN L. BEILOCK, ALLEN R. MCCONNELL, & LAUREN E. HOLT, Miami University
rydellrj@muohio.edu
The moderating effects of positive and negative social identities on stereotype threat were examined. Results showed that when only a negative stereotype was accessible, normal stereotype threats effects obtain; however, when both a positive and a negative stereotype were presented concurrently, stereotype threat effects were eliminated.

1:45
Causal Uncertainty and Stereotype Avoidance: The Role of Attention to Additional Individuating Information
STEPHANIE J. TOBIN, GIFFORD WEARY, H. ANNA HAN, & RYAN BRUNNER, Ohio State University
tobin.31@osu.edu
Perceptions of academic misconduct and attention to case information were influenced by stereotype information only among participants who were low in causal uncertainty (CU) and causal importance. High CU or causal importance led to stereotype avoidance and sustained attention to details, even under cognitive load.

2:00
A Stereotype Threat in Math and Working Memory Capacity: Why only Difficult Problems Fail
ALLEN R. McCONNELL, SIAN L. BEILOCK, ROBERT J. RYDELL, Miami University, & THOMAS H. CARR, Michigan State University
mcconnar@muohio.edu
We replicated past research showing that stereotype threat hurts performance on difficult but not on easy math problems (Study 1) and had participants practice math problems extensively to produce automatic answer retrieval from memory (Study 2). Highly-practiced difficult problems did not fail under stereotype threat, whereas unpracticed difficult problems did.

2:15
Applying the Contact Hypothesis to Black English Vernacular
SCOTT P. KING, Loyola University Chicago
sking6@luc.edu
This research presents an application of the contact hypothesis, the idea that increased cooperative contact between groups reduces intergroup prejudice, to the evaluation of Black English Vernacular speakers. Participants with higher contact with BEV speakers evaluated the BEV speaker as more respectable and more friendly than participants with lower contact.

2:30
Corporate Change vs. Stability: Do We Think The Elderly Can Adapt?
LEIGH LISKEY, Purdue University & AMANDA DIEKMAN, Miami University
laliskey@yahoo.com
We examined role-stereotype incongruity as a contributor to age discrimination in hiring. As predicted, the bias against older workers was especially pronounced when participants considered the candidates for jobs in companies described as experiencing rapid change. Older workers were perceived as less likely to adapt to change than younger workers.
Social Cognition

1 Encoding Flexibility of Social Categories in Impression Formation
ALYSON CANTEY & JOHN D. MURRAY, Georgia Southern University
jmurray@georgiasouthern.edu
The present study investigated the extent to which trait-based and stereotype-based social descriptors influence encoding flexibility during impression formation. Our findings suggest that because of structural differences in mental representation, stereotype descriptors lead to more variable perceptual and conceptual encoding patterns than traits under limited cognitive capacity.

2 The Need for Cognition and Metacognition
SAVIA A. COUTINHO, KATJA WIEMER-HASTINGS, ANNE BRITT, Northern Illinois University
(sponsor: JOHN SKOWRONSKI, Northern Illinois University
saviac@yahoo.com
This study investigates the need for cognition, defined as the tendency to enjoy complex intellectual activity and metacognition, the ability to accurately monitor one’s progress. High need for cognition students differ on metacognitive abilities, and metacognition may be improved over time.

3 Linguistic Markers of Cognitive Broadening
MICHAEL COHN, University of Michigan
macohn@umich.edu
Cognitive broadening has been linked to increased health, emotional resilience, and social resources. We describe experimental and correlational evidence showing a link between references to the self in personal writing and increased broadening, allowing us to measure broadening in a greatly increased variety of situations and populations.

Social Judgment

4 Winning Confidence as a Function of the Failure to Attain a Randomly-Determined High- vs. Low-Valence Outcome
PAUL M. BINER, JOSHUA A. RAINES, & IRENE A. CZYSZCZON, Ball State University
pbiner@bsu.edu
An experiment was conducted in which subjects were given the opportunity to win either $1.00 or $10.00 in two rounds of a chance-determined card-drawing game. Confidence in winning was measured before and after subjects experienced a loss in the initial round. Results are discussed in terms of control motivation.

5 Going to War with Iraq? False Consensus and Presumed Gender Differences
CLIFFORD E. BROWN, L. RUTH RODELANDER, & MATTHEW P. MCSORLEY, Wittenberg University
cbrown@wittenberg.edu
Participants indicated their own beliefs and estimated others’ beliefs about whether or not the U.S. would (and should) go to war with Iraq. Although there were no significant sex differences in actual beliefs, presumed gender differences and false consensus effects emerged in participants’ beliefs about others.

6
The Performance versus Ability Distinction in Social Comparison
JUSTIN T. BUCKINGHAM, LAVONIA SMITH LEBEAU, Towson University, WILLIAM M.P. KLEIN, University of Pittsburgh, RICHARD FEINBERG, DAVID R. SCHURTZ, KRISTINA VITUCCI, & AARON WHEELER, Towson University
jbucking@towson.edu
We examined the effect of social comparison on self-evaluations of performance versus ability. Participants received comparative test feedback and then evaluated their performance and ability. Results show that feedback had a stronger effect on performance than ability and that participants used a broader range of criteria to evaluate ability.

7
"Thou Shalt Love the Lord Your God…and Your Neighbor as Yourself": Attachment Style and Religious Beliefs
STEVEN J. HOEKSTRA, Kansas Wesleyan University
hoekstr@kwu.edu
"Thou shalt love the Lord your God…and your neighbor as yourself": Attachment Style and Religious Beliefs
Discrete and continuous measures of adult attachment were assessed in relation to various measures of religiosity and views of God. Results for a broad sample of college students and adults showed evidence supporting the correspondence hypothesis rather than the compensation hypothesis.

9
Using the Naturalistic Fallacy to Judge the Way Things Ought to Be
SCOTT EIDELMAN & CHRIS CRANDALL, University of Kansas
eidelman@ku.edu
Do people use “what is” as a guide for what “should be?” We found that Ps used the naturalistic fallacy as a reasoning strategy; the more experts in different fields believed theories were true, the more Ps were to conclude that these theories described the way things “ought to be.”

10
Judgments of Sexual Harassment: Effects of Victim Race, Perpetrator Race, and Motive
CHRISTINA R. WEYWADT, MARY E. KITE, KERRI L. PICKEL, & DEBORAH W. BALOGH, Ball State University
crweywadt@bsu.edu
We investigated judgments of whether sexual harassment occurred by varying victim race, perpetrator race, and victim’s motive for reporting. Results showed people were less harsh in their judgments when the motive for reporting was altruistic rather than retaliatory. Few effects emerged for victim or perpetrator race.

11
Lucky Next Time: The Effects of Luck Inducement and Delay on Predictions of Future Wins and Luck Ratings
GRACE B. DYRUD, MATTHEW PLITZKOW, & BRIDGET ROBINSON-RIEGLER, Augsburg College
dyrud@augsburg.edu
An increase in predicted number of future wins (luck) in a simulated gambling experiment was created by prior reading of a positive toward gambling dialogue between two students, but did not increase luck ratings. A delay between the experiment and the prediction did not enhance the luck effect.

12
Egocentric Motive Attributions and Support or Opposition to the War in Iraq
MICHAEL L. GRISWELL, GLENN D. REEDER, JOHN B. PRYOR, Illinois State University, & MICHAEL J. A. WOHL, Carleton University
mlgris2@ilstu.edu
To the extent that respondents disagreed with President Bush's position on the War in Iraq, they perceived him to be motivated by self-interest (rather than ethical principles) and as motivated by a desire for power (rather than to defend the U.S. from threat).

13  
Perceiving Motives: When Observers Give Actors the Benefit of the Doubt  
MICHAEL L. GRISWELL & GLENN D. REEDER, Illinois State University  
mlgris2@ilstu.edu  
The study examined actor vs. observer differences in motive perception. Actors described to observers two incidents from their lives. Observers subsequently rated the motives for the actors' behavior as less selfish than the actors did. Observers also rated the actors as less selfish in general than the actors did.

Attitudes

14  
Functional Morals: Attitude Functions and Moral Reasoning  
CRAIG A. WENDORF, University of Wisconsin – Stevens Point & IRA J. FIRESTONE, Wayne State University  
cwendorf@uwsp.edu  
Participants completed the Defining Issues Test (DIT) and an Attitude Functions Inventory (AFI) for three moral dilemmas. Factor analysis on the AFI revealed 7 factors. Multiple regression analyses revealed that attitude functions predicted moral reasoning schemas in theoretically consistent ways. Implications for future studies of moral reasoning are discussed.

15  
Persuasion in the Classroom: An Application of the Elaboration Likelihood Model  
NATALIE A. KERR, James Madison University  
kerrna@jmu.edu  
Participants listened to a lecture consisting of strong or weak arguments that were attributed to a source with high or low expertise. It was hypothesized that persuasion would be determined by the strength of the arguments, the expertise of the source, and the extent to which recipients processed the arguments.

16  
Individual differences in persuasion: Handedness and interhemispheric interaction  
STEPHEN D. CHRISTMAN, MATTHEW ALTIERE, ANDREW GEERS, University of Toledo, & CHRISTOPHER NIEBAUER, Slippery Rock State University  
stephen.christman@utoledo.edu  
Mixed-, relative to strong right-, handedness was associated with an increased openness to persuasion, particularly for weak arguments. Results are interpreted in terms of individual differences in interhemispheric interaction and the role that interhemispheric interaction plays in the updating of beliefs and attitudes.

17  
A Leading Researcher Approves of This Study: Pseudo-credibility and Persuasion  
SARAH E. WOOD, Northern Illinois University  
swood1@niu.edu  
Marketers sometimes attempt to obtain the benefits of manipulating source credibility without overtly identifying the source (e.g., a leading doctor recommends…). This study examines the persuasive impact of a pseudo-credible source under conditions of high and low issue involvement and with high-quality and ambiguous messages.

18  
CHARLES M. JUDD, IRENE V. BLAIR, University of Colorado-Boulder, KRISTINE M. CHAPLEAU, Marquette University  
kristine.chapleau@mu.edu
Payne (2001) documented that African American faces automatically facilitate the categorization of handguns, relative to White faces. An extension of Payne’s procedure was conducted demonstrating automatic activation of stereotypes rather than prejudice. These results are discussed in the context of racial bias in police work.

Gender

19
Gender, Gender-role Orientation, and Empathy as Predictors of Forgiveness
JESSICA A. CHRISTENSEN, MINDY A. MCMAHON, MARY E. OMLAND & RANDALL A. GORDON, University of Minnesota, Duluth
rgordon1@d.umn.edu
Gender-role orientation, across all three dimensions of forgiveness, was shown to be a better predictor of ability to forgive than was gender. Masculinity and femininity contributed differently to each dimension of forgiveness. Findings are discussed in terms of the relationship of gender, gender-role orientation and empathy as predictors of forgiveness.

20
Differences in the Predictors of Men's and Women's Desire to Marry
JUDITH E. OWEN BLAKEMORE, CAROL A. LAWTON, & LESA RAE VARTANIAN, Indiana Purdue University Fort Wayne
VartaniL@ipfw.edu
Never-married men and women (N = 406) completed measures of self-consciousness, attitudes toward women, and the desire to marry. Women expressed a greater desire to marry than did men. More conservative, White, and more anxious women were more motivated to marry, and to use names and titles that indicated marital status.

21
Sex Differences, Self-Esteem, and Causal Attributions
MELISSA BERRY CAHOON, University of Dayton, DAVID C. LUNDGREN, University of Cincinnati, & ELAINE BYRAM SAMPSON, Alabama A & M University
melissa.cahoon@notes.udayton.edu
Investigations of possible sex differences in causal attribution for academic outcomes have yielded mixed findings. This study contributes to our understanding of this issue and explores self-esteem as an important mediating variable. Although others have reported sex differences with respect to internality/externality biases, we found no evidence of this distinction.

22
Traits in Mates: Sex Differences and Similarities in Physical Attraction
WIND GOODFRIEND, Purdue University, & AMANDA B. DIEKMAN, Miami University
wind@psych.purdue.edu
A factor analysis was conducted on the physical attractiveness of 100 traits, resulting in four factors. Sex differences emerged in attraction to two factors (Masculine Physicality and Feminine Physicality) but were nonsignificant for the other two factors (Health and Exoticism). We discuss implications for evolutionary theory and social role theory.

23
Group Dynamics and the Sexual Double Standard
MICHAEL J. MARKS, University of Illinois, Chicago (Sponsor: R. CHRIS FRALEY, University of Illinois, Chicago)
mjmarks@uic.edu
To determine whether the sexual double standard is a function of social conformity, participants, both individually and in groups, evaluated male and female targets with varying sexual experience. In the group condition, a double standard emerged in some domains. A sexual double standard did not emerge the individual condition.
24  
**Sexist Humor and Formation of Attitudes About the Joke Teller**  
DOUG EAMON, LEAH SUPANICH, DAVID KOHLMEYER, & CHRIS WEINS, University of Wisconsin-Whitewater  
eamond@uww.edu  
Gender-biased jokes were read to subjects by a male and a female. Subjects evaluated both jokes and joke readers. Males who reported the jokes most offensive lowered their judgement of joke tellers after hearing jokes biased against males, but females raised their judgement of joke tellers after hearing the same jokes.

25  
**Emotional Facial Expression: Gender Differences**  
EMILY VOLLER, VINCENT VOGT, KRISTA M. DILLMAN & LESLIE A. VALDES, St. Cloud State University  
lavaldes@stcloudstate.edu  
Plant, Hyde, Keltner, & Devine (2000) found women were perceived as displaying more sadness than men whereas participants thought pictures of men were angrier than women. This study extended these findings to written descriptions as well as ratings. Initial findings suggest that Plant et al.’s findings applied only to ratings.

26  
**A Confirmatory Factor Analysis of the Body Esteem Scale**  
STEPHEN L. FRANZOI MICHELLE J. MCDONALD, & KENNABOLTON, Marquette University  
Stephen.Franzoi@marquette.edu  
This study analyzes and confirms the previously reported factor structure of the Body Esteem Scale for both males and females (Franzoi & Shields, 1984) using structural equation modeling. These findings provide further evidence that the Body Esteem Scale is a good measure of body esteem in its gender-specific dimensions.

27  
**The Influence of Dynamic Stereotypes on Interest in Powerful Careers**  
ALLISON L. TRUAX & AMANDA DIEKMAN, Miami University  
Truaxal@muohio.edu  
In recent years, women have entered male dominant occupations in escalating numbers. This study hypothesized that female participants who read about women rising in power would show increased desire for powerful jobs relative to female participants who read about women remaining stable in power. This theory was tested and confirmed.

28  
**Complex Reactions Toward Rape Victims: How Observers are Influenced by the Reactions of Others**  
AMY L. BROWN, Miami University  
brownal2@muohio.edu  
Two studies investigated the effects that negative and positive social reactions toward a rape victim would have on observers’ impressions of the victim. Results suggest that people understand the detrimental impact that negative social reactions can have on a victim’s coping, but they may also be more likely to blame a victim who is stigmatized by others.

Affect & Emotion

29  
**Emotional Priming and Self-Awareness: Emotional Effects without Emotional Experience**  
ANN G. PHILLIPS, MIRIAM K. BAUMGAERTNER, & PAUL J. SILVIA, University of North Carolina at Greensboro  
aphillip@uncg.edu  
Two experiments found that priming emotional knowledge increases self-awareness without affecting emotional experience. Diverging effects of emotional knowledge and emotional experience are considered.
What happens when we discover reasons for not feeling happy?
ANCA M. MIRON, JACK W. BREHM, & SARAH K. PARKINSON, University of Kansas
anca@ku.edu
Two studies were conducted to test whether the intensity of happiness is a cubic function of the reasons for not feeling happy. Participants were first offered a gift certificate, and then were provided with weak, moderate or strong reasons for not feeling happy. The results clearly supported the cubic pattern.

More Good than Harm: Assessing the Impact of Mood Induction Studies on People’s Perceptions of Psychological Research
CARRIE A. LAVIS, Niagara College, SEAN E. MOORE, University of Nebraska Lincoln Gallup-Research Center, ROBERT C. SINCLAIR, Laurentian University
cAVIS@niagarac.on.ca
Participants evaluated their perceptions of their research experience in a mood induction study (relative to other studies). Results indicated that participants rated the experience more positively than the “typical” psychological experiment. Implications are discussed in terms of the ethics of mood research and the use of deception in such research.

Stereotypes & Prejudice

Anti-Indian Bias and Perceptions of American Indians and Alcohol Use in Domestic Violence
CYNTHIA W. ESQUEDA, LORI HACK, & MELISSA TEHEE, University of Nebraska-Lincoln
cwillis-esqueda1@unl.edu
The study examined biases against American Indians, in comparison to European Americans, who were involved in domestic violence and whether alcohol consumption and anti-Indian attitudes influenced culpability ratings. Results indicated biases exist against American Indians, and this has implications for legal outcomes on American Indian reservations when non-Indians are involved.

The mediating role of agency in positive and negative gender stereotypes
T. WILLIAM ALTERMATT, Hanover College, JACQUELYN A. SHELTON, University of Michigan-Flint
altermattw@hanover.edu
In a sample of 218 students, the relation between benevolent sexism (BS) and hostile sexism (HS) was significantly mediated by the belief that women are less agentic (competent and suited to positions of authority) than men. Agency supports BS by justifying protection, and supports HS by justifying exclusion from power.

What Should We Call “Older” People? Changes in Age Labels Across the 20th Century and the Effects of these Labels on Perceptions of Older Adults
ELIZABETH J. MEINZ, FABIA D'AMORE-KRUG, BETHANY L. GAUEN, CHELSEA L. HART, & GERALDINE R. WEIR, Southern Illinois University Edwardsville (Sponsor: BRYCE SULLIVAN, Southern Illinois University Edwardsville)
emeinz@siue.edu
Through three studies, we investigated trends in labels used for older adults in journal articles, and the labels’ influence on perceptions of older adults. Overall, current scholarly sources tend toward using the term older adult, which is the term leading to the lowest age estimations of any age label studied.

We All Look the Same to Me: Positive Emotions Eliminate the Own-Race Bias in Face Recognition
KAREEM J. JOHNSON, & BARBARA FREDRICKSON, University of Michigan (Sponsor: Denise Sekaquaptewa, University of Michigan)
kareemjj@umich.edu
Using Fredrickson's (1998/2001) broaden and build theory, we hypothesized positive emotions could reduce the own-race bias (ORB) in face recognition. In two experiments, emotions (joy, fear, or neutral) were induced prior to a facial memory task. Results indicated induced positive emotions effectively eliminated the ORB for Black and Japanese faces.

36
**When Stereotypes Collide: Evaluations of People with Multiple Group Memberships**
STEPHANIE KENYON, Northern Kentucky University, DAVID H. SILVERA, The University of Tromsø, Norway, & DOUGLAS S. KRULL, Northern Kentucky University
krull@nku.edu
Participants read about a target person whose membership in two groups (engineering major, sorority member) was manipulated. Personality ratings of the target showed additive effects of the two group stereotypes for engineer-related traits and hierarchical integration of the stereotypes (engineering stereotypes were only applied for non-sorority targets) for sorority-related traits.

37
**Social Influence and the Expression of Prejudice**
DONALD A. SAUCIER, JOHN S. COX, BETHANY H. HOFFMAN, & LINDSAY B. SHARP, University of Kentucky
dasauc2@uky.edu
Individuals are often motivated to appear nonprejudiced, and accordingly will use normative information to guide their expressions of prejudice. We conducted three studies that showed that individuals’ expressions of prejudice can be reduced or increased depending on how prejudiced they believe the “average person” to be.

38
**Polarized Impressions of the Mentally Ill: Revisiting the Ambivalence response-amplification Hypothesis**
LEONARD S. NEWMAN, AARON G. RUDNICKI, ALIZA SILVER, University of Illinois at Chicago, & DANIEL KEYS, Swarthmore College
lnewman@uic.edu
Participants viewed silent videotaped interviews; in one condition the interviewee was said to have a history of schizophrenia. In Study 1, ratings of the schizophrenic target were more polarized. Study 2 revealed that this effect is stronger for traits important to observers. Implications for the ambivalence response-amplification hypothesis are discussed.

39
**“Don’t Ask, Don’t Tell”: The Influence of Stigma Concealing and Perceived Threat on Perceivers’ Reactions to a Gay Individual**
DEBRA L OSWALD, Marquette University
debra.oswald@marquette.edu
This research examines perceivers’ reactions to a gay target who either conceals or does not conceal his sexual orientation under the conditions of threat (target is HIV positive) or no threat (target is healthy). The results of this study demonstrate that stigma concealing and threat independently influence the stigmatization process.

40
**The Impact of Prejudice-Related Discrepancies and Perception on the Accuracy of Trait Ascriptions**
JENNIFER J. RATCLIFF, KEITH D. MARKMAN, G. DANIEL LASSITER, & STACEY DAUSTER, Ohio University
ratcliffjen@frognet.net
Recent behavior perception research has revealed that individuals high and low in prejudice may form disparate impressions of a stigmatized target, in part, because they perceive ongoing behavior differently (Lassiter et al., 2003). The current study examines the implications of such differential perceptual patterns for the accuracy of trait ratings.
41
Trait and Stereotype Expectancies Have the Same Effect on Person Memory
JEREMY D. HEIDER, CORY R. SCHERER, & JOHN J. SKOWRONSKI, Northern Illinois University
jheider1@niu.edu
Participants received either a trait expectancy or stereotype expectancy about a target. They then read mock evidence items from a trial transcript. Participants recalled a greater number of expectancy-incongruent than expectancy-congruent items regardless of expectancy type, showing that trait and stereotype expectancies have similar effects on recall.

Social Judgment

42
Enhancing the Accuracy of Self-Reported High-Risk Sexual Behavior: The Double Rating Method
SUSAN L. THOMAS, JONATHAN C. PETTIBONE, & DONALD J. SCANDELL, Southern Illinois University Edwardsville
suthoma@siue.edu
The effectiveness of the Double Rating Method (Hui, 2001) in reducing socially desirable responses for high-risk sexual behavior was examined. Participants were randomly assigned to one of four reporting conditions. Results indicated that the double rating methods increased the self-report of sexual behaviors.

43
Counterfactual Thinking During Football Season
LESLEY A. HITE, ANTHONY D. LEGER, & ELIZABETH S. VIGLIONE, Gannon University
hite002@gannon.edu
Abstract: This study examined the generation of counterfactual thoughts by athletes after football games. As expected, athletes generated more upward counterfactuals after losses than after victories. However, the number of counterfactuals generated did not dissipate over the course of the season. Possible explanations for this unexpected finding are discussed.

44
Cognitive Styles; Links with Perfectionistic Thinking
LAWRENCE R. BURNS & BRANDY A. FEDEWA, Grand Valley State University
burnsl@gvsu.edu
We examined the associations positive and negative perfectionism have with constructive thinking and multiple coping styles. Negative perfectionists are poor constructive thinkers and exhibit maladaptive coping in reaction to stress. Positive perfectionists were found to actively engage problems and are conscientious, however they may preferentially react behaviorally rather than emotionally.

45
The Structure and Determinants of Justice Criteria Importance
CRAIG A. WENDORF, University of Wisconsin – Stevens Point
cwendorf@uwsp.edu
Participants rated the importance of 15 procedural and distributive justice criteria in moral dilemmas. Analyses yielded 4 factors that were not reducible to any higher-order factors. These factors were differentially predicted by concerns about procedural justice, distributive justice, and outcome favorability. Justice criteria are not synonymous with traditional justice dimensions.

46
The Influence of Fear on News Issue Importance: A Longitudinal Study
JASON R. YOUNG, Hunter College--CUNY
jason.young@hunter.cuny.edu
A longitudinal study was conducted to examine the role of fear in the agenda setting process--the means by which the media shape the public's perceptions of what news issues are important. The present study surveyed 130 undergraduates about news issues they found important and the emotions and other cognitive reactions associated with each issue. Follow-up phone surveys over an 8-week period examined the relative stability of this fear-importance connection. Implications for understanding the interaction between perceptions and emotion will be discussed.
Mother Expectations and Children's Alcohol Use: Evidence of a Self-defeating Prophecy
JENNIFER L. WILLARD, STEPHANIE MADON, MAZ GUYLL, & RICHARD L. SPOTH, Iowa State University
willardj@iastate.edu
This research examined whether children's self-efficacy regarding alcohol refusal moderated their susceptibility to positive and negative self-fulfilling prophecies elicited by their mothers. The relationship between mother expectations and children's future alcohol use was most consistent with a self-defeating prophecy among low self-efficacy children. Mediators of this process were examined.

Emotional Recognition in the Face of Sleep Deprivation
BARTHOLOMEW D. PHILLIPS, Naval Health Research Center and VA San Diego Health Care System and University of San Diego California, SEAN P.A. DRUMMOND, VA LT. WALTER CARR, Naval Health Research Center, MATTHEW A YANAGI, VA San Diego Health Care System and University of San Diego California
phillips@nhrc.navy.mil
This research investigates the interaction between prolonged wakefulness and the ability to identify emotions in faces. Subjects were tested 4 times over a 44-hour period of continued wakefulness. Preliminary results suggest that prolonged wakefulness interacts differently depending on the emotions with happy faces being the least affected.

Symposium
Dynamic Spatial Cognition
Friday, 1:00-3:00, Salon VII
J. SCOTT JORDAN & JEFFREY B. WAGMAN, Illinois State University, Moderators

Spatial Perception and Control
J. SCOTT JORDAN, Illinois State University

Perceiving Space by Touching Things
JEFFREY B. WAGMAN, Illinois State University

Using Spatiotemporal Experience to Remember Location
ALYCIA HUND, Illinois State University

The Coordination of Component Movements in Visually Guided Reaching
LEONARD MARK, HYEG JOO CHOI, & ANNE HUMPHREY, Miami University
FRIDAY APRIL 30

APA DISTINGUISHED SCIENTIST ADDRESS
An Information Processing Perspective on Conditioning
RANDY GALLISTEL, University of California, Los Angeles

Friday, 1:30-3:00        Monroe Room
DAVID ALLBRITTON, DePaul University, Moderator

FRIDAY APRIL 30

MPA PRESIDENTIAL ADDRESS
Social Identity: The Importance of Being "We"
MARILYNN B. BREWER, The Ohio State University

Friday, 3:00-5:00        Monroe Room
THOMAS R. ZENTALL, University of Kentucky, Moderator

MPA BUSINESS MEETING IMMEDIATELY FOLLOWING THE PRESIDENTIAL ADDRESS
MPA LOCAL REPRESENTATIVE MEETING FOLLOWING THE BUSINESS MEETING

Friday, 5:00-7:00        Adams Room
Social Hour

SATURDAY MAY 1

The Role of Nature in Social Psychology

Saturday, 9:00-11:00 a.m.Salon III
MAUREEN WANG ERBER, Northeastern Illinois University, Moderator

9:00 Invited Talk
The Natural Psychological Superiority of Conservative Ideology and What can be Done about it
CHRISTIAN S. CRANDALL, University of Kansas
crandall@lark.cc.ukans.edu
Conservative ideology is based on individualism, preserving the status quo, and promoting hierarchy. Many “natural” psychological processes exist which support these preferences: conservative ideology is
psychologically “natural.” To achieve any other form of ideology required “correction,” which may make ideologies more liberal or more conservative. What, if anything, is to be done?

9:30
Social Influence and Perceived Nonpaternity in Men and Women: Can Impression Management Inform Evolution?
TODD W. LUCAS, MICHELE R. PARKHILL, GLENN E. WEISFELD, Wayne State University, MARYANNE L. FISHER, York University, & MARTIN VORACEK, University of Vienna Medical School
ai3960@wayne.edu
Nonpaternity defines a discrepancy between a father's perceived and actual biological paternity of an offspring. This study investigated the effects of social influence on male and female estimates of nonpaternity. Gender differences in responses to audience and privacy manipulations suggests that recognition of social influence in sociobiological investigations is essential.

9:45
Marriage Perceptions and Preferences in a Modern Polygamous Society
BRAD J. SAGARIN, Northern Illinois University, BARBARA J. HOULE, Riverland Community College, LINDIWE B. T. SIBISI, Ministry of Education--Regional Education Lubombo, Swaziland, & MELISSA A. COMMISSO, Northern Illinois University
bsagarin@niu.edu
Swazi men and women reported strong preferences for monogamous marriages, perceptions that jealousy among co-wives stemmed from emotional, financial, and attentional inequity rather than sexual inequity, and perceptions that men in polygamous marriages are poorer, less educated, and less intelligent than men in monogamous marriages. Evolutionary psychological implications are discussed.

10:00
Women Valuing Appearance Feedback from Men: The Role of Relationship Potential
ERIN QUINLIVAN & KAREN GASPER, The Pennsylvania State University
euq100@psu.edu
Women’s reflected appraisals of physique ratings, particularly from the male standpoint, were shown to have implications for body dissatisfaction. An investigation of one possible mechanism behind this - the potential for a romantic relationship – showed that women cared more about appearance feedback from single men than from men in committed relationships.

10:15
Dads and Cads: Alternative Mating Strategies in British Romantic Literature
DANIEL J. KRUGER, University of Michigan, MARYANNE FISHER, York University, & IAN JOBLING, Buffalo, NY
kruger@umich.edu
Modern female college students intuitively understood the mating strategies of male characters in early 19th century British Romantic literature. In hypothetical scenarios, women preferred proper heroes (dads) for long-term relationships. The shorter the relationship being considered, the more likely women were to choose dark heroes (cads) as partners.

10:30
It was Just a Kiss: An Exploration of What Constitutes Infidelity in Romantic Relationships
KAREN WILSON, EDDIE M. CLARK, BRENT A. MATTINGLY, KAREN M. BREEJEN, AMANDA R. WHITWORTH, Saint Louis University
wilsonk@slu.edu
The current research aims to determine how people define infidelity in terms of a committed relationship by designing an infidelity questionnaire. Upon analyzing the data, three factors emerged: Ambiguous/Socially Acceptable Behaviors, Secretive Behaviors, and Explicit Cheating Behaviors. The presentation will describe the exact nature of the factors.
10:45
Effects of Need for Approval, Self-Esteem, and Sex on Inception of Sexual Behaviors and Number of Partners Among College Students
TREVOR A. GRICE & DEAN LAUTERBACH, Eastern Michigan University
tgrice21@hotmail.com
College students were questioned to determine the relationship between an individual’s gender, need for approval, self-esteem, and the age and rate that they participate in sexual behaviors. Results indicate that men report more partners and behaviors than women and that no relationships exist for need for approval and self-esteem.

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SATURDAY MAY 1
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Social Cognition and Attitudes
Saturday, 9:00-11:00 a.m. Salon V
DANIEL ARKELIN, Valparaiso University, Moderator

9:00
Mindset and Priming Applicability: The Way Primes Affect You Depends on What You Are Already Thinking About
Jennifer R. Spoor & Donal E. Carlston, Purdue University
spoorn@psych.purdue.edu
This research explores how mindset moderates the effects of priming on impression formation. Participants' perceptions of an opinion deviate depended on whether participants were focused on task or interpersonal dimensions of a group’s discussion and whether participants were primed with deviance or sociability-related primes.

9:15
Metacognitive Beliefs about Groups: Inferences of Extensity from Familiarity
KIM WEAVER, University of Michigan, STEPHEN GARCIA, University of Michigan, & DALE T. MILLER, Stanford University
kdweaver@umich.edu
Four studies examined people's metacognitive theories about the relationship between feelings of familiarity for an opinion in a group and estimates of extensity, or the range of group members supporting the opinion. Results showed that observers inferred extensity from feelings of familiarity brought about by one group member’s repeated statements.

9:30
Self-Handicapping and Contextual Framing: Does Framing a Task in Prevention or Promotion-Focused Terms Impact the Likelihood of Self-Handicapping?
KRISTIN S. HENDRIX & EDWARD R. HIRT, Indiana University
kshendrix@indiana.edu
Self-handicapping describes the predisposition to set up excuses before a performance-related task in order to avoid the negative feelings accompanying failure. The current research found that tasks framed in prevention-focused (avoidance) terms increased the likelihood of handicapping in comparison to promotion-focused (approach) terms.

9:45
Self-Awareness and Self-Regulation: The Benefits of Self-Blame
PAUL J. SILVIA, University of North Carolina at Greensboro
p_silvia@uncg.edu
When do people deal with failure defensively or constructively? Self-awareness theory (Duval & Silvia, 2001) suggests that attributing failure to the self reduces self-esteem but promotes constructive self-change
(e.g., practice). Two experiments found that attributions guide responses to failure, and that other variables (self-awareness, positive expectations) affect constructive self-change by affecting self-blame.

10:00
Effects of Salient Cultural Ideologies on Issue Framing
HRISTIE L. CATHEY, Missouri Southern State University
psych240@yahoo.com
This study examined effects of cultural ideologies on issue framing. Participants were primed with one of two ideologies, read about a proposed policy, and listed arguments for and against the policy. Results showed that participants’ arguments against the policy were consistent with the ideology with which they had been primed.

10:15
Framing of Self-Regulatory Goals Shifts Attitudes about the Criminal Justice System
BARBARA O'BRIEN, University of Michigan, & DAPHNA OYSERMAN, University of Michigan
bmoz@umich.edu
We examined how framing self-regulatory goals in terms of promotion (gain) or prevention (loss) influences attitudes toward alternatives to prison for criminals. Participants primed with promotion (versus prevention) favored alternatives only when priming was subtle. Priming promotion in an obvious manner, however, led participants to exclude that information in judgments.

10:30
The Role of Source Credibility in the Use of Tag Questions in Persuasion
KEVIN L. BLANKENSHIP, Purdue University, TRACI Y. CRAIG, University of Idaho, & THOMAS HOLTGRAVES, Ball State University
tcraig@uidaho.edu
It was hypothesized that source credibility would moderate the effect of tag questions on persuasion, and these effects would be thoughtful or nonthoughtful in nature. As predicted, tag questions used by a noncredible source decreased persuasion, whereas tag questions used by a credible source increased the processing of the message.

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SATURDAY MAY 1
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INVITED ADDRESS

Assessing Student Achievement: The Role of Psychological Theory and Research in Creating the Current Crisis and in Seeking Appropriate Solutions

JIM PELLEGRINO, University of Illinois at Chicago

Saturday, 9-11 Monroe Room

ANDREW CONWAY, University of Illinois at Chicago, Moderator
9:00 Invited Talk
Should I Follow My Feelings? How Individual Differences in Following Affective States Predict Emotional Well-Being and Affective Responsiveness
KAREN GASPER, The Pennsylvania State University
Researchers have assumed that people who follow their feelings tend to follow all their feelings, regardless of valence. This talk investigates the hypothesis that people differentially follow their positive and negative feelings. Moreover, it examines how these differences influence mental health and the way in which people notice and react to affective information.

9:30
Exploring the Nature and Correlates of Impulsive and Compulsive Problems
ADRIENNE ABRAMOWITZ, University of Illinois, Urbana-Champaign (Sponsor: HOWARD BERENBAUM, University of Illinois, Urbana-Champaign)
aabramow@s.psych.uiuc.edu
Individuals with impulsive-compulsive (I-C) problems were less emotionally stable than controls. Individuals with I-C problems were subdivided on the basis of their emotion regulation goals. Those engaging in I-C behaviors for pleasure enhancement reported more childhood physical and emotional abuse than those individuals engaging in I-C behaviors for distress reduction.

9:45
Is External Locus of Control Related to Schizophrenia, Global Outcome, and Major Psychopathology?
BARRY G. HANSFORD, University of Illinois at Chicago, MARTIN HARROW, , ERIC J. GROEN, Trinity Christian College, KALMAN J. KAPLAN, Wayne State University,& ROBERT FAULL, University of Illinois at Chicago
mharrow@psych.uic.edu
To study externality in disordered patients using the locus of control concept (I-E scale), 128 patients, including 43 schizophrenics, were followed up five times over 15 years. Externality was not specific to schizophrenia or to one diagnostic group, but was related to major dimensions of personality and functioning (p<.05).

10:00
The Relation of Shame and Guilt-Proneness to Assertiveness
RENEE J. THOMPSON & HOWARD BERENBAUM, University of Illinois at Urbana/Champaign
rjthomps@s.psych.uiuc.edu
We examined whether guilt and shame are differentially associated with assertiveness and factors that contribute to it. Participants completed a new assertiveness instrument and the TOSCA-3. Shame proneness was associated with fear of negative evaluation and self-effacement, whereas guilt proneness was associated with adaptive assertiveness and negatively associated with aggressiveness.

10:15
The Role of Gender in Predicting Coping Effectiveness
JOHN P. BAKER & HOWARD BERENBAUM, University of Illinois at Urbana-Champaign
jpbaker@s.psych.uiuc.edu
Over a two-week period participants reported how much they expressed their emotions regarding a stressful event. We examined the effect of coping on positive affect after two weeks. Men benefited from engaging in more emotional expression coping, whereas women benefited from engaging in less emotional expression coping.
Learning, Cognition and Psychobiology Poster Session

Saturday, 9:00-11:00 a.m Upper Exhibit Hall
Ken Bordens, Indiana Purdue University Fort Wayne, Moderator

Learning, Memory and Cognition

1
If it Bleeds, Does Implicit Memory Recede? Implicit Memory for Advertisements Embedded in Violent Programs
MITCH PETERSON & GREG ROBINSON-RIEGLER, University of St. Thomas
grieglger@stthomas.edu
We investigated the effects of violent and sexual content on memory for televised advertisements with both implicit and explicit measures. Participants viewed a violent, sexual, or neutral program with embedded advertisements. Explicit memory was unaffected by program content, while enhanced priming was observed for advertisements embedded within violent programs.

2
A Effect of Type of Statement and True vs. False Responses on Memory for Words
Abstract LGIS NORVILAS & PATRICIA M. GONZALEZ, Saint Xavier University
norvilas@sxu.edu
Using the depth-of-processing paradigm, participants were presented with affirmative and negative statements, crossed in relation to target words that called for either the response true or false. Only the statement-target word combinations that carried an underlying conceptual similarity resulted in heightened memory performance.

3
Emotional Elaboration Increases False Memory for Suggested Events
DIANNE M. LEARNED, Kent State University, SARAH B. DRIVDAHL, Northwest College, & MARIA S. ZARAGOZA, Kent State University (Sponsor: DAVID C. RICCIO, Kent State University)
dlearned@kent.edu
Abstract: Previous studies have shown that asking witnesses to elaborate on the perceptual characteristics of suggested events increases false memory for these events. This study shows that encouraging witnesses to elaborate on the emotional consequences of suggested events also increases false memory, though some types of elaboration (i.e., self-reference) do not.

5
The Role of Feedback in Repeated Interviews Involving Forced Confabulation
MARIA S. ZARAGOZA & JESSICA M. HANBA, Kent State University (Sponsor: DAVID RICCIO, Kent State University)
jhanba@kent.edu
The present study assessed consistency of responding in repeated interviews involving forced confabulation. For both true and false responses, confirmatory feedback led to greater consistency in responding across interviews and higher levels of both true and false memories. Consistency in responding also led to greater confidence in false memories.

6
Censorship & Memory: Evidence for a Generation Effect for Censored Lyrics?
MATTHEW R. KELLEY & JAMES CHAMBERS, Lake Forest College
kelley@lfc.edu
Controversial words and phrases are often omitted from songs on the radio. By omitting these words, censors might actually make those words more memorable because listeners will generate the words using
the song's context. Typically, active generation enhances memory. One experiment examined the mnemonic effects of censorship and generation.

7
Meaning aids recollection rejection in the memory conjunction paradigm
TIMOTHY N. ODEGARD, STEPHANIE WOODS, JENNIFER WRIGHT, & JAMES M. LAMPINEN
University of Arkansas
todegar@uark.edu
We conducted research demonstrating meaning to aid individuals in engaging recollection to reject related lures included on a recognition memory test. When a lure overlapped in meaning with its instantiating studied items participants were better able to consciously recollect the study item allowing them to reject the lure.

8
Metamemory for Autobiographical Events: What Predicts Perceived Retrieval Ease of Autobiographical Events & The Amount of Detail Contained in the Memory?
JOHN J. SKOWRONSKI & TIMOTHY D. RITCHIE, Northern Illinois University
tritchie@niu.edu
Participants judged the ease with which an autobiographical event was remembered and the detailedness of the memory. These judgments generally evinced similar patterns of relations to event properties such as the event’s age, pleasantness, self-importance and rehearsal frequency. However, some properties (event valence) were differentially related to these metamemory judgments.

9
A Comparison of Cognitive Interview and Focus Group Outcomes: Making the Qualitative Quantitative
BERNARD L. DUGONI, ALLEN R. SANDERSON, & DIANA JERGOVIC, NORC/University of Chicago.
dugoni@uchicago.edu
A series of cognitive interviews and focus groups was conducted in four cities around the country. Responses were content analyzed using both qualitative and quantitative techniques. Results indicated greater openness on topics such as financial issues when subjects responded alone rather than in groups.

10
The Impact of Time of Day and Morningness-Eveningness on Executive Functions
CAROL BENNETT, MATT JOHNSON, THOMAS PETROS, F.RIC FERRARO, University of North Dakota
carol.bennett@und.nodak.edu
This study examined whether executive functioning was influenced by the time of day participants were tested or by whether participants were a morning or an evening person. Time of day and type of person influenced performance on only some tests of executive function. Implications of the results will be discussed.

11
Repeated Testing and Memory for Sequences of Scenes
MATTHEW R. KELLEY & MELISSA LEHMAN, Lake Forest College
kelley@lfc.edu
Often witnesses are repeatedly questioned about the events surrounding a crime. Given Kelley & Nairne's (2003) finding that order retention declines across tests, one might expect a similar drop in accuracy for the sequence of events surrounding a real-world event. One experiment examined this possibility.

12
The Relation Between Verbal Overshadowing and Memory Strength
JULIANA K. LEDING & JAMES M. LAMPINEN, University of Arkansas Fayetteville
jleding@uark.edu
Memory strength was manipulated in a verbal overshadowing paradigm by varying the amount of time participants had to view the stimulus. Results indicated that increased memory strength led to better
recognition accuracy across all conditions (both experimental and control). The results are discussed with their implications to eyewitness testimony.

13
Effect of Relaxation on Working Memory and on the Bispectral Index of the EEG
JUDITH A. HUDETZ & DIANE M. REDDY, University of Wisconsin-Milwaukee
judith.hudetz@med.va.gov
We demonstrate that 16-minute guided imagery treatment decreased state anxiety and bispectral index of the EEG and increased letter-number sequencing test scores in healthy volunteers while there were no changes in controls, suggesting that working memory performance can be enhanced after a relatively short period of guided imagery.

14
Working Memory, Math Anxiety, and Math Proficiency
MARK H. ASHCRAFT & THOMAS WAGNER, Cleveland State University
m.ashcraft@csuohio.edu
We used a math test, for which longitudinal data from England exist, to examine relationships among working memory, math anxiety, and math proficiency. Working memory capacity correlated positively with proficiency, and math anxiety negatively; we present RT data for a subset of math items. Cross-national performance levels were very similar; poor.

15
Gender Differences in Verbal and Spatial Working Memory
CAROL A. LAWTON, JUDITH E. OWEN BLAKEMORE, MICHAEL BENEDELE, JASON ROSE, MICHAEL O’ROURKE, & HEATHER REHIL, Indiana Purdue University Fort Wayne
blakemor@ipfw.edu
We investigated gender differences in simple memory, processing, and interference in spatial and verbal working memory. The only gender difference was better simple spatial memory in men. Spatial and verbal measures were significantly intercorrelated among men, but for women, simple verbal memory was unrelated to other measures.

16
A Multidimensional Measurement Model of Mindfulness During Recalled Positive Experiences
T.D. RITCHIE, Northern Illinois University & FRED B. BRYANT, Loyola University
tritchie@niu.edu
Our study has two primary objectives: 1) Identify themes in positive experiences university students described in a brief essay; and, 2) Test a multidimensional measurement model reflecting Langer’s conceptualization of mindfulness. We discuss the role mindfulness might play during positive experiences, and offer a three-factor measurement model of mindfulness.

17
Putting the Brakes on the Fast System in Conditional Reasoning
JOHN BEST, Eastern Illinois University
cfjbb@eiu.edu
Conditional reasoners who are less-deductively competent rely upon a covariation-based “fast” reasoning system. When this system is disabled through feedback, such reasoners fail to compute its normally easy deductions. Deductively-competent reasoners, possessing a more intact “slow” system, are somewhat less influenced by the “fast” system disabling feedback.

18
Illusory Control and the Need to Avoid a Chance-Based Aversive Outcome
PAUL M. BINER, BEN S. VOLD, & ELIZABETH D. GOFORTH, Ball State University
pbiner@bsu.edu
An experiment was conducted in which subjects could avoid having their arms submerged in either cold tap water or ice water by winning a card-drawing game. Prior to the drawing, subjects rated the unpleasantness of the outcome, their winning confidence, and the degree of skill involved. Results are discussed in terms of control theory.
19
What are they Learning? College Students’ Perceptions
JOAN M. SCHILLING, Edgewood College
schillin@edgewood.edu
Students were assigned to one of two conditions and told either to “Write about things you learned in courses last week” or to “Write about things you learned last week”. There were no significant differences in numbers of course-content learning statements between conditions, and significantly more non-course content learning statements across conditions.

20
Children’s Efficacy Judgments Concerning Wishes in Possible and Impossible Situations
CECILIA SHORE, Miami University & PATRICIA MILLS, College of Mount Saint Joseph
shorec@muohio.edu
We investigated preschoolers’ beliefs about the efficacy of wishes to reach possible and impossible goals. Scenarios were presented in fictional and real contexts. The modal recommendation for possible goals was to try another way; for impossible goals, it was to wish. Even younger children were not global “magical thinkers”.

21
Attachment Styles, Attachment to Place, and the Construction of a Geographic Secure Base
K.C. KIRASIC, University of South Carolina
KCK@SC.EDU
Attachment styles have traditionally been used in the study of relationships. In this study, the impact of attachment style on the perception of environmental locales was examined. Perceptions of locales differed according to attachment style. Results are discussed in terms of Bowlby’s theory and the importance of the secure base.

Language & Reading

22
Language and Learning in Bilinguals
VIORICA MARIAN & CAITLIN M. FAUSEY, Northwestern University
v-marian@northwestern.edu
The effect of language on learning was examined in Spanish-English bilinguals. Consistent with the hypothesis of language-dependent memory, results revealed that bilinguals’ memory was better when language of retrieval matched language of encoding. In addition, accuracy was influenced by type of information learned and by language of encoding.

23
Figurative Language and Composure Display
HERBERT L. COLSTON & CASSONDRA CONNELLY, University of Wisconsin-Parkside
herbert.colston@uwp.edu
A lesser-studied pragmatic function of figurative language was investigated—composure display. Figurative language allows speakers to demonstrate a calm demeanor when encountering emotion-educing events. Empirical support for a mechanism underlying this pragmatic function was found. Predictions for the extent to which different figurative forms would perform the function were obtained.

24
Memory for Narrative and Expository Text: Differences in Prior knowledge Use
MICHAEL B. W. WOLFE, JOSEPH A. MIENKO, LAUREN M. WITHAM, & ANGELA S. BAJALIEH, Grand Valley State University
wolfem@gvsu.edu
The influence of prior knowledge on memory was examined. Text recall data were predicted by computational models assessing text structure and prior knowledge associations. Prior knowledge is more predictive of expository than narrative recall, suggesting narrative processing is driven more by story events, and expository processing by integration with knowledge.
25
Memory for the Syntactic Structure of Sentences
ERIN D. McCOY, ZACHARY R. EAKMAN & ANNE M. CLEARY, Iowa State University
acleary@iastate.edu
The Deese-Roediger-McDermott paradigm was used to probe memory for the syntactic structure underlying sentences. Participants were more likely to indicate that an unstudied word string was studied when it shared the syntactical structure of a studied set of strings than when it did not.

26
Do Numeric Arrays Affect Access to Semantic Associates in the Lexicon?
NILA M. BOYCE, North Dakota State University & CHRISTINE P. MALONE, Minnesota State University Moorhead
malonech@mnstate.edu
Do numeric spatial arrays facilitate access to semantic associates? Participants were briefly presented with a dot array and then asked to complete a semantically related or an unrelated word fragment. If recognizing the target number of dots leads to spreading activation to semantic associates, word fragment completion times should be faster for fragments that are semantic associates to the target number compared to fragments semantically unrelated to the target number.

27
Orthographic and Phonological Repetition Blindness for Long Lists of Letters
MICHAEL J. DONOVAN & DONNA J. LA VOIE, Saint Louis University
donovamj@slu.edu
A previous study compared standard, orthographic, and phonological repetition blindness (RB) (Kanwisher, 1987) in briefly presented letter pairs (Donovan, La Voie, & Cheung, 2003), finding only orthographic, but no phonological RB. The current (second) study using lists of six letters found small levels of both orthographic and phonological RB.

28
Accessing Multiple Meanings of Ambiguous Words by Persons with Good and Poor Language Skills
CHRISTINE M. GOODING, & MARY L. HARE, Bowling Green State University (Sponsor: DALE S. KLOPHER, Bowling Green State University)
gooding@bgnet.bgsu.edu
Models of lexical ambiguity resolution are based on persons with normal language skills. Persons with poor language skills may process ambiguous words differently. This study investigated ambiguity resolution in persons with good and poor language skills. Preliminary results indicate a difference between the groups in accessing meanings of ambiguous words.

29
What predicts performance on a popular test of reading comprehension?
REBECCA S. BETJEMANN, JANICE M. KEENAN, University of Denver, & RICHARD K. OLSON, University of Colorado
rbetjema@nova.psy.du.edu
Reading comprehension tests are shown to differ in how dependent performance is on word decoding and general knowledge. We show that performance on the Gray Oral Reading Test is more related to general knowledge than ability to read and comprehend the passages.

30
Automatic Scoring of Children’s Retellings of Passages
JANICE M. KEENAN, REBECCA S. BETJEMANN, TEDRA FAZENDEIRO, University of Denver, & RICHARD K. OLSON, University of Colorado, Boulder
jkeenan@du.edu
Children’s retellings of passages were scored using both traditional scoring with idea checklists and a computer-based technique called Latent Semantic Analysis (LSA). The two scoring systems were highly correlated, suggesting that LSA’s automatic scoring is as good as traditional scoring of recall.
An Exploratory Study of the Effects of Using Speech Recognition to Write Essays
JOSEPH MELCHER, & AMY JACOBSSON, St. Cloud State University
jmelcher@stcloudstate.edu
This study was designed to determine how using speech recognition software may affect the quality of students’ writing. Participants wrote expository essays by typing and by dictating. The essays were evaluated for quality. We expected that speech recognition benefited high working memory and verbal ability students but not low ability.

Perception

Hemispheric Specialization in the Processing of Spatial Relations
GLENN E. CASNER & ERIC E. COOPER, Iowa State University
gcasner@iastate.edu
We found a right hemisphere advantage when physically comparing stimuli sharing the same categorical relations between their parts but no hemispheric specialization when comparing stimuli with different relations. The results suggest there is a right hemisphere recognition system used to identify stimuli that share the same categorical relations.

The Role of Geon Information in Episodic Picture Recognition
JESSICA L. BROWER, AMANDA K. ALBERTSON & ANNE M. CLEARY, Iowa State University
acleary@iastate.edu
The present study examined the information used to recognize that unidentifiable picture fragments came from studied pictures. It is shown that participants could only discriminate between unidentifiable studied and unidentifiable unstudied picture fragments when the fragments contained geon information.

Long Retention Intervals Differentially Affect Accuracy and Confidence in Face Recognition
MITCHELL M. METZGER, Ashland University
mmetzger@ashland.edu
Participants viewed distinctive and typical faces and were given a recognition test immediately, or after delays of 3, 6, or 12 weeks. After 12 weeks, accuracy for distinctive faces degraded to accuracy for typical faces. However, participants were more confident in judgments involving distinctive faces through all delayed testing conditions.

Recognition without Perceptual Identification of Masked Pictures
MOSES M. LANGLEY & ANNE M. CLEARY, Iowa State University
acleary@iastate.edu
In the present study, participants recognized quickly flashed, masked line drawings as having been studied when the drawings themselves could not be identified. Participants gave higher ratings to unidentified studied drawings than to unidentified unstudied drawings.

Positive/Negative Affective Tendencies and Their Relationship to Underlying Patterns of Hemispheric Asymmetry
MICHAEL O’BOYLE, University of Melbourne, & SZE AI LEE, University of New South Wales
m.oboyle@psych.unimelb.edu.au
Participants completed the Positive (PA)/Negative Affect (NA) Schedule and performed Dichotic Listening (DL) and the Chimeric Face Test (CFT). Those with higher NA than PA showed reduced LH lateralization for DL; higher PA than NA exhibited reduced RH lateralization for the CFT. The results suggest that PA and NA are related to different underlying patterns of hemispheric asymmetry.
37  
**Asymmetry Toward the Oblique in Angle Discrimination**  
JEREMY R. ATHY, Bowling Green State University (Sponsor: Dale Klopfer, Bowling Green State University)  
jathy@bgnet.bgsu.edu  
Previous works has suggested an “Oblique Effect” to influence individual’s memories of angled stimuli. However, our research suggests that not only the oblique effect influences error, but also the directional change of the second stimuli, and if it is away from or in the direction of the ideal oblique.

38  
**Alleviating the Detrimental Effects of a Spatial Gap in Causal Perceptions**  
OLGA NIKONOVA & MICHAEL E. YOUNG, Southern Illinois University at Carbondale  
nikonova@siu.edu  
This study examined the impact of spatial fillers on causal impressions in a launching paradigm. Conditions with full spatial filler, and with filler on the left part of the gap received highest causal ratings and were associated with greatest prediction accuracy. Such fillers may improve temporal predictability of the outcome.

39  
**Strength of Handedness Predicts Differences in Perceived Risk**  
VARALAKSHMI SONTAM, PAUL WEILAND, STEPHEN CHRISTMAN, & J.D. JASPER, University of Toledo  
vsontam@hotmail.com  
Strength of handedness predicts susceptibility to a number of decision biases (Jasper & Christman, 2002, 2003). The present study extends this line of work to differences in self-report ratings of perceived risk across a variety of situations. Results indicated that mixed-handers were more risk averse than strong-handers. A neuropsychological, belief-updating theory is used to account for these data.

40  
**Kandinsky and 'the Blues': Chromatic Associations with Varying Shapes**  
STEVEN M. SPECHT & MARY JO COOK, Utica College  
sspecht@utica.edu  
This study was designed to investigate whether shapes varying along the dimensions of “simplicity-complexity” and “angular-rounded” would be associated systematically with RGB (i.e., red-green-blue) values on a computer screen. The results suggest that participants made the complex rounded and simple angular shapes “bluer” than the other shapes.

Animal Learning & Psychobiology

41  
**The Effects of Ontogeny on the Forgetting of Contextual Attributes**  
MATTHEW J. ANDERSON & DAVID C. RICCIO, Kent State University  
mjander1@kent.edu  
Rats of various ages were trained in a fear-conditioning paradigm in one context (A) and were tested at one of several retention intervals in either the original context (A) or a shifted context (B). This was done to examine the effects of ontogeny on the forgetting of contextual information.

42  
**Response Patterns May Play a Role in Ordinal Position Learning**  
RICHARD A. BURNS, EMILY R. GOFORTH, & DEBORAH E. BYCHOWSKI, Southeast Missouri State University  
rburns@semo.edu  
Rats received series (RNR) with reward varied on the initial and final trials, but no reward on the middle trial. Tests involved shifts to RNR and NNR with running prevented by placements on the first or middle trial. There was clear evidence of memory learning and a suggestion of response-pattern learning.
43 Factors affecting environmental familiarization in rats
LAURA E. HERRMAN, JAMIE L. WILKINSON, MATTHEW I. PALMATIER, & RICK A. BEVINS,
University of Nebraska-Lincoln
rbevins1@unl.edu
Using novel-object interaction as a measure of environmental familiarization, we found that 3 min of
environment exposure was sufficient for rats to be familiar with an environment up to 4 days later. This
object-interaction preparation might be a useful model for studying familiarization processes given its
sensitivity to behavioral variables.

45 Hypothermia Prolongs the Interval at Which Taste Aversions Can Be Formed When Using a
Compound CS
JOHN P. CHRISTIANSON, University of New Hampshire, MATTHEW J. ANDERSON, Kent State
University, JAMES R. MISANIN, Susquehanna University, & CHARLES F. HINDERLITER, University
of Pittsburgh at Johnstown
cfh5@pitt.edu
Hypothermia introduced between CS1 and CS2 in a taste aversion paradigm allowed for a CS-US
association to be formed in a situation where CS1 was the first of two CSs spaced over a 90 min interval.
The effects of hypothermia on CS2, however, were less clear and require further research.

46 Inhibitory Learning in Hermissenda: the Effects of Backwards- and Explicitly-unpaired
Conditioning
ANNE M. CRAWLEY, KYLE SMITH, MIKE DUE, BEN SMITH, & JOSEPH FARLEY, Indiana
University
farleyj@indiana.edu
We evaluated the efficacy of distinct inhibitory learning procedures to produce behavioral and neural
changes in Hermissenda. Backward conditioning failed to affect phototaxis. Explicitly-unpaired training
procedures enhanced phototaxis, especially when long ISIs between the CS (light) and rotation (US) were
used. Type B photoreceptor excitability was altered following such training.

47 Sharpening flavor-discrimination after a preexposure-to-training delay: An investigation of the
effectiveness of a context-flavor reminder treatment
ANGELA S. BURCH-VERNON, JARED KOTYNSKI, CANDICE LUDWIG, & CYNTHIA NORMAN,
Valparaiso University
angela.vernon@valpo.edu
Preexposure-to-conditioning delays have been observed to weaken expression of flavor discrimination. The
present study examined the effectiveness of a context-flavor reminder treatment in sharpening the memory
for flavor stimulus attributes that had been weakened by such a delay. Results indicate that the reminder
treatment did not produce renewed flavor discrimination.

48 Novelty Disruption of Amphetamine Self-Administration Acquisition in High and Low Responder
Rats
WILLIAM F. DOTSON, MARY E. CAIN, & MICHAEL T. BARDO, University of Kentucky
mecain2@uky.edu
The present experiment determined if individual differences in response to novelty predicted the ability of
novel stimuli presented prior to amphetamine self-administration to decrease responding. Novelty
presented prior to the session attenuated responding during the acquisition phase but not during the
maintenance phase of self-administration in high and low responders.
Disruption of the Cerebellothalamocortical Pathway Does Not Yield Deficits on a Test of Motivation

DAVID J. BAUER, JOHNATHAN SIMMONS, CANDICE PONCHAUD, JOSHUA HALONEN, & RODNEY A. SWAIN, University of Wisconsin- Milwaukee
djbauer@uwm.edu

The potential cerebellar role in negative symptomology was examined in adult rats trained to locate a food reward on a runway maze. Cerebellothalamocortical pathway-damaged rats were expected to display higher latencies to obtain the food reward as a function of negative symptomology. Analyses of variance revealed no differences between groups.

Symposium
New Directions in Research on Cognitive Consistency

Saturday, 11:00-1:00 Salon VIII
GALEN BODENHAUSEN & BERTRAM GAWRONSKI, Northwestern University, Moderator

The Correspondence Between Explicit and Implicit Self-Esteem Predicts Racial Discrimination
CHRISTIAN JORDAN, University of Waterloo

The Formation of Explicit and Implicit Interpersonal Attitudes: On Associations, Inferences and Cognitive Balance
BERTRAM GAWRONSKI, Northwestern University

Counterattitudinal Behavior and It’s Effects on Implicit Attitudes: A Second Look at Dissonance Theory
ALAN LAMBERT, Washington University

Preventing Intergroup Ambivalence: Functional Modularity in Stereotype Representation
KIMBERLY QUINN, Dartmout College

Potential Sources and Consequences of Implicit Ambivalence
RICHARD PETTY, Ohio State University

Working Memory & Cognitive Control

Saturday, 11:00-1:00 Salon IV
CYNDI MCDANIEL, Northern Kentucky University, Moderator

11:00 Invited Talk
Dual Mechanism of Cognitive Control
TODD BRAVER, Washington University, St. Louis
tbraver@artsci.wustl.edu

Two distinct mechanisms of cognitive control-proactive and reactive are described. These control mechanisms are argued to be dissociable along a number of dimensions, including computational
properties, temporal dynamics and neural substrates. Data are presented supporting this account in terms of
the influence of both subtle task manipulations and individual differences.

11:30
Do Individual Differences in Working Memory Capacity Influence Strategy Choice?
MELANIE CARY, University of Wisconsin-La Crosse
cary.mela@uwlax.edu
High-span and low-span participants practiced solving several income calculation problems. Each problem
could be solved by using one of two strategies. When the working memory demands associated with these
two strategies are not equivalent, high-span and low-span participants differ in how well they discover and
use the less-demanding strategy.

11:45
Does Semantic STM Capacity Play a Special Role in Comprehension?
TINA M. MIYAKE, & MICHAEL J. KANE, University of North Carolina at Greensboro
mikane@uncg.edu
Haarmann et al. (2003) created a “conceptual span” task that presented words from three taxonomic
categories and a cue to recall from only one; it predicted comprehension better than did STM span. We
tested the importance of semantics to predicting comprehension by using semantic and non-semantic
analogues of the task.

12:00
Verbal Working and Short-term Memory Spans and Fluid Abilities: Evidence from List-Length
Effects
NASH UNSWORTH & RANDALL W. ENGLE, Georgia Institute of Technology
gtg039d@prism.gatech.edu
The effect of list-length on the correlation between Working Memory and Short-term Memory spans with
fluid abilities was examined. It is shown that list-length is more important for STM spans than for WM
spans. Furthermore, the results indicate that the STM list-length correlations with fluid abilities are
mediated by WM.

12:15
Working Memory Capacity and Illustrated Texts
CHRISTOPHER A. SANCHEZ & JENNIFER WILEY, University of Illinois at Chicago
csanch4@uic.edu
An individual differences approach was utilized to examine the interaction between working memory
capacity and comprehension of illustrated text. The potential effect of different types of illustrations was
also investigated. Results indicated that ‘seduction’ effects (i.e., poorer learning with irrelevant
illustrations) may be a function of a reader’s working memory capacity.

12:30
Working Memory as a Mediator of Ability to Maintain Judgment Standards?
MARK J. FERRIS & DOUGLAS H. WEDELL, University of South Carolina
markferris@hotmail.com
Participants rated sizes of squares from a skewed set and then had to apply those standards when rating
squares from an oppositely skewed set. Individual differences in abilities to apply standards from the initial
rating task were not significantly correlated with individual differences in spatial working memory.

12:45
Procedural Memory Develops Earlier than Spatial Working Memory in Children
SHELLY D. STEELE, University of Illinois at Chicago, BEATRIZ LUNA, University of Pittsburgh, &
JOHN A. SWEENEY, University of Illinois at Chicago
ssteele@psych.uic.edu
Using oculomotor paradigms and a large sample of healthy individuals, we examined age-related changes
in the development of two memory systems, procedural and working memory. Cognitive systems
underlying procedural memory matured earlier than those of spatial working memory. In addition,
lateralized developmental differences were observed in procedural memory systems.
APA EDUCATION DIRECTORATE INVITED LECTURE

The Conflict Between Popular Psychology and Scientific Psychology: Can We Do Anything About It?

LUDY T. BENJAMIN, Fasken Professor of Distinguished Teaching, Texas A&M University

Saturday, 11:00-1:00

KENNETH BORDENS, Indiana Purdue University Fort Wayne, Moderator

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SATURDAY MAY 1
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Self  Identity & Coping

Saturday, 11:00-1:00 Salon V

GREG BUCHANAN, Beloit College, Moderator

11:00 Invited Talk
Capturing the Joy of the Moment: Savoring as a Process in Positive Psychology
FRED BRYANT, Loyola University
frbryant@luc.edu
Savoring involves thoughts or behaviors that influence the intensity of duration of past-, present-, or future-focused enjoyment (Bryant, 2003). I highlight dominant types of savoring responses to positive experiences, and consider four distinct kinds of savoring processes –basking, thanksgiving, marveling, and luxuriating- involving different affective, cognitive, and behavioral components.

11:30
Does this Magazine Make Me Look Fat? Media’s Impact on Body Image, Depression, and Eating Attitudes in Women
AMY M. BRAUSCH & PETER M. GUTIERREZ, Northern Illinois University
pgu@niu.edu
An experimental study was conducted that examined the effects of media exposure on body image, depression, and eating attitudes in women. No significant differences were found between women who viewed thin models, average models, or neutral images. Thin models may not be as detrimental to women’s self-evaluations as previously thought.

11:45
The Role of Daily Positive Affect During Conjugal Bereavement
ANTHONY D. ONG, University of Notre Dame
aong@nd.edu
The role of daily positive affect was examined in a sample of 34 older adult widows. Humor coping and perceived stress were measured in questionnaires, and positive affect, depression, anxiety, and stress were assessed daily for 98 days. Results highlight the role of positive affect in the months following conjugal loss.
Investigating Life Satisfaction in Mexican-American Adolescent Girls
LISA M. EDWARDS, University of Notre Dame
lisaedwa@aol.com

Predictors of life satisfaction were investigated in 166 Mexican-American adolescent girls. Results demonstrated that these participants were most satisfied with the "friends" domain of their lives and least satisfied with "environment." Furthermore, perceived support from family and religious faith (rather than perceived support from friends) contributed significantly to overall life satisfaction.

Emerging from the CAVE: Attributional Style and the Narrative Study of Identity in Midlife Adults
JONATHAN M. ADLER, EMILY KISSEL, & DAN P. MCADAMS, Northwestern University (Sponsor: DAN P. MCADAMS, Northwestern University)
jadler@northwestern.edu

The CAVE content analysis technique was used to assess attributional style in the life story narratives of 70 diverse midlife adults. Individuals with a stable, global attributional style showed increased depression, low self-esteem, and poor physical health. This study thus blended the cognitive theories of depression and narrative research traditions.

Applying Social Psychology
Saturday, 11:00-1:00 Salon III
KENNETH RASINSKI, NORC/University of Chicago, Moderator

Affect, Image, and Candidate Evaluation
VICTOR C. OTTATI, Loyola University Chicago
VOTTA@wpo.it.luc.edu

Political analysts commonly assume that feel good campaign tactics and physical attractiveness of the candidate positively influence voters’ attitudes toward a candidate. Five experiments suggest that this assumption is overly simplistic. Among politically sophisticated voters who possess adequate cognitive resources, positive affect and physical attractiveness negatively influence attitudes toward a candidate.

Using Demands-Control Theory to Understand the Work-Family Interface
JUSTIN M. YURKOVICH, & ADAM BUTLER, University of Northern Iowa
Yurko@uni.edu

Work-family conflict (WFC), and the related construct work-family facilitation (WFF) attempt to explain the relationship between work and family roles. Utilizing data from the study, we found that both skill discretion and job demands predicted levels of WFC. These results support a relationship between demands-control theory and WFC.

The Impact of Applicant’s Sex and Gender Specific Cues in Recruitment Advertisements on Applicants’ Perceptions of Job-Fit
JANINE BOSAK, University of Mannheim, Germany & PD Dr. SABINE SCZESNY, Northwestern University and University of Mannheim, Germany
Janine_Bosak@gmx.de

Role models presented in recruitment advertisements might determine the extent of women’s perceived incongruity with leadership roles. The results indicated that - independent of the presented role models - women felt less compatible for the advertised leadership position than men. Participants’ compatibility ratings were lowest if a male actor was portrayed.
12:00
Evaluation of a Sexual Assault Risk Reduction Program for Women
CHRISTINE A. GIDYCZ, PH.D., CINDY L. RICH, PH.D., CARRIE KING, JESSICA ROBB, AUDREY MILLER, AMY NIGOFF, & LINDSAY M. ORCHOWSKI, Ohio University (Sponsor: FRANCIS BELLEZZA, Ohio University)
gidycz@ohio.edu
This study evaluates a theoretically driven sexual assault risk reduction program for college women. Although the program did not reduce a woman’s risk for sexual victimization over 3- and 6-month follow up periods, measures of protective dating behaviors were significantly increased among program participants. Clinical implications will be discussed.

12:15
The Question of Participants: Who are Psychologists Really Studying?
JULIAGRACE J. JESTER & APRIL K. DYE, Miami University of Ohio (Sponsor: AMANDA DIEKMAN, Miami University of Ohio)
j_j_jester1@hotmail.com
This research combines arguments made by various underrepresented people for a more inclusive research pool into a recommendation for psychological research through a review of several prominent psychological journals. This research indicates there is a pattern of neglecting diverse viewpoints due to studies relying too heavily on college populations.

12:30 Invited Talk
Did the Public Lose Interest in Psychology During the Great Depression?
BEN HARRIS, University of New Hampshire
Bh5@cisunix.unh.edu
No. my paper traces this claim to Grace Adams, a 1930s journalist and student of E. B. Tichener. To debunk Adams’ thesis, my paper will review the half-dozen popular psychology magazines fond on Depression-era newsstands. They published work by psychologist ranging from Rosalie Rayner to Gordon Allport and Joseph Jastrow.
Psi Chi Program
Thursday

Poster Session I

Thursday 9:00 - 10:30 Upper Exhibit Hall
Moderator: Maria Hunt, Avila University

1 Distraction and Memory
JENNIFER ADAMS, Middle Tennessee State University (Stuart Bernstein, Faculty Sponsor)

2 The Effects of Video Game Induced Telepresence on Short Term Aggression
MICHELLE ANDERSON, University of Wisconsin—La Crosse (Beth Seebach, Ph.D., Faculty Sponsor)

3 Terror Management Theory, Implicit, and Explicit Measures of Racism: The Effects of Mortality Salience on the IAT and the Katz and Hass Attitudes Towards Blacks Scale
KENNETH LARSON, RYAN WILLIAMS, ERIN PRIESTLEY, JULIE KRYGERIS, & KELSEY ANDERSON, Augustana College (Dr. Mark Vincent, Faculty Sponsor)

4 Anything You Can Do I Can Do Better: Effects of Self-Focus on Self-Judgments and the Better-Than-Average Effect
DAVID ARNOLD, TRACY GRAMER, ASHLEY MUZNY, MARY OTT, CHRISTY RICHARDSON, NICKY WEBER, DOUGLAS S. KRULL, Northern Kentucky University, & DAVID H. SILVERA, The University of TROMSØ (Douglas Krull, Faculty Sponsor)

5 Small Group Performance: Familiarity Effects
JULIA MALM, ANGELA AUBUCHON & JESSICA OBERGAS, Saint Louis University (James Churchill, Ph.D., Faculty Sponsor)

6 Personality Traits and Naïve Theories of Meaning in Life
NATALIE BAZZELL, University of Missouri-Columbia (Laura A. King, Faculty Sponsor)

7 The Belmont Perfectionism Scale: A Psychometric Evaluation
RADHA DUNHAM, ROB BEARDEN, JENNIFER BZDEK, ISAAC HARPER, MARY MARGARET PHILLIPS, ALEX RENES, & APRIL RING, Belmont University (Peter Giordano, Ph.D., Faculty Sponsor)

8 Employee Personality and Perception of the Organization as Predictors of Job Satisfaction
YVONNE BENSON, Saint Mary’s College (Karen Chambers, Faculty Sponsor)

9 The Effect of Gender and Humor on Recall
MEGAN A. BILYEU, Southern Illinois University Edwardsville (Dr. Jonathan Pettibone, Faculty Sponsor)
10 Women in Music Videos: Ten Years of Entertainment and Social Influence
LEAH BOEHME & BETH NAYLOR, Ball State University (Dr. Mary Ellen Dello Stritto, Ph.D., Faculty Sponsor)

11 Factors Affecting Women of Intimacy as they Mature
KRISTINA M. BONNELL & KRISTAL A. TROXELL, University of Wisconsin – La Crosse (Carmen Wilson Van Voorhis, Faculty Sponsor)

12 Concreteness and Symbolic Development in Early Literacy
MELANIE BOSTWICK & MEREDITH AMAYA, Northwestern University (Dr. David Uttal, Faculty Sponsor)

13 Dating Preferences Among College Students: The Evolutionary Model Reconsidered
DANIEL BROGDON, Illinois College (Dr. Elizabeth Rellinger Zettler, Faculty Sponsor)

14 Recall Accuracy of Objects and People Based on the Personality Dimensions of Extraversion and Introversion
MICHELLE M. BROWN, Avila University (Dr. Lisa Woolery, Faculty Sponsor)

15 Sex, Age and Memory for Gender-typed Items
APRIL L. BROWN, Lewis University (Dr. Mary Vandendorpe, Faculty Sponsor)

16 The Effect of Environment on Activity of Captive Cotton-top Tamarins
ANGELA BURRELL, Washburn University (Dr. Joanne Altman, Faculty Sponsor)

17 Intracranial Hemorrhage as a Predictor of Nonverbal Learning Disabilities in a Sample of Children Born Preterm
ELIZABETH C. BUVINGER, Beloit College (Suzanne M. Cox, Ph. D., Faculty Sponsor)

18 Nature Versus Nurture: Biases in Scientists’ Perceptions of Others’ Beliefs
LYNN CALLAHAN, CAROLINE FLATLAND, & LEISHA WADDOLOVE, University of Northern Iowa (Helen C. Harton, Faculty Sponsor)

19 Identification of Risk Factors for Depression in Adolescence: An Investigation of Preservice Teachers
JESSICA CARDENAS, Cleveland State University (Colleen M. McMahon, Ph.D., Faculty Sponsor)

20 Love and its Changes over the Duration of a Relationship
DANIELLE CAUSTON, Hamline University (Robin Parritz, Faculty Sponsor)

21 Rethinking Graduate Admissions Criteria in Psychology: New Data
JEREMY CLARK & R. ERIC LANDRUM, Boise State University (R. Eric Landrum, Faculty Sponsor)

22 Absolute Identification of Tones by Younger and Older Adults
KRISTIN CRANE, Purdue University (Ian Neath, Faculty Sponsor)
23 The Desirability for Humility in Romantic Relationships: Is a Humble Person Attractive?  
JACQUELINE DANIEL, SALLY DOYLE, SARAH SHERRILL, MANDI HENLEY, & R. ERIC LANDRUM, Boise State University (R. Eric Landrum, Faculty Sponsor)

24 Mood and Meaning-Making  
JENNIFER DAUVE, University of Missouri-Columbia (Dr. Laura King, Faculty Sponsor)

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LEAH DIEDRICH, Eastern Illinois University (Dr. Caridad Brito, Faculty Sponsor)

26 Pace of Life and Punctuality  
ERIN DUNHAM, COURTNEY SKAAR, University of Wisconsin Oshkosh, UNITED STATES; CAROLINA DUARTE, DANilo CRUZ, ISABEL MACEDO, Universidade Federal Da Bahia, Brazil (Kathleen Stetter, Faculty Sponsor)

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41 Touch and Compliance with Unusual Requests
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44 The Theory of Planned Behavior: An Application of TPB to Collegiate Attendance
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45 Individual Differences in Need for Cognition, Self-Efficacy for Self-Regulated Learning and Optimism
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SARAH LINKE & LAURA SAPENOFF, Truman State University (Karen Smith, Faculty Sponsor)
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WENDY C. LYMAN, University of Wisconsin- Eau Claire (Blaine F. Peden, Ph.D., Faculty Sponsor)

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SAM MAISER, Hamline University (Dr. Matt Olson, Ph. D, Faculty Sponsor)

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BRETT MARTIN, University of Missouri – Columbia (Dr. Jamie Arndt, Faculty Sponsor)

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To Go or Not to Go: The Effects of Peripheral Versus Central Route Persuasion on the Decision to Enter Iraq
AMANDA M. MCCOY, SAIRÉE KNABE, SASCHA N. RODGERS, & TANISHA L. WASH, Southern Illinois University Edwardsville (Dr. Susan L. Thomas, Faculty Sponsor)

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ERIN WALL, MARK SKAPIN, BOB MORRISSEY, HEATHER SCUCHERT, & MARIE ROWINSKI, John Carroll University (Dr. Joanne Ruthsatz, Faculty Sponsor)

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LINDSAY NORRIS, University of Wisconsin-La Crosse (Dr. Carol Oyster, Faculty Sponsor)

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Reduction in Semantic Priming from Repeated Primes: How Likely is Expectancy Failure?
PATRICK A. O’CONNOR, University of Wisconsin- La Crosse (Dr. Bart A. Van Voorhis, Faculty Sponsor)

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The Effects of Shades of Skin Tones and Association with Stereotypical Traits of Racial Groups
MICHELLE M. ORTIZ, John Carroll University (Dr. Janet D. Larsen, Faculty Sponsor)

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Cats Versus Dogs: A Comparison of Dogs and Cats as Moderators of Stress
SARA PEARCE, Avila University (Dr. Lisa Woolery, Faculty Sponsor)
59
Developmental Patterns of Predictors of Body Image in Adolescent Girls
KATIE PESTRO, Denison University (Dr. Gina Dow, Faculty Sponsor)

60
Determining the Effects of Bias and Sensitivity in Semantic Priming
MICHAEL PRATTE, University of Missouri-Columbia (Dr. Jeffrey N. Rouder, Faculty Sponsor)

61
The Effects of Gender and Prior Experience on Perceptions of Sexual Harassment
LINDSAY RICKELEMAN, Eastern Illinois University (Dr. Caridad Brito, Faculty Sponsor)

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A Historical Exploration of African-American and European-American Women in Print Media
KATELIN RYAN & HEATHER GOAD, Ball State University (Mary Ellen Dello Stritto, Ph.D., Faculty Sponsor)

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The Effects of Stuttering on Information Recall
ALLISON A. SCARNECCHIA, Saint Mary’s College (Dr. Karen Chambers, Faculty Sponsor)

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Relations Among Borderline Personality Features, Relational Aggression, Co-rumination and Friendship Quality in Adolescence
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RANDI A. SHEDLOSKY, Monmouth College (Dr. Jon E. Grahe, Faculty Sponsor)

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Perception of Mission Statements: Gender and Status Differences
EMILY SMISEK, Hastings College (Dr. Jeannette M. Whitmore, Faculty Sponsor)

67
The Effects of Premarital Education on the Self-Efficacy of Those Considering Marriage
HEATHER J. SMITHERS, Evangel University (Geoffrey W. Sutton, Ph.D., Faculty Sponsor)

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Religiosity, Locus of Control, and Superstitious Belief
AMANDA STANKE, University of Wisconsin-LaCrosse (Dr. Matthew Taylor, Faculty Sponsor)

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Intentional Forgetting of Inadmissible Evidence by Mock Juries
KATIE SUTTON & LISA VOTRAW, Southern Illinois University Edwardsville (Dr. Betsy Meinz, Faculty Sponsor)

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ANDREW TOURVILLE, Eastern Illinois University (Dr. Caridad Brito, Faculty Sponsor)

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Living Outside The Box: Narratives of Life Changing Events
LEIA VELASQUEZ, University of Missouri-Columbia (Dr. Laura King, Faculty Sponsor)
Tests Versus Activities: Does the Label of an Assessment Affect Performance?
KATIE L. WACH, Hastings College (Jeannette M. Whitmore, Ph.D., Faculty Sponsor)

The Merry-Go-Round of Infatuation- Do You Ever Get Off or Just Keep Going Around and Around?: The Relationship Between Neuroticism and Serial Infatuation.
ASHLEY WELLS, Indiana University-Bloomington (Dr. Scott Thompson, Faculty Sponsor)

A Test of the Rebound Effect in the Suppression of Personal Thoughts
MELISSA B. WHITE, Central College (Edmond E. Willis, Ph.D., Faculty Sponsor)

Does Increased Task Difficulty Reduce the Effectiveness of Computer Familiarization on a Computerized Mental Rotation Task?
JENNIFER WOJKOVICH, Purdue University Calumet (Dr. Kent A. Pierce, Faculty Sponsor)

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Moderator: Jeff Smith, Mount Union College

Exploring Potential Intersections of Psychopathy/Impulsivity and Attention to and Clarity of Emotions
MALINI AISOLA, University of Illinois at Urbana-Champaign (Howard Berenbaum, Ph.D., Faculty Sponsor)

Religiosity and Friendships
KJERSTEN ANDERSON & MELISSA VELEZ, North Park University (Elizabeth K. Gray, Ph.D., Faculty Sponsor)

Differences Between Liberals and Conservatives in a "Positive" Resource Allocation Task
DANIEL ANSTED, University of Toledo (Dr. J.D. Jasper, Faculty Sponsor)

Vocation: Career and Calling
PAMELA BALMER, BRANDI SILER, & MARTHA SORENSON, Hope College (Dr. Lorna Hernandez Jarvis, Faculty Sponsor)

The Influence of Instructor’s Personality and Teaching Style on Student's Perceived Performance
STACY BEAMAN & DAN CLARKE, Lewis University (Dr. Chwan-Shyang Jih, Faculty Sponsor)

Changing Behavior and Improving Asthma Knowledge: A Cognitive-behavioral Approach
GEOFFREY BECK & MICHELLE ROMEO, Rockford College (Stuart Tousman, Ph.D., Faculty Sponsor)
Evaluating the Effects of Interactive Theater on Reducing Mental Illness Stigma and Increasing Awareness
MICHAEL PODOLAN, ADRIENNE BOSSARD, ERIN ZAJAROS, SUMMER BERMAN, KRISTEN NINTCHEFF & JENNIFER FISCHER, University of Michigan (Laura P. Kohn-Wood, Ph.D., Faculty Sponsor)

Impact of Religiosity on Premarital Safe Sex Practices Among Young Adult Heterosexuals
JACOB N. BLACKMAN, Avila University (Lisa Woolery, Ph.D., Faculty Sponsor)

Music and Women in Lyrics: Highlights of the Past Half Century
BETH NAYLOR, & LEAH BOEHME, Ball State University (Mary Ellen Dello Stritto, Ph.D., Faculty Sponsor)

How do Students at Hope College Spend their Time?
AUDREY NAUTA, MARISSA ZVONAR, KATHERINE BOSS, & CHRISTEN DAVIDS, Hope College (Dr. Lorna Hernandez Jarvis, Faculty Sponsor)

Effect of Birth Order Rank on Creative Ability
REBECCA J. BROOKER, Central College (Dr. Peggy Fitch, Faculty Sponsor)

Correlates of College Students’ Attitudes Toward Disabilities
KELLY BUDISCH, University of Wisconsin – LaCrosse (Matthew Taylor, Ph.D., Faculty Sponsor)

Effects of Placements in Training and Transfer on Position Learning and Behavior
DEBORAH E. BYCHOWSKI, Southeast Missouri State University (Dr. Richard Burns, Faculty Sponsor)

The Effects of Social Influence on Judgmental and Intellective Tasks
CAROLINE FLATLAND, LYNN CALLAHAN, & LEISHA WADDILOVE, University of Northern Iowa (Dr. Helen C. Harton, Faculty Sponsor)

College Students’ Tolerability of Weight Gain as a Medication Side Effect
FRANK M. CARR & KAREN P. ELLIOTT, Ball State University (George A. Gaither, Ph.D., Faculty Sponsor)

Gender Differences in Mate Selection
KEITH CHRISTIE & SARA SAVAGE, Ashland University (Dr. Mitchell Metzger, Faculty Sponsor)

The Effects of Induced Self-awareness, and Anxiety Vigilance
KRYSTIN COLDWELL, Otterbein College (Dr. Cynthia Laurie-Rose, Faculty Sponsor)

A Study of Consciousness Among Students of Different Disciplines
GLORIA DIRNBECK, LAURA CORONA, & SUSAN NIXON, Truman State University (Dr. Karen Smith, Faculty Sponsor)
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Factors Contributing to the Successful Transition to College
ANDREA CUMMINGS, University of Minnesota-Duluth (Dr. Paula Pedersen, Faculty Sponsor)

20
Gender Differences in State-Trait Anger and Social Irrational Beliefs
SARAH DANNECKER, Hamline University (Dr. Kim Guenther, Faculty Sponsor)

21
Belief in Luck, Perception of One’s Luck, and Optimism
MEGAN DELEON, John Carroll University (Dr. Janet Larsen, Faculty Sponsor)

22
Idealized Cartoon Characters’ Effects on Children’s Body Image
SONALI DESAI, Middlebury College (Marc Riess, Ph.D., Faculty Sponsor)

23
Familiarity, Attractiveness, and Race: A Measure of the “Warm Glow” Heuristic
JENNIFER DOLEN & EMILY WALDUM, University of Wisconsin-River Falls (Dr. Cyndi Kernahan, Faculty Sponsor)

24
Drawing Self-Efficacy and Anxiety During a Drawing Task
RADHA DUNHAM, Belmont University (Dr. Lonnie Yandell, Faculty Sponsor)

25
Are All Distractions Created Equal?: The Effects of Social and Nonsocial Distractions and Public Self Consciousness on Recall
MARGARET FEURER, AMANDA LUCHTEFELD, KHARA MOEHLE, & MEGHAN CLARK, Southern Illinois University Edwardsville (Dr. Susan L. Thomas, Faculty Sponsor)

26
When “The Wheels on the Bus Go ‘Round”: The School Bus as a Context for Social Development.
COURTNEY C. GALLIGER, Wittenberg University (Dr. Mary Jo Zembar, Faculty Sponsor)

27
Attractiveness and Positive Affect
CHRISTOPHER J. SIDLA & DAWN M. GETTINGER, University of Missouri-St. Louis (Dr. Jennifer Siciliani, Faculty Sponsor)

28
Knowledge and Social Comfort: Effects on Attitudes toward Arabs
LARRY GOLBA, University of Wisconsin - La Crosse (Dr. Matthew J. Taylor, Faculty Sponsor)

29
Children’s Interpretation of Polite Requests and Perspective Taking Ability
JENNIFER GOVOSTIS, Miami University (Dr. Cecilia Shore, Faculty Sponsor)

30
Relations Among Inhibitory Control, Positive and Negative Affect, and Behavior Problem Symptoms
MATTHEW D. GUELKER, University of Missouri-Columbia (Kristin A. Buss, Ph.D., Faculty Sponsor)

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Gender Differences in Performance of Lateralized Tasks
CHRISTINA A. HAMMOND, CRAIG M. MOORE, LEEANN M. SCHUSTER, & ERIN WILSON, Missouri Western State College (Dr. Kelly B. Henry, Faculty Sponsor)
32 Gender Roles and Body Image Perceptions
MANDY L. HAYES, Saint Mary’s College (Dr. Karen Chambers, Faculty Sponsor)

33 The Relationship Between Attitudes About Abortion and Cognitive Complexity
AMANDA HILL, University of Wisconsin - La Crosse (Dr. Carmen Wilson & Dr. Sara Sullivan, Faculty Sponsors)

34 Personal and Parental Influences on Relational Anxiety and Attachment
PATRICIA E. HJELM, Evangel University (Dr. Geoffery Sutton, Faculty Sponsor)

35 The Effects of Gender on the Relationship Between Eating Disorders and Neurotic Perfectionism
JAMIE L. HUBER, Illinois College (Dr. Elizabeth Rellinger Zettler, Faculty Sponsor)

36 Screening For Depression: An Examination Of Online Methods
ADAM IARUSSI & ELIZABETH TULLY, Ashland University (Dr. Mitchell Metzger, Faculty Sponsor)

37 The Effects of Life Events by Age on College Students’ Adjustment
ALICIA JANUARY, CATHERINE GELETKA, SCOTT ORR, & ANDREA RESTIVO, John Carroll University (Dr. Joanne Ruthsatz, Ph.D., Faculty Sponsor)

38 When Being Firm is Not Effective: The Role of Race and Speaker Characteristics on Perceived Credibility
DELL JONES, JENNIFER TOWLER, REBECCA SAHL, & AMY PREUTER, Southern Illinois University Edwardsville (Dr. Susan L. Thomas, Faculty Sponsor)

39 Time’s Up: The Effects of Time Urgency on the Ability to Meet Deadlines
EMILY J. KEMPF, Missouri Western State College (Dr. Kelly Henry, Faculty Sponsor)

40 Superstitious Beliefs under Competitive and Non-competitive Situations
NATHAN KOSIBA, Belmont University (Dr. Lonnie Yandell, Faculty Sponsor)

41 Comparison of Paper and Pencil Vigilance Task to a Computer Vigilance Task
JESSICA KUKUK, Otterbein College (Dr. Cynthia Laurie-Rose, Faculty Sponsor)

42 Stressors and Academic Performance in College Students
DONALD LATOCHA & JULIE GELATKA, Lewis University (Dr. Chwan-Shyang Jih, Faculty Sponsor)

43 Career Values and Stress Management Strategies Among Arts and Science Students
BEVERLEY LIM & SATOKO YAMAGUCHI, University of Wisconsin-Superior (Dr. David Carroll, Faculty Sponsor)
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ELIZABETH LISZEWSKI, BETHANY DOWNS, STACY SUMMERS, & SABRINA WASHINGTON,
Southern Illinois University Edwardsville (Dr. Susan L. Thomas, Faculty Sponsor)

45 Personality Predictors of Driving Anger
BECKY HOFFNER, University of Wisconsin - River Falls (Travis Tubré, Ph.D., Faculty Sponsor)

46 Dissociative Identity Disorder Going to Trial
JUSTINE MAJERES, University of Wisconsin - Eau Claire (Dr. Mickey [Marie] K. Crothers, Faculty Sponsor)

47 Jurors and Perceptions on Criminal Cases
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CHRIS KURIANOWICZ, GIULIA LABELLARTE, SAL MARTINES, RON TALIS, CHAR TRAUB, &
JESSICA WOJCIAK, John Carroll University (Joanne Ruthsatz, Ph.D., Faculty Sponsor)

48 The Influence of Military Service and Relationship Type on Men’s Relationship Satisfaction
KELLY C. MCELLELAND, Evangel University (Geoff Sutton, Ph.D., Faculty Sponsor)

49 Effects of a Media Intervention Program on Body Image and Eating Attitudes Among Children
KELSEY WOOD & KATIE MEYER, University of Wisconsin- La Crosse (Dr. Carmen Wilson, Faculty Sponsor)

50 Issues of Ethnicity in Dance/Movement Therapy: Therapists’ Perceptions
LYNA A. MUNOZ-MORRIS, Beloit College (Suzanne M. Cox, Ph.D., Faculty Sponsor)

51 Individual Team Member Performance and Team Viability: Relationships with Conscientiousness and Perceived Personality Similarity
SHANNA K. NIFOSSI, College of St. Catherine (Dr. Andrea M. Olson, Faculty Sponsor)

52 Habitation Treatment in Angry Individuals
TIMOTHY E. NOWAK, Purdue University (Dr. Judith C. Conger, Faculty Sponsor)

53 Comparison of Three Personality Measures
MAYUMI OKADA, Washington University (St. Louis, MO) (Thomas Oltmanns, Ph.D., Faculty Sponsor)

54 Emotional Consequences of Quitting Extracurricular Activities
JESSICA OWENS, Wittenberg University (Dr. Stephanie A. Little, Faculty Sponsor)

55 Tough Guise Versus Tough Guys: Challenging Truisms Concerning Hyper-Masculine Ideology
DANA PENNINGTON, SEFENU HAILERMARIAM, KRISTIN MEIER, & NICOLE WITT, Southern Illinois University Edwardsville (Dr. Susan L. Thomas, Faculty Sponsor)
56
The Intentional Shifting of Hemispheric Dominance
TERRI J. PETERSON, Dakota Wesleyan University (Anne Wessels-Kelly, Ph.D., Faculty Sponsor)

57
Preferred Ideal Body Type for White and Black American Women and the Effects of Gender on this Preference
MEGHAN E. PRESTON, John Carroll University (Dr. Janet Larsen, Faculty Sponsor)

58
Personality Predictors of Sexual Assault
KRISTY ROBERTS, Wright State University (Corey E. Miller, Ph.D., Faculty Sponsor)

59
Behavioral Attributions: The Use of Negative Stereotypes when Judging the Elderly
KRISTIN SAATHOFF, Hastings College (Jeannette M. Whitmore, Ph.D., Faculty Sponsor)

60
Effect of Sensory Deprivation on Imagery and Mood State
SHOGO SASAKI, Avila University (Lisa Woolery, Ph.D., Faculty Sponsor)

61
Change in Personality Variables Due to Concussive Trauma and the Validity of the Neuropsychological Impairment Scale in Comparison to the Personality Assessment Inventory.
LEAH SCHMITT, Saint Cloud State University (Joseph Melcher, Ph.D., Faculty Sponsor)

62
Reducing Defensiveness through Affirming the Self
BEN SCHWINKE & EDMOND E. WILLIS, Central College (Edmond E. Willis, Ph.D., Faculty Sponsor)

63
Do Age and Gender Influence One's Level of Humility?
SARAH SHERRILL, MANDI HENLEY, JACQUELINE DANIEL, SALLY DOYLE, & R. ERIC LANDRUM, Boise State University (R. Eric Landrum, Faculty Sponsor)

64
The Meaning of Education in Students’ Lives
MICHELLE SMITH, Grand Valley State University (Dr. Donna Henderson-King, Faculty Sponsor)

65
The Relationship Between Depression and Various Degrees of Violence
DANE SORENSEN, Andrews University (Dr. Herbert Helm, Faculty Sponsor)

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Word Order Effect on Related-Word Sensitivity in a False Memory Paradigm
VAUGHN R. STEELE & JOSHUA G. MILLER, University of Minnesota – Twin Cities (Dr. Chad J. Marsolek & Dr. Carmen E. Westerberg, Faculty Sponsors)

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Motivational Gravity and Tall Poppy Syndrome in USA and Brazil
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Gender and Internet Communication: Relationships and Results
LAURA A. VALENZIANO, Iowa State University (Dr. Kathy Hanisch, Faculty Sponsor)

The Relationship Between Personality and Depression
EMILY VOLLER, St. Cloud State University (Dr. Kristen C. Kling, Faculty Sponsor)

Romantic Flow, Thought Suppression, and Depletion of the Self’s Resources
KELLY R. WANER & JAMIE L. BIRD, Western Illinois University (Dr. Kristine M. Kelly, Faculty Sponsor)

Animal Assisted Therapy: Efficacy of Pet Therapy with Terminally Ill Patients.
KELLY WENCK, Saint Mary’s College (Dr. Karen Chambers, Faculty Sponsor)

The Relationship Between Adult Attachment and Sexual Attitudes
ALEXANDER WHITELEATHER, Boise State University (Dr. Diana Doumas, Faculty Sponsor)

Effectiveness of a Brief Prevention Intervention for Incarcerated Individuals
BRIANA WOODS, University of Missouri-Kansas City (Dr. Kathy Goggin, Faculty Sponsor)

The Importance of Equity in Romantic Attachment Styles
JENNIFER ZUPAN, Hamline University (Dr. Charles LaBounty, Faculty Sponsor)

Poster Session III
Thursday 12:30 – 2:00 Upper Exhibit Hall
Moderator: Dave Carroll, University of Wisconsin-Superior

Gender and Generational Differences in Desired Characteristics for Mate Selection
AEL AMADOR, TANYA CHARLES, & JAIRUS TAIT, Andrews University (Herbert W. Helm, Jr., Faculty Sponsor)

Halo Effect: The Impact of Differences Between Target and Perceiver
TARA D. ANDERSON & DANIEL A. HARR, Missouri Western State College (Kelly Henry, Faculty Sponsor)

The Effects of Gender and Age on Toy Selection with Elementary School Children
ELIZABETH ANTKOWIAK, AMBER CHAPEK, LAUREN GARVEY, MAURA MCCAFFERTY & JAMIE MCLAUGHLIN, John Carroll University (Joanne Ruthsatz, Ph.D., Faculty Sponsor)
4 You Are What You Read: Priming Effects on Stereotype-Relevant Performance
MELISSA BAUMAN, BETH CEARLEY, CHELSEA HART, & KRISTINA LATCH, Southern Illinois
University Edwardsville (Dr. Sue Thomas, Faculty Sponsor)

5 A Psychometric Evaluation of a Sensation Seeking Scale
ROB BEARDEN, JEN BZDEK, RADHA DUNHAM, ISAAC HARPER, MARY-MARGARET
PHILLIPS, ALEX RENES & APRIL RING, Belmont University (Peter Giordano, Ph.D., Faculty Sponsor)

6 Sensation Seeking Personality: Predictors of Fearful Media Appeal
SARAH BENGTSON & JENNIFER WUNDERLICH, St Cloud State University (Marlene DeVoe, Ph.D.,
Faculty Sponsor)

7 Individual Differences in Valuing Mate Physical Attractiveness: The Shallow Hall Syndrome
ABBY BIELSER, TICCARRA CASSELL, SARAH SUMMERS, & AGGIE WITOWSKI, Western
Illinois University (Eugene W. Mathes, Faculty Sponsor)

8 Factors Associated with Continuation and Initiation to Substance Abuse Among Young Adults
CASIE BLOUNT, University of Missouri-Columbia (Kenneth J. Sher, Faculty Sponsor)

9 Effects of Information Exposure and Temperance Mentality on Attitudes toward Harm Reduction
ERIN E. BONAR, Northern Kentucky University (Perilou Goddard, Faculty Sponsor)

10 The Effects of Mortality Salience of Close Relationships on the Reported Strength of Attachments
BECKY TIMMERMAN, LYNN CECCHI, ANDREW BOSTER, & MELINDA
WEBSTER, Augustana College (Dr. Mark Vincent, Faculty Sponsor)

11 Time and Friendliness: Their Effects on Conformity
JENNIFER BRAUN & MELISSA TVRDIK, University of Wisconsin River Falls (Cyndi Kernahan,
Faculty Sponsor)

12 Body Image for Brazilians Versus Americans
LISA BROWN, KRISTIN LABARGE, & ANA LUISA MERCES, University of Wisconsin Oshkosh &
Cultural Association of Brazil and the United States (Kathleen Stetter, Faculty Sponsor)

13 How to Be a Good Girlfriend/Boyfriend: An Analysis of Adolescent Relationships as Depicted in
Seventeen Magazine
MELINDA BULLOCK, KATIE DUNKELBERGER, EMILY NURRE, & JESSICA STEGER, Mount
Mercy College (Melody A. Graham, Ph.D., Faculty Sponsor)

14 An Empirical Evaluation of Emotional Intelligence as a Predictor of Retail Performance
TIFFANI CAGE, Southern Illinois University Edwardsville (Dr. Catherine Daus, Faculty Sponsor)

15 Parenting Styles and Children’s Perceptions of Fairness
KOREY M. CANTRELL, University of Michigan Dearborn (Robert Hymes, Ph.D., Faculty Sponsor)
16 Mediating Variables in Changing Psychiatric Stigma
LAURA M. CARTER & CASSIE L. LUBICH, University of Wisconsin-Eau Claire (Dr. Lori A. Bica, Ph.D., Faculty Sponsor)

17 The Relationship Between Affective States and Characteristics of Individuals who Seek Counseling After the Sudden Death of a Loved One
LAUREN CIMPJRMAN, The University of Toledo & SANDRA CARAMELA-MILLER, Ph.D., Cuyahoga County Coroner’s Office Grief Intervention Program (Wesley A. Bullock, Ph.D., Faculty Sponsor)

18 Eating Disorder Patterns at Diverse United States’ Universities
KIMBERLY MASTERS, SAMANTHA COOK, & SARA NOLTA, University of Wisconsin-Eau Claire (Dr. Allen Keniston, Faculty Sponsor)

19 Do Metaphorical Thinkers and Spiritual People Benefit More from Dream Analysis?
MIKE COYNE, Hamline University (Kim Guenther, Faculty Sponsor)

20 Sensory Alternation and Vigilance in Young Children
LORI CURTINDALE & BRANDI DUNLAP, Otterbein College (Dr. Cynthia Laurie-Rose, Faculty Sponsor)

21 African American Men and European American Men Differ in Their Preferences For Women’s Body Size
AMANDA DARDY, ADAM EICHORST, & JOHN EDWARDS, Cardinal Stritch University (Terry Steele, Faculty Sponsor)

22 College Students Perceived Levels of Attachment and Social Interaction with Their Chosen Favorite Grandparent
ANDREA DERUYTER, CARRIE ELSTNER, & KATE WORKMAN, Carthage College (Dr. Ingrid Tiegel, Faculty Sponsor)

23 The Relationship Between Humility and Self-Confidence
SALLY DOYLE, SARAH SHERILL, MANDI HENLEY, JACQUELINE DANIEL, & R. ERIC LANDRUM, Boise State University (R. Eric Landrum, Faculty Sponsor)

24 Putting Dual Modality to the Test: The Effects of Presentation Modality on Test Performance
TONY DURBIN & DEBORAH ZEITLIN, Southern Illinois University Edwardsville (Dr. Betsy Meinz, Faculty Sponsor)

25 Self-Evaluation of Performance in Groups and Individuals Before and After Tasks
JAYSON FINNIGAN, University of Wisconsin-Oshkosh (Kathleen Stetter, Faculty Sponsor)

26 Identifying Out of Context Smiling in Children: Are They Really Happy?
JAMIE GIESEKE, University of Missouri- Columbia (Dr. Kristin Buss, Faculty Sponsor)
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<td>The Stigmatization of Individuals Who Experience Depression and Receive Psychotherapy</td>
<td>JULIE E. GOLDYN, John Carroll University (Janet Larsen, Ph.D., Faculty Sponsor)</td>
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<td>Alexithymia, Self-Esteem and Maladaptive Coping Behaviors</td>
<td>CASEY LENHART, LUCIA JEANTINE, BRIDGET PERRIN, CHRIS MCCALL, &amp; HEATHER GRAY, Otterbein College (Dr. Laurie Rose, Faculty Sponsor)</td>
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<td>Perception of Harm and Peer Drug Use: Implications for Rural African-American Adolescents</td>
<td>GARY V. HALVERSON, University of Wisconsin - La Crosse (Dr. Matthew J. Taylor, Faculty Sponsor)</td>
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<td>The Societal Impact of Stereotypes</td>
<td>AMANDA HANSON, Hamline University (Matthew H. Olson, Ph.D., Faculty Sponsor)</td>
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<td>The Effect of Marital Status on Levels of Humility</td>
<td>MANDI HENLEY, JACQUELINE DANIEL, SALLY DOYLE, SARAH SHERRILL, &amp; R. ERIC LANDRUM, Boise State University (R. Eric Landrum, Faculty Sponsor)</td>
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<td>Parental Management of Adolescent Peer and Romantic Relationships</td>
<td>DANIELLE J. HILL, Northern Illinois University (Nina Mounts, Faculty Sponsor)</td>
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<td>Anxiety, Part-Time Hours Worked, and Academic Performance in College Students</td>
<td>LARISSA HODO, University of Missouri-St. Louis (Dr. Jennifer Siciliani, Faculty Sponsor)</td>
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<td>Effects of Asymmetric Endowments on Public Goods Dilemma: Does Economical Diversity Lead to Equality?</td>
<td>THOMAS HUESMAN, Northern Kentucky University (Jeffrey M. Smith, Faculty Sponsor)</td>
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<td>The Effects of Argument Presentation Style on Trial Verdict</td>
<td>AMY JACOBSSON, St. Cloud State University (Marlene DeVoe, Faculty Sponsor)</td>
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<td>The Effect of Priming on Behavior and Opinion Conformity</td>
<td>ALICIA JANUARY, John Carroll University (Dr. Janet Larsen, Faculty Sponsor)</td>
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<td>37</td>
<td>The Differences in Sharing Between Only Children and Children with Siblings in Individual or Group Competitive Environments</td>
<td>VERONIKA KARPENKO &amp; SHEENA HOFFMANN, University of Wisconsin- Osh Kosh (Kathleen Stetter, Faculty Sponsor)</td>
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<td>Priming Effects of Optimistic and Pessimistic Images on Altruism</td>
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<td>Evaluation of a Computer Administered Alcohol Education Program for College Students</td>
<td>BRANDON KOZAR, John Carroll University (Janet D. Larsen, Ph.D., Faculty Sponsor)</td>
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Liberals Versus Conservatives: Explaining Gender Inequalities
MONICA LA BONTY, Hamline University (Charles LaBounty, Faculty Sponsor)

The Effect of Gender on Perceived Humor: Still Second Class Citizens?
ERIN LEA, LEANNE CAVANAGH, & SARAH HOMAN, John Carroll University (Joanne Ruthsatz, Ph.D., Faculty Sponsor)

Predicting Treatment Fidelity in Prevention Research
TERRYN COLE LINDEMANN, Purdue University (Jean E. Dumas, Faculty Sponsor)

Attachment and Autism Treatment
RACHEL LUCAS-THOMPSON, Beloit College (Suzanne Cox, Ph.D., Faculty Sponsor)

Increasing The Availability of Course Materials: A Catalyst for Class Attrition?
JON MADER, University of Wisconsin at La Crosse (Dr. Tracie Blumentritt, Faculty Sponsor)

Parental Influence on Moral Development and Delinquency
ALISHA MARTHALER, Hamline University (Matthew Olson, Faculty Sponsor)

An Evaluation of the Influences Leading to Alcohol Abstention in College Students: A Qualitative and Quantitative Approach
KATIE ELIZABETH MARTIN, Kent State University (M. Paz Galupo, Faculty Sponsor)

Electrophysiological Tests of Attentional Training in Attention Deficit Hyperactivity Disorder (ADHD)
ASHLEIGH MONETTE MAXCEY, Purdue University (Dr. Robert D. Melara, Faculty Sponsor)

Orthographic and Phonologically Based Non-Word Spelling Errors by Children with Dyslexia
TERESA MEIER, Middle Tennessee State University (Stuart E. Bernstein, Faculty Sponsor)

Hip-Hop Cultural Behaviors: The Role of White Racial Identity and Peer Conformity
DARBY L. MILLER, Eastern Illinois University (Dr. Anupama Sharma, Faculty Sponsor)

Does Sensitization of Haloperidol Induced Catalepsy Involve Learning?
KERI L. NACKER, University of Illinois at Chicago (David Wirtshafter, Faculty Sponsor)

Perception of Personality and Intelligence for Eyeglass Wearers
BRIGID NOLAN, Lewis University (Dr. Chwan-Shyang Jih, Faculty Sponsor)

Work/Life Balance Expectations
JESSICA NOWAK, University of Michigan-Dearborn (Dr. Robert Hymes, Faculty Sponsor)
53  Love Fell from the Family Tree: The Effects of Divorce and Martial Conflict on Children’s Ability to Form Long-term Relationships
JAMES OLSEN, SARAH FEDOR, RACHEL SALANIK, & ALYSIA WIERCISZEWSKI, Southern Illinois University Edwardsville (Dr. Susan L. Thomas, Faculty Sponsor)

54  Practical Intelligence in Elementary School Children
DESIREE M. PAULIN, Saint Mary’s College (Karen Chambers, Faculty Sponsor)

55  The Existential Vacuum: Purpose in Life and Depression in College Students
JONATHAN PENNY, Concordia University (Beth Venzke, Faculty Sponsor)

56  Does Marital Name Choice Influence Perceptions of Female and Male Partners?
JESSICA PINCH & TESA ZIMMERMAN, University of Wisconsin Eau Claire (Blaine Peden, Faculty Sponsor)

57  The Effects of Perceived Locus of Control and Level, Type, and Awareness of Reinforcement Contingency on Performance
SARAH RECK, Ripon College (J. Timothy Petersik, Ph.D., Faculty Sponsor)

58  The Severity of Psychopathology in Relation to Co-Morbidity
DEBRA BETH ROSENBAUM, Washington University in St. Louis (Amy D. Bertelson, Ph.D., Faculty Sponsor)

59  When Do Binge Eaters Also Binge Drink? The Role of Impulsivity as a Moderator
LEAH SANDERS, University of Missouri – Columbia (Anna Bardone-Cone, Faculty Sponsor)

60  Behavioral Versus Cognitive Self-Handicapping and Attitudes toward Education
JAMIE WIESNER & KAYLA SCHNACKY, University of Wisconsin Superior (Dr. David Carroll, Faculty Sponsor)

61  Developmental Effects of Age and Gender on Identification of Non-Traditional Occupational Roles
MARGARET SERB, Lewis University (Dr. Chwan-Shyang Jih, Faculty Sponsor)

62  The Effect of Priming Comments on Women’s Views of their own Menstruation
JAMIE SKIPPER, St.Cloud State University (Dr. Marlene DeVoe, Faculty Sponsor)

63  The Role of Defensive Self-Esteem as a Factor in the Unskilled-Unaware Paradigm
KIMBERLY WILSON & CHRISTINE SMITH, Avila University (Dr. Lisa Woolery, Faculty Sponsor)

64  A Social Enigma: Investigating the Pervasiveness of Urban Legends
HEATHER SOVERN, Washburn University (Joanne Altman, Faculty Sponsor)
The “Long Hair Effect”: Gender Differences in Attractiveness Ratings of Females
BREANNE STEFFENS, JULIE MILLS, LORI RANDOLPH, & ANGELA BAUMGARTNER, Southern Illinois University Edwardsville (Sue Thomas, Faculty Sponsor)

Gender, Personal Epistemology, Boundaries in the Mind, & College Major
ROXANNE L. THRUSH, Wheaton College (Dr. Cynthia Neal Kimball, Faculty Sponsor)

Psychological Assessment of Juveniles in the Justice System
JULIE A. VANDERMAY, St. Cloud State University (Leslie A. Valdes, Faculty Sponsor)

Emotional Facial Expression: Gender Differences in Deaf Communities
EMILY VOLLE, VINCENT VOGT, & KRISTA M. DILLMAN, St. Cloud State University (Leslie A. Valdes, Faculty Sponsor)

Evaluation and Preliminary Findings from Years One and Two of a Sexual Assault Prevention Program
ZACHARY J. WEDGE, DAVID C. PARKER, ALYSSA M. MOORE, LISA M. NACKERS, DOUGLAS P. FLASHINSKI, & ASHLEY E. COLE, University of Wisconsin-Eau Claire (Lori A. Bica & Marie K. (Mickey) Crothers, Faculty Sponsors)

Physiological Arousal Changes Due to Cooperating and Competing With Same and Opposite Sex Partners
ANGELA WHIRRY-ACHTEN & TERI SOLARZ, Ripon College (Joe Hatcher, Faculty Sponsor)

Mastication (Gum Chewing) Does Not Enhance Performance on the Stroop Task
CARRIE WILSON, Ashland University (Mitchell Metzger, Ph.D., Faculty Sponsor)

Social Support, Coping, and Rehabilitation Adherence: A Study of Injured Recreational Athletes
KATHERINE L. ZIEHR, University of Wisconsin-La Crosse (Dr. Elizabeth Seebach, Faculty Sponsor)

Memory for Information Sources
PASCAL WALLISCH, University of Chicago (Wolfgang Schoenpflug, Faculty Sponsor)

University of La Crosse Students & Police Officer Trainee’s Perceptions of Crime Severity
MEGAN COONAN & TRAVIS KLINGAMAN, University of Wisconsin, LaCrosse (Dr. Betsy Morgan, Faculty Sponsor)

Psi Chi Distinguished Speaker

To Reveal or to Conceal: Self-Regulation in Interracial Interactions
Patricia Devine
University of Wisconsin-Madison

Thursday 2:15 - 3:30 Wabash Parlor
Moderator: Betsy Morgan, University of Wisconsin, LaCrosse

“I’m Getting a Degree in Psychology! Now What?”
Thursday 3:30 – 5:00 PDR 16
Moderator: Martha Zlokovich, Psi Chi President, Southeast Missouri State University

The State of the Union for Undergraduate Psychology Job Options
Betsy L. Morgan, University of Wisconsin- La Crosse

Psychology Undergraduate Training and Skills for Careers
Rebecca Stoddart, Saint Mary’s College

Deciding if Graduate School is Right for You
Peter Giordano, Belmont College

Psi Chi/Psi Beta Social Hour and Reception and 75th Psi Chi Anniversary Celebration
Psi Chi chartered its first chapter at Yale University in 1929. This year marks the 75th Anniversary of our honor society. Please come to the Psi Chi Hospitality Suite for celebratory food and a chance to learn about the history of your organization.

Thursday 5:00 - 6:30 Psi Chi Hospitality Suite

Friday

Psi Chi Regional Research Award
Paper Presentation I

Friday 8:00 – 9:00 PDR 16
Moderator: David Carroll, University of Wisconsin-Superior

1 Vigilance Performance, Boredom and Temperament: The Effects of Task Modality
LORI CURTINDALE, Otterbein College (Cynthia Laurie-Rose, Faculty Sponsor)

The present study compared children’s performance in auditory and visual vigilance tasks for which stimuli were psychophysically equated. The relationship between sensory modalities, temperament and boredom was also examined. Findings revealed similar decrement functions for both modalities. However, the auditory task was more sensitive in identifying temperament and boredom effects.

2 Moods Are Influenced When Different Levels of Movie Violence Are Shown
ASHA M. KING, Hastings College (Jeannette M. Whitmore, Faculty Sponsor)
This study measured the effects of different levels of violent movie clips on moods; students rated their moods after viewing short clips from various levels. Students watched either a justified, unjustified or nonviolent film. Mood was influenced by the type of violence viewed.

3
Symbolic Racism and Attributions of Date Rape: The Salience of Implicit Stereotypes
L. RUTH RODELANDER & MATTHEW P. MCSORLEY, Wittenberg University (Clifford E. Brown, Faculty Sponsor)

This study measured Symbolic Racism (Henry & Sears, 2002) and its relationship to attributions projected onto African Americans in a clear versus ambiguous rape scenario. Subtle racism effects emerged in the ambiguous scenario, reinforcing the notion of implicit stereotyping in White Americans (Wittenbrink, Judd, & Park, 1997).

4
The Biopsychosocial Impact of Exercise on an Outpatient Psychiatric Population
SARAH J. PARKER, University of Wisconsin-Milwaukee (Dr. Diane Reddy, Faculty Sponsor)

This study investigated the psychological and physical effects of exercise on an outpatient psychiatric population. Participants engaged in 20 weeks of supervised exercise (N=16) or usual daily activities (N=14). Exercisers improved across all psychological measures while control participants did not. Results of physical data were mixed.

Psi Chi Regional Research Award
Paper Presentations II

Friday 9:00 - 10:00 PDR 16
Moderator: Jeff Smith, Mount Union College

1
Epistemological and Religious Beliefs Among College Students
BENJAMIN P. NORRIS, Hope College (Mary Inman, Faculty Sponsor)

These studies measured the relationship between epistemological and religious beliefs among college students. We specifically measured the dimensions upon which epistemological premises are evaluated. These dimensions include certainty, complexity, and source/authority of knowledge. Results suggest that there is a relationship between religious beliefs and epistemology, including disciplinary differences in epistemology.

2
Effect of Apology on Recovering from Betrayal
KATERINA KOŠCOVA, JILL POKRYFKE, & NICOLE FRISCIA, Western Illinois University (Kristine M. Kelly, Faculty Sponsor)

Participants read a betrayal scenario and then completed a measure of threatened psychological needs. Later they read a conclusion to the scenario containing either an apology or no apology for the betrayal, and their needs were measured again. Analyses indicated that apology was associated with lower threat to the needs.
3 The Role of Handedness in the Misinformation Effect
HEATHER PARKER, Hastings College (Jeannette M. Whitmore, Faculty Sponsor)

This study examined the role of hemispheric interaction, determined by degree of handedness, in the misinformation effect. Participants were presented with consistent or misleading information after viewing a slide show. The participants’ incorrect responses were calculated. The results indicated that strong-handed individuals were more susceptible to misleading post-event information.

4 The Measurement of Pathological Narcissism for Women and Men: DSM Versus NPI
DIANA GEARY, Purdue University (Rebecca Davis Merritt, Faculty Sponsor)

Number of DSM-IV-TR Narcissistic Personality Disorder (NPD) criteria endorsed as self-descriptive and scores on two measures of narcissism were compared to female and male participants in high and low NPI groups. Women with elevated NPI scores produced greater scores on an MMPI measure (Narcissism-Hypersensitivity) while men endorsed more NPD criteria.
Social imposterism is conceptualized as feeling undeserving of one’s social standing (e.g., lucky to have the friends one does). The purpose of this study was to develop a measure of social imposterism. Preliminary analyses indicated that the 25-item Social Imposterism Scale is a reliable and valid measure of the construct.

4

Do Infants Really “Understand” Object Impermeability?
SHANNA L. IRVIN, University of Missouri-Columbia (Jana Iverson, Faculty Sponsor)

Baillargeon et al. (1990) reported longer infant looking times to events violating barrier permeability. However, longer looking may have indicated surprise at object decomposition. This study examined 5.5 month-old infants’ understanding of barrier permeability and object composition. Infants looked longer at violations of object composition and of barrier permeability.

Psi Chi Chapter Exchange: Ideas for Improving Your Chapter
Friday 11:00 – 12:00 PDR 16

Moderators: Martha Zlokovich, Psi Chi National President, Southeast Missouri State University and Peter Giordano, Belmont University

Psi Chi Faculty Advisor Luncheon
Friday 12:00 – 1:15 (By Invitation)

The French Quarter

A Graduate Student Panel: Everything You Ever Wanted to Know About Graduate School From the People Who Know Best

Friday 1:15 – 3:00 PDR 16
Moderator: Maria Hunt, Avila University

Psi Chi Regional Research Award

Paper Presentations IV

Friday 3:00 – 4:00 PDR 16
Moderator: Betsy Morgan, University of Wisconsin, LaCrosse

1

Differences in Recall of Emotional Words as a Function of Handedness

TULORA ROECKERS, Washburn University (Joanne Altman, Faculty Sponsor)

This study examined differences in recall of emotional (positive and negative) and non-emotional words in relation to visual field, word content, and handedness. Findings partially supported a valence model for emotional recall. Also, left-handers recalled more words from a subset of negative and fear eliciting words than right-handers.

2

Clarification of the Roles of Stimulus Duration and Task Complexity on the Mere Exposure Effect
Exposure frequency, stimulus duration, and task complexity were manipulated in a study of the mere exposure effect. Increasing frequency increased liking for stimuli and the ease at which they could be pronounced. Liking for simple stimuli increased across durations, but liking for complex stimuli peaked at moderate stimulus durations.

3 Undergraduate Attitudes Toward Homosexuality: The Impact of Personal Contact, Media Exposure and Causal Attribution

SARAH C. BOYLE, John Carroll University (Janet Larsen, Faculty Advisor)

Personal contact with GLB people has been found to be the number one predictor of positive attitudes toward homosexuals. But what about heterosexuals living in diversity-lacking communities that have no contact? Results of this survey study indicate that like personal contact, media exposure to GLB characters in the media is a strong predictor of positive attitudes toward homosexuals for heterosexuals with no personal contact.

4 Getting to Know Me: Self-Awareness and Regulation of the Self’s Resources

ALEX GILLET, Western Illinois University (Kristine M. Kelly, Faculty Sponsor)

Participants were made self-aware by a mirror or by meditation. After viewing a sad video, where they were instructed to suppress their emotional responses, participants were given unsolvable anagrams; persistence at this task served as the DV. The mirror-alone condition yielded the highest persistence scores.

Psi Chi Awards Presentation and Psi Chi/Psi Beta Social Hour

Friday 4:00 - 5:30 Psi Chi Hospitality Suite
Moderator: Scott VanderStoep, Hope College
CTUP at MPA 2004 Program

Thursday April 29, 2004

CTUP Symposium
Using the MPA to further your students’ professional development

10:00-11:00  Private Dining Room 18

Organizers and Participants:
HERBERT W. HELM JR., & DERRICK L. PROCTOR, Andrews University

In attempting to help students develop better ideas about their professional development, a class has been created that uses the annual meetings of the MPA. This presentation will look at how the class has developed over time, the types of requirements used, and an informal appraisal of its success.

CTUP Symposium

11:00-12:00  Private Dining Room 18

Crossing Boundaries and Loving It:
The Value and Challenges of Interdisciplinary Courses

Organizers and Participants:
ELIZABETH SEEBACK, University of Wisconsin- La Cross
KENNETH GRAY, College of DuPage

In this session, two experienced instructors will share the rewards and challenges they have encountered during the development and teaching of interdisciplinary courses. The courses are: Introductory Neuroscience (biology and psychology) and Political Psychology (international relations and social psychology). The session will address advantages and pitfalls for students and faculty, as well as institutional and administrative support required for a successful course.

CTUP Symposium

2:00-3:00  Private Dining Room 18

How to BE a Psychologist: Socializing Students into the Discipline

Organizer:
DANIEL P. CORTS, PH.D., Augustana College

Participants:
ROBIN ANDERSON, St. Ambrose University
JON GRAHE, PH.D., Monmouth College
KRISTINE M. KELLY, PH.D., Western Illinois University
MARK A. VINCENT, PH.D., Augustana College

As instructors, we spend a lot of time teaching students ABOUT psychology, but less time teaching them how to BE psychologists. Presenters will discuss various techniques that give students a peek at professional psychology and enable them to integrate their classroom learning with the real process of research.
CTUP/CUPP/Psi Chi/Psi Beta Planning Session for MPA 2005

3:00-4:00 Discussion
Private Dining Room 18

KENNETH GRAY, College of DuPage, Moderator

Please join our committed group of attendees and participants to brainstorm and discuss ideas for next year’s MPA teaching programming. All you need is a desire to help the college teaching community. If you cannot make the planning session and have an idea for, or would like to be informed about, next year’s program, please contact Ken Gray.

Friday May 1, 2004

CTUP Symposium
9:00-12:00
Private Dining Room 18

Traditional and Electronic Strategies to Increase Classroom Preparedness in a Multi-Section Introductory Psychology Class

Participants:
JOHN KREMER, LISA EHRMANN, & DREW APPLEBY, Indiana University-Purdue University Indianapolis

One of the great challenges in higher education is to motivate students to come to class prepared and willing to participate actively in an informed manner. B104 Introduction to Psychology as a Social Science has evolved over the past 10 years at IUPUI from a course in which teachers lectured to large groups of passive and unprepared students to a small recitation format in which smaller groups of students are required to come to class prepared and the only rule is “no lecturing.” This presentation will describe the evolution of this course and the approaches of two B104 instructors for developing prepared students, one who relies on electronic strategies and the other who embraces a more traditional approach.

Multiple Roundtable Discussions
Active Learning in Developmental Psychology Classrooms
10:00-12:00
Private Dining Room 18

Organizer: ADA WAINWRIGHT, College of DuPage
Participants:
JENNIFER BAUMGARTNER, University of Illinois
PAT JARVIS, Illinois State University
GARY CREASEY, Illinois State University
DEBORAH PODWIKA, Kankakee Community College

The purpose of this round table is to allow faculty members teaching developmental courses to share activities that engage students in active learning. Key faculty members will be stationed in separate areas within the room. Individuals will have opportunities to rotate between these stations in 15-20 minute intervals.
CTUP Creative Classroom/CUPP Creative Program Poster Session

1:00-3:00
Private Dining Room 18

Moderator:
DONNA J. DAHLGREN, Indiana University Southeast, ddahlgre@ius.edu.

THE CREATIVE CLASSROOM, a CTUP/STP sponsored poster and demonstration session. THE CREATIVE CLASSROOM is an opportunity for teaching psychologists to learn and to demonstrate successful teaching techniques and methods that enhance teaching and learning in college psychology courses.

Improving Performance and Retention with “Honors” Workshop Groups
WENDI K. BORN, WILLIAM REVELLE, & LAWRENCE PINTO, University of Kansas Medical Center, & Northwestern University, wborn@kumc.edu.
Peer-facilitated workshop groups promote excellence and reduce performance gaps associated with minority status. During a two-year quasi-experiment, volunteers randomly assigned to workshop groups performed significantly better in biology than controls. Ongoing program evaluation shows increased performance and retention for group members in multiple departments. Technique is recommended for application to psychology.

Student Reactions to Technology as a Teaching/Learning Tool
KRISTINE M. KELLY, ANGELA J. TEE, & SUSAN J. MARKUNAS, Western Illinois University & DePaul University, KM-Kelly2@wiu.edu.
Data collected from 4 semesters showed that students’ previous experience with technology was associated with higher levels of motivation, confidence, and adoption of technology across various classes, and more positive attitudes toward technology. However, previous experience was not related to self-perceived learning or grade in the course.

SCOTT KING, Loyola University of Chicago, sking6@luc.edu.
A social psychology class performed a series of field experiments in downtown Chicago after watching the instructor fall down in view of bystanders and discussing the ensuing events. Experiments included Milgram’s lost letter paradigm, Baron’s mood paradigm, and tests of the bystander effect.

CROSS-STICKS: A Fast, Easy and Informative Alternative for Assessment of Content Knowledge.
SUSANNE M. MEEHAN, University of Akron-Wayne College, meehan1@uakron.edu.
Cross-sticks provide a prompted free-recall method for assessing students’ mastery of course content. Additionally, they allow an initial determination of the misconceptions that students have about course material. This technique also enables instructors to discern weakly mastered topic areas, thus giving specific directional information for instructional improvement. Technique, administration, and analysis will be discussed.

Using Popular Song Lyrics to Explore the Everyday Impact of Gender Stereotypes: “Baby Got Back” to “Can’t Hold Us Down”.
RENEE ENGELN-MADDOX, Loyola University Chicago, rengeln@luc.edu.
This poster presents an assignment designed to encourage Psychology of Gender students to see the world around them from a psychological and feminist perspective. The assignment involves a critical analysis of the gender related content of popular song lyrics. The poster includes excerpts from students’ papers.

Operant Conditioning in the Classroom: Should Psychologists Teach Just Like Everybody Else?
JOE HATCHER, Ripon College, hatchjer@ripon.edu.
Psychologists, knowing more about the ways that behaviors are elicited should use that knowledge in designing classes, but often do not. For three years, I have taught introductory psychology by using an
overt operant conditioning approach. The point based reward system implemented will be discussed as well as the impact on student behavior.

**Promoting the Development of Emotional Intelligence in the Classroom.**

WENDY L. JORDANOV, & PERNELLA SINGLETON-DEAMS, Tennessee State University, wendy_jordanov@yahoo.com.

Emotional intelligence includes competencies (such as self-awareness, conflict resolution, and cooperation) that are often assumed to be innate, but in actuality must be learned. One method of encouraging the development of emotional intelligence is the use of team presentations and class discussions on issues of cooperation, compromise, and participation.

**Improving Student Self-Regulation Strategies.** WENDY L. JORDANOV, & LINDA BURKS, Tennessee State University, wendy_jordanov@yahoo.com.

Students may struggle with academic demands of college due to a lack of awareness of self-regulation strategies. In this study, lectures, assignments, and class discussions will be used to teach a variety of self-regulation strategies to approximately 30 students. Differences in pre and post scores will be discussed.

**Thinking Outside the Box: A Creative Way to Review Psychology Terms and Concepts.** JO ANN SPADAFORE, WENDY L. JORDANOV, & JESSICA BELL, Tennessee State University, j_spadafore@hotmail.com.

Reviewing information is an excellent way to reinforce one’s understanding. Bingo is one method of reviewing that is fun, interesting and can be as challenging as the instructor makes it. Questions can be phrased as simple memorization or can be focused to challenge higher order thinking skills.

**Statistics Study Groups Led by Undergraduate Teaching Apprentices.** BEVERLY J. DRETZKE, & KATIE LEY, University of Wisconsin-Eau Claire, dretzkbj@uwec.edu.

Undergraduate Teaching Apprentices (TAs) for an introductory statistics course facilitated weekly study groups in which they assisted students with homework and exam preparation. Group members rated TAs highly with respect to their knowledge and explanations. Especially appreciated were the TA-prepared exam taking tips, study guides, and practice exams.

**Leadership Laboratory as a Scaffolding Opportunity.** JILLIAN CALIENDO & MARIA HUNT, Avila University, caliendojm@mail.avila.edu, huntnv@mail.avila.edu.

Students needing assistance with a “leadership” service learning requirement for class joined the instructor in her work with a high school counselor. The students received guided participation as a scaffolding technique to structure their acquisition of leadership skills. They, in turn, advanced knowledge of their high school counterparts.

**I Learned it My Way: An Examination of Learning Style Preferences.** DIANNE R. MORAN, & STEPHANIE CONFORTI, Benedictine University, dmoran@ben.edu.

The learning preference project allowed students to evaluate their preferred learning style and to examine their personal reactions to four different methods of instruction each designed to appeal to one of the learning styles. This project was intended to assist students in selecting learning activities that best suit their styles of learning.

**Developing a Web-Based Course as Traditional, Convenient, and Cheap as Possible.** BILL ATTENWEILER, & JIM NILSON, Northern Kentucky University, attenweilrb@nku.edu.

In developing our web-based course (Industrial-Organizational Psychology) the goals included providing traditional classroom elements, conducting the course entirely on-line, and providing completely asynchronous availability to lectures, project work and tests. We also had no money to spend. We found many avoidable pitfalls while developing and launching this course.

**New Data on the Graduate Admissions Process for Psychology Majors.** R. ERIC LANDRUM, Boise State University, elandrui@boisestate.edu.

This poster provides current information on two aspects of the graduate admissions process for undergraduates: popularity and competitiveness of specialty/degree options, and the relative importance of
admissions criteria as rated by graduate programs. This information should be used for faculty advising students about career aspirations involving graduate school.

**Effect of Educational Support on Attitudes and Performance in Introductory Psychology.** DIANE E. WILLE, Indiana University Southeast.  [dwille@ius.edu](mailto:dwille@ius.edu).
The current study is a comparison of the attitudes and performance of Introductory Psychology students who are enrolled in a one credit First Year Seminar (FYS) with students who are not enrolled in a FYS. The FYS is designed to assist the student to develop good study skills, to learn about the resources available on campus and to develop an attachment to the university and their fellow students and professor. Results of the pilot study suggest that the FYS is meeting these goals.

**The Fundamental Attribution Error and the Moderational Impact of Individual Differences: A Teaching Demonstration.** RANDALL A. GORDON, & THOMAS J. TAYLOR, University of Minnesota, Duluth.  [rgordon1@d.umn.edu](mailto:rgordon1@d.umn.edu).
An updated demonstration of the fundamental attribution error is described in which an individual difference variable (need for cognition) is shown to be a significant moderator of this basic attributional tendency. The manner in which the demonstration can be used to help explain the process of moderation is discussed.

**Educating Undergraduate Students about Academia as a Career.** CECILIA SHORE, Miami University.  [shorec@muohio.edu](mailto:shorec@muohio.edu).
I will report on a new course intended to give students an overview of higher education; describe faculty responsibilities; discuss strategies for surviving and thriving in graduate school; and provide a foundation for pedagogical skills. I will present pre-post assessments of students’ perceptions concerning their knowledge/skill base.

**Is Class Size Related to Teaching Effectiveness? Statistical Evidence from Student Evaluations of Teaching.** DOROTHEE DIETRICH, Hamline University.  [ddietrich@gw.hamline.edu](mailto:ddietrich@gw.hamline.edu).
This research project investigated the correlation between class size and teaching effectiveness. Increased class size was found to be associated with lower ratings of self-perceived learning, lower ratings for the adequacy of feedback by professor and lower ratings for the adequacy of active learning opportunities.

**Self-Management/Other-Management: A Behavior Modification Project that Applies Organizational Tools.** ROBIN LIGHTNER, Raymond Walters College, University of Cincinnati.  [robin.lightner@uc.edu](mailto:robin.lightner@uc.edu).
Students completed a plan for performance change using principles of behavioral modification as well as tools in human resource management and project management. Assessment showed that students mastered application of the most of the concepts. Students reported that the project was enjoyable, helpful and relevant.

**A Comprehensive Approach to Teaching Operant Conditioning for Introductory Students.** HAIG KOUYOMDJIAN, University of Nebraska-Lincoln.  [hkouyoum@unlserve.unl.edu](mailto:hkouyoum@unlserve.unl.edu).
Many Introductory Psychology students find operant conditioning to be a challenging concept to learn. Suggestions to better teach operant conditioning include using demonstrations, sharing relevant personal stories, incorporating systematic class participation into lecture, developing small group activities, presenting illustrative video clips, and assigning a personally relevant and applications-oriented writing assignment.

**Evaluation of PowerStudy Multimedia Software in an Introduction to Psychology Course.** HAIG KOUYOMDJIAN, University of Nebraska-Lincoln.  [hkouyoum@unlserve.unl.edu](mailto:hkouyoum@unlserve.unl.edu).
This research helps in understanding students’ opinions about using multimedia software, such as PowerStudy, in an Introduction to Psychology course. Students’ perceptions about using PowerStudy as a required course assignment will be reviewed. A discussion of the potential benefits and/or drawbacks of using multimedia software in college courses will follow.
Cartoons in the Classroom: Using *The Simpsons* to Teach Social Psychology. JUDY EATON, & AYSE K. USKUL, York University, Canada, jeaton@yorku.ca.

We examined students’ perceptions of the effectiveness of clips from the television show *The Simpsons* in illustrating key concepts in social psychology. Students rated the clips from *The Simpsons* as significantly more effective at illustrating key social psychological concepts and more enjoyable than other films used in this course.

Using Graded Questions as a Strategy to Increase Reading of Assigned Material. AYSE K. USKUL & JUDY EATON, York University, Canada, auskul@yorku.ca.

Students were assigned graded long answer questions in an attempt to increase their likelihood of reading assigned class material. Results showed that students performed better on the exam questions that were related to the topics covered by the long answer questions that they did on other exam questions.

CUPP Creative Department or Program Poster Session

LINDA L. WALSH, University of Northern Iowa, Moderator & Organizer

CTUP has graciously allowed the Council of Undergraduate Psychology Programs to sponsor this new addition to the Creative Classroom Poster Session. Beginning this year CUPP will sponsor a new award to the winning poster in this category ($100 and a one-year free department membership in CUPP).

Improved Advising at a Comprehensive University

EMILY J. JOHNSON & BETSY L. MORGAN, University of Wisconsin – La Crosse

johnson.emi2@uwlax.edu

Our department initiated an advising coordinator position, increased freshmen outreach, an on-line tutorial and increased communication with students to improve advising. In 1993, 38% of a sample of seniors rated advising as good or excellent, whereas in 2003 the percentage had risen to 70%.

Psychology Student Center

AMANDA K. HENDRICKSON, University Of Wisconsin – Stout, psytutor@uwstout.edu

Organized by psychology students and faculty advisor, the Psychology Student Center’s services include tutoring, peer advising, make-up exams, G.R.E information, proof reading, and basic study skills. The Psychology Student Center offers these free tutorial services to enhance overall education in psychology in a stimulating environment for students.

Research Abroad: Creating Opportunities for Undergraduates

KATHLEEN STETTER, SUSAN MCFADDEN, & KELLY CAREW, University Of Wisconsin – Oshkosh, stetter@uwosh.edu

Two experiences which combine study abroad and research are described. The University of Wisconsin Oshkosh Department of Psychology offers two trips in alternating years: one to Belize, Central America, to study howler monkeys; and one to Salvador, Brazil, to conduct cross-cultural research with Brazilian psychology majors as partners.

Senior Thesis Research for All Psychology Majors

MURDOCK, G., BABBITT, B., CATHEY, C., COLE, A., COLE, C., GRIFFIN, B., HUFFMAN, L., & MCDERMID, R., Missouri Southern State University, murdock-g@mssu.edu

Senior thesis is the capstone experience for all majors. Students take 11 hours of preparatory coursework, covering statistical analysis, research design and scientific writing. The culmination is an APA style manuscript and an oral presentation. Alumni report that thesis has enhanced their skills for the workplace and graduate study.

Teaching practicum for advanced undergraduate students

AMYKAY COLE & K. CASEY COLE, Missouri Southern State University

cole-a@mssu.edu

Advanced undergraduate students gain teaching experience and provide mentoring to less advanced students by assisting a faculty member in one class. Student responsibilities include presenting information
in class and providing study sessions as well as office hours. Benefits include developing presentation skills as preparation for graduate school and providing a positive student model.

Integrating Research into the Curriculum to Foster Intellectual Development Regardless of the Career Path
JOHN H. KRANTZ, STEPHEN DINE YOUNG, ELLEN ALTERMATT, & WILLIAM ALTERMATT, Hanover College
krantzj@hanover.edu
Our curriculum integrates the research process into all aspects of the curriculum as a means of teaching all students the “process of inquiry”—i.e., how to formulate questions based on theoretical concepts; how to answer these questions using appropriate methods; and then critically analyses methods and results.

Psychology Majors Show What They Know: The Senior Assignment
SUSAN L. THOMAS & BRYCE F. SULLIVAN, Southern Illinois University –Edwardsville,
suthoma@siue.edu
The Senior Assignment (SRA) is a scholarly inquiry between students and faculty members that results in a research presentation at either departmental sessions or at the annual meeting of the MPA. Students have shown through the SRA that they are quite sophisticated in their critical thinking, research and presentation skills.

Using a Mirror Tracing Experiment to Introduce Experimental Concepts
JAY C. BROWN, Southwest Missouri State University
jcb989f@smsu.edu
This laboratory exercise allows for the development and running of an entire experiment in a single lab session. It provides an opportunity to introduce many of the major experimental concepts. Additionally, it provides an example which can be referred to repeatedly throughout the course, thus helping to tie together the lecture and laboratory portions of the Experimental courses.

3:00-4:00. Single Presentation
Creating and Using a Taxonomy of Multiple-Choice Questions
Organizer and presenter: Drew Appleby, Indiana University-Purdue University Indianapolis
Creating a taxonomy of multiple-choice questions is an exercise that can help teachers of psychology to write questions that measure both higher the lower levels of critical thinking skills. A completed taxonomy can then guide students in their study of course material and enable them to understand that multiple-choice questions written to measure higher order thinking skills are not necessarily “tricky.”

Saturday May 2, 2004

Panel Discussion
9:00-10:30
Private Dining Room 18

The Next-Best Thing to a Time Machine: A View from High School Psychology

Session organizers:
TERRI LINDENBER, Lake Park High School and KENNETH GRAY, College of DuPage

How can we better understand our students and help them complete the transition from a pre-college way of life? One great way is to learn more about their pre-college experiences. In this session, a panel of
distinguished teachers of psychology in high school will share their experiences and insights about the challenges of preparing students to succeed in college psychology.

Affiliated Meeting of the Society for Community Research and Action

Open Meeting of the Division 27 Interest Group

April 30, 2003

Roundtable Discussion
Multiple Perspectives on Utilizing the Ecological Framework in Research

Friday, 8:00-8:50
Salon I

Katherine E. McDonald, University of Illinois at Chicago
Erin Hayes, University of Illinois at Chicago
Michelle Bloodworth, University of Illinois at Chicago
Tina Taylor-Ritzler, University of Illinois at Chicago
Christopher B. Keys, DePaul University

Roundtable Discussion
Psychologists and Access to Health Care: Future Directions for Change

Friday, 8:00-8:50
Salon VI

Andrea M. Flynn, DePaul University
Mary E. Barrett, DePaul University
Carmen E. Curtis, DePaul University
Elizabeth V. Horin, DePaul University
Amy L. Young, DePaul University

Roundtable Discussion
The Hoop Institute: A Multidisciplinary, Collaborative Organization Formed to Assist Oppressed Populations

Friday, 9:00-9:50
Salon I

Frank Holiwski, DePaul University
Charles Lay, DeVry University
Ellen Garza, Community Technology Centers’ Network
Jason Washburn, Northwestern University
Lauren Kaeseberg, Hoop Institute

Roundtable Discussion
Philanthropy and Community Psychology: The Need for Dialogue

Friday, 9:00-9:50
Salon VI

Leonard A. Jason, DePaul University
Roundtable Discussion
Sustaining University-Community Partnerships in Economically Difficult Times

Friday, 10:00-10:50

Salon I

Christopher Keys, DePaul University
Teresa Garate-Serafini, Chicago Public Schools
Kelly O’Malley, City Colleges
Fabricio Balcazar, University of Illinois at Chicago

Roundtable Discussion
Voices from the Multiracial Movement: Past, Present and Future

Friday, 10:00-10:50

Salon VI

Joshua A. Singh, DePaul University
Michelle Hughes, Association of MultiEthnic Americans
Irene Carr, Biracial Family Network
Earnest Armstrong, Biracial Family Network
Lauren Gaskill, DePaul University
Carlene Coleman, Biracial Family Network
Anne Weintraub, Biracial Family Network

Symposium
Conducting Community-Based Research with Culturally Diverse Populations

Friday, 11:00-11:50

Salon VI

Chair: Gayle Y. Iwamasa, DePaul University

Shifting our Thinking: Collaboration with Disability Organizations
Brigida Hernandez, DePaul University
Rene David Luna, Access Living

Unique Needs of Lesbian and Gay Youth in Community Research
Gary W. Harper, DePaul University
Omar Bashir Jamil, DePaul University
Bianca Wilson, University of Illinois at Chicago

Mi casa es su casa: Embracing Latino Cultural Values When Working in Latino Communities
Bernadette Sánchez, DePaul University
Yari Colón, DePaul University
Patricia Esparza, DePaul University
Developing Collaborative Relationships with Asian American Community Agencies
Gayle Y. Iwamasa, DePaul University
Megha Tailor, DePaul University

Poster Session

Friday, 11:00-12:30
Salon I

   Jordan M. Braciszewski, Bradley D. Olson, Leonard A. Jason, & Joseph R. Ferrari, DePaul University

2. Status & Tenure: Employee Variables Related to Working with the Elderly
   Maya J. Bristow, Shaun Cowman, & Joseph R. Ferrari, DePaul University

3. Role of Social Desirability on Student’s Institutional Values
   Maya J. Bristow & Joseph R. Ferrari, DePaul University

4. Conservation of Resources: Relationships between Stress, Ethnicity, & Gender
   Justin T. Brown, Margaret I. Davis, Leonard A. Jason, & Joseph R. Ferrari, DePaul University

5. Religious and Spiritual Coping in African Americans
   Christine Cole & Kelly Hazel, Metropolitan State University

6. Women Leaders in Oxford House: Examining their Strengths and Challenges
   Marta M. Dziekan, Margaret I. Davis, Leonard A. Jason, Bradley D. Olson & Joseph R. Ferrari, DePaul University

7. Hope and Violently-Acquired Spinal Cord Injuries
   Mark Engstrom, University of Illinois at Chicago, & Christopher Keys, DePaul University

8. Parental and Familial Moderating Effects on Exposure To Community Violence
   Patrick Fowler, Karen Hobden & Paul Toro, Wayne State University

   Margaret J. Freeland, Leonard A. Jason, Bradley D. Olson & Joseph R. Ferrari, DePaul University

10. Examining Components of a Psychological Sense of Community among Volunteers
    Monica Kapoor & Joseph R. Ferrari, DePaul University

11. Individual Vs. Institutional Values: Similarities and Differences in Value Education Explored
    Monica Kapoor, Shaun Cowman & Joseph R. Ferrari, DePaul University

    Jacob Hess, Shauna McGuire, Chris Earnhart, Sarah Kaspar-Hannigan, Priya Jain & Lauren Kemp, University of Illinois at Champaign-Urbana

13. Predictors of Alcohol Use and Abuse in Homeless Adolescents
    Jason C. Forney, Karen L. Hobden, & Paul A. Toro, Wayne State University

14. Measuring White Racial Identity: One Measure, Multiple Interpretations
    Frank Holiwski, Theodoric Manley, DePaul University, & Jason Washburn, Northwestern University
15. Psychological Predictors of Interpersonal and Community Support for Substance Use and Recovery
K.L. Kim, M.I. Davis, L.A. Jason & J. Ferrari, DePaul University

16. Participant Empowerment through Education and Collaborative Research
Jonathan Livingston, Karen Patricia Williams & Resche D. Hines, Michigan State University

17. Psychosocial Development: Generativity a Model of Community Development
Jonathan Livingston, Resche Hines, Cinawendella Nahimana, Jeffrey Brentley, Michigan State University, Allyse D. Sturdivant, Loyola University Chicago, Shakita Johnson, University of Louisiana at Lafayette, & Marcus Watkins, Michigan State University

18. Interdisciplinary Approach to Breast Cancer Prevention
Jonathan Livingston, Karen Patricia Williams & Resche D. Hines, Michigan State University

19. Effects of Exposure to Aggression on Children’s Beliefs and Behaviors.
Jennifer Watling Neal, Olga Reyes & David Henry, University of Illinois at Chicago

20. Gender Gap in Institutions of Higher Education
Nabeel Noor & Joseph Ferrari, DePaul University

21. Medical Utilization: An Oxford House Substance Abuse Study
Julie E. Ponitz, Bradley D. Olson, Leonard A. Jason, Margaret I. Davis & Joseph R. Ferrari, DePaul University

22. Peer Leader Comparison: Perception of University Values and Self-Worth
Eric Porter, Shaun Cowman & Joseph R. Ferrari, DePaul University

Manuel Garcia-Ramirez, Universidad de Sevilla (Spain); Yolanda Suarez-Balcazar, University of Illinois at Chicago, (USA) & Manuel F. Martinez, Universidad de Sevilla (Spain)

24. Assessment of the Comprehensiveness of Schools’ Tobacco Control Policies
Amanda Taylor, Eric Hoy, Steven Pokorny, Leonard Jason, DePaul University

25. Posttraumatic Stress Symptomatology and Boundaries in Inner City Adolescent Girls
Roxanne L. Thrush, Wheaton College, & Sheila C. Ribordy, DePaul University

26. The Relationship between Helping Behavior and Time in Oxford House
Judah J. Viola, Joseph R. Ferrari, Leonard A. Jason & Margaret I. Davis, DePaul University

Michael T. Balco, Shaun Cowman & Joseph R. Ferrari, DePaul University

Symposium
An Exploration of Aggressive and Prosocial Behaviors among Urban African American Youth

Friday, 1:00-1:50
Salon VI

Chairperson: Susan D. McMahon, DePaul University
Discussant: Bernadette Sanchez, DePaul University

Is Social Support Always Good? Multiple Sources of Support and Aggressive Behavior
Shira Benhorin, DePaul University
Susan D. McMahon, DePaul University
How does Violence Exposure Influence Aggression? Self-Efficacy and Aggressive Beliefs as Mediators
Lara A. N. Petropoulos, DePaul University
Susan D. McMahon, DePaul University
Erika D. Felix, DePaul University

Understanding Prosocial Behavior: The Impact of Empathy and Gender
Susan D. McMahon, DePaul University
Jaime Wernsman, DePaul University
Anna Parnes, DePaul University
Jackie Wright, DePaul University

Symposium
Psychology of Housing Summit: Examining the Future of Community-Based Solutions
Friday, 2:00-2:50
Salon VI
Chair: Bradley Olson, DePaul University
Aderonke Adebanjo, DePaul University
Josephina Alvarez, DePaul University
Fabricio Balcazar, University of Illinois, Chicago
Kristen Balfanz-Vertiz, Schwab Rehabilitation Hospital
Jordan Braciszewski, DePaul University
Margaret Davis, DePaul University
Marta Dzeikan, DePaul University
Andrea Flynn, DePaul University
Margaret Freemand, DePaul University
Mariah Graca, DePaul University
Justin Brown, DePaul University
Erin Hayes, DePaul University
Elizabeth Horin, DePaul University
Leonard Jason, DePaul University
Kerri Kim, DePaul University
Julie Ponitz, DePaul University
Olga Rabin-Belyaev, DePaul University
Carolyn Tompset, Wayne State University
Paul Toro, Wayne State University
Judah Viola, DePaul University
Lakeview Action Coalition
Congressional District 7 Housing Advisory Committee