PROGRAM

SEVENTY-SEVENTH ANNUAL MEETING

2005

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

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FUTURE MEETINGS
May 4 - 6, 2006
May 3 - 5, 2007
May 1 - 3, 2008
April 30 - May 2, 2009
April 29 - May 1, 2010

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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 the Council in 1952 states:

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

LOCATION AND PARKING

The Palmer House is located in downtown Chicago (“the Loop”) at 17 East Monroe, between State and Wabash (see map on the inside of the back cover of the program). The phone number is (312) 726-7500. One adjacent parking garage has a special rate for self-parking when the ticket is stamped by the Palmer House desk. At the Mid-Continental Plaza (55 E. Monroe, across Wabash from the Palmer House), the rate is $25.00 for 24 hours. Two-way valet parking also available there at a rate of $35.00 for 24 hours. Vans can be parked here if their height is 6’7” or less. Bigger vans can be parked in a surface lot at Van Buren & Wabash. None of these garages allows in/out privileges with the 24-hour rate. Rates are subject to change.

AIRPORT CONNECTIONS

Continental Airport Express offers daily shuttle service from O’Hare International Airport between downtown Chicago and north suburban locations from 6 a.m. to 11:30 p.m. Departures are about every 5 to 10 minutes. The fare to the city is approximately $23 one-way and $42 round trip. From Midway Airport, the fare is approximately $18 one-way and $32 round trip, with departures every 15 minutes. The CTA subway/EL trains and busses are also available and very inexpensive. Taxi fare from O’Hare is about $35-$40. Taxi fare from Midway is about $30-$35. Other forms of transportation are also available.
ACCESS FOR PERSONS WITH DISABILITIES

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

REGISTRATION

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

Persons with doctorates in Psychology and graduate students may join MPA at the meeting. Graduate students will need their application endorsed by a faculty member. Undergraduates may not join MPA, but are very welcome to register and attend the meeting. For nonmembers, there is a registration fee of $40.00 ($15.00 for students, including undergraduates) at the meeting.

REGISTRATION:

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

EXHIBITS:

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

Persons with a doctorate in psychology may join MPA by completing a membership application at the meeting, or by completing the membership application form found on the membership page at MPA’s web site at www.midwesternpsych.org. Dues are $30 for one year, with a special rate of $85 for three years in advance. Graduate students may join with an endorsement from a faculty member. Graduate student dues are $15 a year. MPA’s fiscal year runs from July 1 through June 30. There is no geographic restriction on membership.

PLACEMENT

Location: Upper Exhibit Hall-4th floor

The function of MPA’s Placement Service is to arrange for interviews at the site of the annual meeting between prospective employers and applicants for positions. Further details about advance placement can be found on MPA’s web page at www.midwesternpsych.org/placement.html. At the meeting, both applicants and employers may register for Placement during the hours listed below.

Thursday-10:00 am to 4:00 pm
Friday-9:00 am to 3:00 pm

Interviews between applicants and employers can be held in the above time periods and on Saturday morning from 9:00 am to 11:30 am.

Each applicant listing and each position listing is given a number, duplicated in quantity, and distributed in booklets according to the categories of academic, industrial, and clinical/counseling. (There is an extra charge for an applicant to be listed under more than one category.) Applicants can look through the position listings, and employers through the applicant listings, to identify likely prospects. They can then use the number system to contact each other and arrange for interviews, for which tables are provided. A single copy of an applicant’s vita may also be placed on file.

Applicants must register separately for the MPA meeting before using the Placement service. For nonmembers of MPA, this also requires a separate fee (see Registration). For employers, however, meeting registration is
included in the registration for Placement. In addition, a given employer may list additional positions for a smaller fee. Fees for Placement registration are given below.

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>Employers</th>
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<tr>
<td>Preregistration for MPA members</td>
<td>$10</td>
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<td>Preregistration for nonmembers</td>
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<td>On-site registration for all</td>
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<td>Each extra position</td>
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INFORMATION & MESSAGES

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

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

MPA OFFICERS

Marilynn Brewer, The Ohio State University, Past President
Galen Bodenhausen, Northwestern University, President
Ralph Erber, DePaul University, President-Elect
Elaine Blakemore, Indiana University Purdue University Fort Wayne, Secretary-Treasurer (2004-2007)
Jeff Sherman, University of California, Davis, Council (2002-2005)
Donal Carlston, Purdue University, Council (2003-2006)
Mary Kite, Ball State University, Council (2004-2007)

LOCAL REPRESENTATIVES COORDINATOR

Ralph Parsons, Carroll College, rparsons@carroll1.cc.edu
PROGRAM COMMITTEE

Program Moderator:
   Ken Bordens, Indiana University Purdue University Fort Wayne

Michael Bardo, University of Kentucky (2004-2006)
Andrew Conway, Princeton University (2004-2006)
Lisa Finkelstein, Northern Illinois University (2005-2007)
Rebecca Merritt, Purdue University (2003-2006)
Glenn Roisman, University of Illinois, Urbana-Champaign (2005-2007)
David H. Uttal, Northwestern University (2003-2005)
Penny Visser, University of Chicago (2004-2006)
Edward Wasserman, University of Iowa (2003-2005)

CONVENTION MANAGER

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

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LOCAL ARRANGEMENTS COORDINATORS

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

Volunteers and Public Information
Joseph R. Ferrari
DePaul University

The Secretary-Treasurer thanks Karen Klinger and Brooke Bolinger for their assistance in preparing this program book.
THURSDAY, MAY 5

Invited Symposium
On Four Aspects of Working Memory: Causation, Activation, Time, and Decision-Making
Thursday, 10:00-12:00 noon Crystal Room

NELSON COWAN, University of Missouri, and RANDALL ENGLE, Georgia Institute of Technology, Organizers and Moderators

Working Memory Capacity: Cause and Effect
RANDALL ENGLE, Georgia Institute of Technology

Active Memory: Still Active After All These Years
EDDY J. DAVELAAR, Birkbeck College, London

The Mystery of Time in Working Memory
NELSON COWAN, University of Missouri

Working Memory Processes in Decision-Making
PETER R. FINN, Indiana University
JAMES S. NAIRNE, Purdue University, Discussant

Persuasion
Thursday, 10-12 noon Salon III
GEORGE BIZER, Eastern Illinois University, Moderator

10:00 Invited Talk
What Really Happens When People Resist Persuasion?
ZAKARY L. TORMALA, Indiana University
ztormala@indiana.edu
The present research explores a metacognitive framework for understanding resistance to persuasion. It is suggested that when people resist persuasion they can perceive this resistance and form attribution-like inferences about their own attitudes that have implications for attitude certainty, attitude-behavior correspondence, and subsequent resistance.
10:30
Group Impression Formation: How Communicating Affects Thinking
LESLIE R.M. HAUSMANN, University of Pittsburgh, & JOHN M. LEVINE, University of Pittsburgh
mleslie@pitt.edu
Group impression formation was investigated using the “saying-is-believing” paradigm. Participants described a group to a one- or three-person audience that liked or disliked it. Controlling for audience opinion, communicators’ messages affected their group impressions only in the one-person case. Results are discussed in terms of communicators’ desire for shared reality.

10:45
Persuasion and Subjective Recollection Experience
JASON T. REED, Purdue University, & DUANE T. WEGENER, Purdue University
jreed@psych.purdue.edu
Reports of recollection experiences can be influenced by other peoples’ claims of recollection. Participants who received strong rather than weak reasons to believe another person’s recollection experiences reported more “know” and “remember” experiences for previously unpresented words, despite weak reasons being more semantically related to the target than strong reasons.

11:00
The Uphill Battle: The Power of Attitude on Persuasion
RANDI A. SHEDLOSKY, Monmouth College, & JON E. GRAHE, Monmouth College
shedlosky.1@osu.edu
Experiment investigated perceptions of quality and credibility of persuasive messages, as well as affective reaction, based on influence of attitude and importance. Results revealed main effects varying between the prejudice and non-prejudice oriented messages. An interaction of attitude direction and importance influenced credibility ratings in prejudice but not non-prejudice messages.

11:15
Mechanisms Behind Bonding Attitudes to Important Values: An Elaboration Likelihood Perspective
KEVIN L. BLANKENSHIP & DUANE T. WEGENER, Purdue University
klblank@psych.purdue.edu
Bonding attitudes to important values creates attitudes that are resistant to change, but this could occur for many reasons. The current research shows that bonding attitudes to important rather than unimportant values increases elaboration of the persuasive message.

11:30
Indecent Influence: The Positive Effects of Profanity on Persuasion
CORY R. SCHERER & BRAD J. SAGARIN, Northern Illinois University
cscherer@niu.edu
The effect of profanity on persuasion was examined. Specifically, if profanity could be persuasive depending on where it is used in a speech. The results showed that profanity at the beginning or end of the speech significantly increased the attitude about the topic and the perceived emphasis of the speaker.

11:45
Mood as a Conditional Resource: Long-term Mood Management in Processing of Persuasive Communications
ZHANSHENG CHEN, HYEWOOK JEONG & DUANE T. WEGENER, Purdue University, RICHARD E. PETTY, Ohio State University, STEPHEN M. SMITH, North Georgia College and State University
wegener@psych.purdue.edu
Recent research has described positive mood as resource to allow people to think about negative self-relevant information. According to the current study, people in a happy mood engage in effortful processing of negative information only when that processing serves long-term mood management goals.

Dynamics of Prejudice

Thursday, 10-12 noon  
Salon V
ELIZABETH NAWROT, Minnesota State University, Moderator

10:00 Invited Talk
Are Liberals Really Nonracist? Political Orientation and Expressions of Prejudice
HELEN C. HARTON, University of Northern Iowa
Helen.Harton@uni.edu
This talk describes several studies testing aspects of Dovidio and Gaertner’s (1998) Integrated Model of Racism. Behavioral, explicit and implicit attitudinal, and physiological measures all support Dovidio and Gaertner’s contention that liberals are more likely to display aversive racism and conservatives, modern racism.

10:30
Exploring Potential Moderators of Stereotype Threat: The Role of Academic Identity
BENJAMIN A. SAUNDERS, University of Illinois at Chicago (Sponsor: LINDA J. SKITKA, University of Illinois at Chicago), BRYANT T. MARKS, Morehouse College
bsaund1@uic.edu
The current experiment explored potential moderators of stereotype threat among Black college students. High academically identified freshmen at predominantly white institutions underperformed on a verbal task in the stereotype threat condition. Freshmen at predominantly black institutions with low academic identity underperformed in the stereotype threat condition on the same task.

10:45
Solo Status in terms of Social Class Affects Performance Differently for Men and Women
ORION MOWBRAY, University of Michigan, & DENISE SEKAQUAPTEWA, University of Michigan
dsekaqua@umich.edu
105 middle class undergraduates believed they were in a testing group composed of all very high socioeconomic status (SES) or very low SES individuals relative to themselves. Results showed men scored better and women scored worse on an exam when believing they were high SES relative to the group.

11:00
How Thoughts About Future Old Age Affect Current Age Bias
DOMINIC J. PACKER, University of Toronto, & ALISON L. CHASTEEN, University of Toronto (Sponsor: ALAN J. LAMBERT, Washington University in St. Louis)
dominic@psych.utoronto.ca
Two studies demonstrated that thinking about the self as old affects young adults’ biases towards older adults. This research confirms that ageism differs from other types of intergroup bias due to the transitory
nature of age group memberships, and tests a promising intervention to reduce ageism.

11:15
To Switch or Not to Switch, That is the Question: Agreeableness and Prejudice toward Overweight Women
JENNIFER W BRUCE, Purdue University, & (Sponsor: WILLIAM G GRAZIANO, Purdue University)
jenbruce@psych.purdue.edu
Two studies explored overt prejudice against overweight women. Study 1 found that men low in agreeableness will abandon an overweight partner even if they are similar to them. Study 2 found that this effect can be reversed when the overweight partner has exceptional competence, but private evaluations remain negative.

11:30 Invited Talk
Communication, Stereotypes, and the Translation of Subjective Language
MONICA BIERNAT, University of Kansas
biernat@lark.cc.ku.edu
Do listeners de-code subjective language about others in a manner that takes into account stereotypes (is a student’s “good” evaluation interpreted with reference to his/her gender or race)? I’ll review evidence suggesting that stereotypes affect the quantitative interpretation of subjective reports, and assumptions about the comparison group that prompted them.

Culture

Thursday, 10:00-12 noon  PDR 4
BRAD J. SAGARIN, Northern Illinois University, Moderator

10:00 Invited Talk
Why are People From the Same Country So Different From One Another?
MARTIN J. BOURGEIOS, University of Wyoming
MartyB@uwyo.edu
This talk will summarize regional differences within the USA regarding how people think, feel, and behave. People within different regions differ on a variety of psychological phenomena, including many behaviors, the self-concept, and attitudes and stereotypes they hold. I
will also discuss potential mechanisms that explain why these differences may arise.

10:30
The Role of Individual Characteristics in Predicting the Stability of Party Identification: A Cross-Cultural Study
MARIA-MAGDALENA FARC, Northern Illinois University & BRAD J. SAGARIN, Northern Illinois University (Sponsor: BRAD J. SAGARIN, Northern Illinois University)
madifar@hotmail.com
The present study examined political partisanship stability in the context of transitional and consolidated democracies. Results suggest that individual differences in personality (e.g., desire for control or self-consciousness), as well as situational factors (e.g., socialization strength), influence the extent to which people exhibit stable patterns of political party identification.

10:45
Predicting Money Motives and Subjective Well-Being via Forms of Cultural Estrangement
JOSEPH A. KARAF, Ferris State University, CATHERINE COZZARELLI, United States Agency for International Development, & FELICIA NELSON, Ferris State University
karafaj@ferris.edu
The aim of this research was to discriminate between two forms of cultural estrangement. Toward that end, a specific pattern of relations was predicted between each form of cultural estrangement, money motives, and measures of subjective well-being. The predicted model was supported. Implications and future research are discussed.

11:00
Revisiting the Benefits of Positive Affect
CHU KIM-PRIETO & ED DIENER, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN
chukim@cyrus.psych.uiuc.edu
Does pleasant mood facilitate creativity because of properties inherent to positive mood, or because pleasant mood is a valued affective state? We ask whether the findings on the relationship between pleasant mood and its benefits confound positive mood with positive value by testing its effects across cultures.
11:15
Bicultural Priming: Implications for Perceptual and Cognitive Processes
STEPHEN D. LIVINGSTON, The Ohio State University
LIVINGSTON.69@OSU.EDU
Using an Asian-American sample, the current study examined the effects of bicultural iconic priming on a basic perceptual task (the Framed-Line Task; Kitayama et al., 2003). Conceptually replicating prior research, iconic priming influenced FLT error rates, in addition to attribution tasks and self-rating judgments, in culturally-expected directions.

11:30
Ego Strength and Cultural Identification
SHEN ZHANG, University of Nebraska-Lincoln, & RICHARD DIENSTBIEIER, University of Nebraska-Lincoln
szhang1@bigred.unl.edu
This study examined whether identifying with one’s mainstream culture helped to increase ego strength following death salience manipulation. U.S. participants who wrote about why they were proud of being American performed significantly better and felt less tired in a handgrip squeezing task than those who wrote about a favorite musician.

11:45
Marriage 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, citing HIV/AIDS, financial concerns, jealousy, and religious prohibitions against polygamy, demonstrating that cultural factors can override evolved mating-related predispositions. Women preferring polygamy cited sharing of household responsibilities. Men preferring polygamy cited prestige in the community and greater respect from wives.

Affect in Group Processes

Thursday, 10:00-12 noon
PDR 5
JANICE R. KELLY, Purdue University, Moderator
10:00 Invited Talk
The Power of Ostracism: Indiscriminate Pain Followed by Discriminate Coping
KIPLING D. WILLIAMS, Purdue University
kip@psych.purdue.edu
A program of research reveals that being ostracized is painful, regardless of factors that ought to minimize its impact, or of characteristics of the targeted person. Thus, it appears that the detection of ostracism is a hard-wired, adaptive response to the risk that ostracism portends. Only after sufficient time to think through the meaning and implications of the ostracism do situational/personality differences moderate its impact.

10:30
Do Group-level Emotions Regulate Group-directed Attitudes and Behavior? Converging Evidence from Multiple Groups
CHARLES R. SEGER, Indiana University, ELIOT R. SMITH, Indiana University, & DIANE M. MACKIE, University of California, Santa Barbara
cseger@indiana.edu
Participants supplied information about their group-level emotions as Americans and Democrats/Republicans, along with ratings of group identification. Positive and negative group-level emotions predicted intragroup and intergroup attitudes and action tendencies; individual-level emotions did not. This suggests that group, but not individual-level, emotions are functional in regulating group-level attitudes and behavior.

10:45
The role of affect and status in dyadic interaction
JENNIFER R. SPOOR, ERIC JONES, & JANICE R. KELLY, Purdue University
spoorj@psych.purdue.edu
We examined the impact of leader mood on dyadic performance. Leader’s mood was manipulated to be positive or negative. Subordinates were attentive to differences in leader’s mood, which subsequently affected group performance. Results are interpreted in terms of social facilitation and the importance of attending to a leader’s affective states.

11:00
Do Groups Accentuate Mood-Congruent Memory Effects?
ERNEST S. PARK, North Dakota State University, VERLIN B. HINSZ, North Dakota State University, DANA M. LAWRENCE, North Dakota State University, & RENEE E. MAGNAN, North Dakota State University
ernest.park@ndsu.nodak.edu
This study tests whether groups accentuate the mood-congruency effect. Although mood congruent memory was exhibited by individuals in a negative mood, no such bias occurred for 3-person groups working on the same task. Explanations for why mood-congruency was restricted to negative mood, and not found in groups, will be discussed.

11:15
Group Level Emotions and Strength Appraisals Mediate the Relationship Between Individual Difference Variables and Collective Action
DANIEL A. MILLER, Purdue University
dan@psych.purdue.edu
Group identification and an internal locus of control (LOC) are two individual difference variables that have previously been shown to be positively related to collective action participation. The current research examines affective mediators of these individual difference variables using Intergroup Emotions Theory (Smith, 1993) as a framework.

11:30 Invited Talk
Authentically Black: Anxiety, Youth, and the Accusation of Acting White
ANGELA NEAL-BARNETT, Ph.D., Kent State University
aneal@kent.edu
Acting white is one of the most negative accusations that African American adolescents can hurl at each other. Acting white also appears to be one of the most misunderstood phenomena in Black adolescent life. In this invited talk, a new definition is presented and the accusation’s psychological impact is discussed.

Psychopathology-I

Thursday, 10:00-12 noon
PDR 8
GREGORY BUCHANAN, Beloit College, Moderator
10:00
The Psychology Behind Legal Insanity: A Content Analysis of Trial Transcripts
JEFFREY D. KAZMIERCZAK & STEVEN A. MEYERS, Roosevelt University
smeyers@roosevelt.edu
We performed a content analysis on six trial transcripts involving an insanity defense utilizing variables from the R-CRAS, a valid and reliable structured diagnostic interview for the evaluation of legal sanity. On average, only 30% of the R-CRAS variables were addressed during the trials.

10:15
Construct Validity of the Body Image Self-Consciousness Scale: Relationships with Body Image and Sexuality Measures
GEORGE A. GAITHER & MISTY BODKINS, Ball State University
ggaither@bsu.edu
The Body Image Self-Consciousness Scale (BISCS; Wiederman, 2000) was designed to assess women’s body image dissatisfaction in relation to sexual activity. Within 236 young heterosexual Caucasian college students, we found strong support for the construct validity of the BISCS. Implications for clinical assessment of sexual dysfunctions will be discussed.

10:30
Interpersonal Orientation, Societal Pressure, and Eating Disorder Symptom
STEPHANIE A. LITTLE, Wittenberg University, ROBIN WINEGARNER, Wittenberg University
slittle@wittenberg.edu
The present study examined whether perceived pressure to be thin mediated between interpersonal orientation and symptoms of eating disorders among 118 (88% Caucasian) college females. SEM analyses were utilized to test the proposed model, controlling for participants’ level of depression. The proposed model provided a good fit to the data.

10:45
Eating Disorder Tendencies and Pathogenic Weight Control Usage in High School Female Athletes
ASSEGE HAILEMARIAM, NATASHA MCDONALD, & CARIDAD BRITO, Eastern Illinois University
The purpose of this study was to identify eating disorder tendencies and pathogenic weight control in female high school athletes compared to nonathletes. Results indicated minor differences between the two groups. However, the athletes scored significantly higher than the nonathletes in pathogenic weight control, vomiting and exercising to control weight.

11:00
Predictors of Depression Among Teen Mothers in Urban and Rural Settings
ELAINE M. ESHBAUGH, Iowa State University, GAYLE LUZE, Iowa State University, & CARLA PETERSON, Iowa State University
ESHBAUGH@IASTATE.EDU
While young mothers and their children are at risk for negative consequences, their outcomes are highly variable and heterogeneous. Teen mothers (N=453; mean age=17.2 years) were interviewed at several points in time. Rural teen mothers were found to have more depressive symptoms than urban teen mothers. Time to be with family, money to save, and English speaking skills predicted depressive symptoms.

11:15
Measuring Attitudes toward the Insanity Defense: An Empirical Investigation
ANGELA BLOECHL, University of Wisconsin-Oshkosh & MICHAEL J. VITACCO, Mendota Mental Health Institute
vitacmj@dhfs.state.wi.us
Understanding how potential jurors process information about the insanity defense leads to practical knowledge. Using 200 undergraduate students, this study found several associations between demographics and attitudes regarding the insanity defense. This information can be employed by psychologists and attorneys when dealing with a mentally ill defendant pleading not guilty by reason of insanity.

11:30
Fiberoptic Teleconferencing and Group Process
WILLIAM H. PORTER, DeCature County Hospital, NICOLE S. PORTER, DePaul University
nporter@depaul.edu
Fiber-optic telecommunication was used to treat two groups of behaviorally disordered adolescents. Pre and post-testing indicated
Improvements were observed in both the group receiving teleconferenced counseling, and those additionally receiving inpatient treatment. Preliminary research suggests that this new technology presents a viable alternative to traditional, face-to-face therapy, in overcoming rural isolation and limited access to health care professionals.

11:45
**Barriers to Diagnosis and Treatment Services Faced by Latino Parents of Children with Autism: Understanding the Needs of Latino Families**
lornaluzsanchez@hotmail.com
This study used telephone interviews of Latino parents who have children with autism to identify specific barriers parents experienced in obtaining diagnostic and treatment services for their children and document their family needs. This study examined variables including but not limited to utilization of health care services, language, education, and cultural beliefs regarding autism and mental illness.

**Invited Address**
**Embodiment of the Social Mind: Loneliness and Black/White Disparities in Mammary Cancer**
MARTHA McCLINTOCK, University of Chicago

*Thursday, 11:30-1:00*  
Wabash Parlor
BRIAN PRENDERGAST, University of Chicago, Moderator
**Symposium**

**Studying Dyadic Interactions and Rapport: “Thin-Slice” and Multi-Modal Discourse Analyses**

*Thursday, 12:30-2:30*  
 Salon I

JON E. GRAHE, Monmouth College, and SUSAN DUNCAN, University of Chicago, Organizers and Moderators

** Conducting Research Employing “Thin Slices” of the Behavioral Stream**
FRANK J. BERNIERI, Oregon State University

**Examining Rapport in a Dyadic Interaction from a Lens Model Perspective**
JON E. GRAHE, Monmouth College

**Sampling Thin Slices from an Interaction: The Question of When?**
RYNE SHERMAN, Monmouth College

**Multi-Modal Analysis of Extended Discourse**
SUSAN DUNCAN, University of Chicago

**Behavioral Indices of Rapport and Their Perturbation Due to Cognitive Load**
AMY FRANKLIN and HALEEMA WELJI, University of Chicago

**Influence of Gestural Mimicry on Observer Judgments of Rapport**
IRENE KIMBARA, University of Chicago

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**Self - I**

*Thursday, 12:30-2:30*  
 Salon III

MARGARET M. GITTIS, Youngstown State University, Moderator

**12:30 Invited Talk**

**Portrait of the Self-Handicapper as a Young Man**
EDWARD R. HIRT, Indiana University-Bloomington  
e_hirt@yahoo.com
Self-Handicapping refers to situations in which individuals will embrace potential handicaps for poor performance in the service of manipulating performance attributions. Our research consistently finds that males are more likely to self-handicap, and has addressed the sources of this consistent gender difference.

1:00
Stressed Out Over Possible Failure: The Effects of Induced Self-Regulatory Focus on Self-Handicapping
KRISTIN S. HENDRIX & EDWARD R. HIRT, Indiana University Bloomington
kshendri@indiana.edu
Two studies demonstrate that the likelihood of self-handicapping increases in prevention focus conditions in comparison to promotion focus conditions (Study 1) and both promotion focus and control conditions (Study 2), even when factoring out trait anxiety (Study 2). Self-handicapping in prevention focus conditions was mediated by feelings of evaluative concern and agitation-related emotions.

1:15
Measuring the Empathic Accuracy of Self-Handicappers
ERIN STEURY & EDWARD R. HIRT, Indiana University esteury@indiana.edu
Self-handicapping behavior appears to persist in spite of high interpersonal costs associated with it. This research takes a new look at the perceptions of and by self-handicappers. The results of this research suggest that self-handicappers may be unaware of the negative way that they are perceived of by others.

1:30
It’s All about Speed: Practice Effects in Social Comparisons with Routine Standards
KATJA RÜTER, Northwestern University, & THOMAS MUSSWEILER, University of Würzburg (Sponsor: GALEN BODENHAUSEN, Northwestern University)
k-rueter@northwestern.edu
The frequency of social comparison processes implies the necessity of their efficiency -- but it also leads to practice effects which themselves contribute to greater efficiency. In our research, we demonstrate that repeatedly using the same comparison standard (e.g., a routine standard) facilitates comparison processes due to practice.
1:45
“If I Only Looked like a Supermodel…”: Evidence That the Expectation of Positive Life Outcomes from Looking like the Media Ideal Predicts Body Dissatisfaction in College Women
RENEE ENGELEN-MADDOX, Loyola University Chicago
rengeln@luc.edu
College women listed ways they believe their lives would change if they looked like the media’s beauty ideal for women. Participants’ ratings of the subjective likelihood and positivity of these changes predicted body dissatisfaction. This relationship was mediated by internalization of the media ideal.

2:00
When Different is Better: Performance Following Upward Comparison
CAMILLE S. JOHNSON, The Ohio State University, DIEDERIK STAPEL, University of Groningen
johnson.1967@osu.edu
Previous research has found that unattainable role models lead to increases in performance, while attainable role models do not (Johnson et al., under review). The current research demonstrates that following exposure to an unattainable comparison target, increased performance occurs only when the performance domain mismatches that of the comparison target.

2:15
Relationship of Racial Identity, Worldview, and Academic Self-Concept to the Experience of the Impostor Phenomenon on Black Graduate Students Attending HBCUs and PWIs
CHAMMIE C. AUSTIN, Saint Louis University & RORY REMER, University of Kentucky (MICHAEL ROSS, Saint Louis University)
austincc@slu.edu
This study investigated the impact of racial identity, academic self-concept, worldview and type of university attending on Black graduate students’ impostor feelings. Black graduate students attending Predominantly White Institutions and those at earlier stages in racial identity appear to be at significantly greater risk of developing impostor feelings.
Dynamics of Social Relationships

Thursday, 12:30-2:30
Salon V
MAUREEN WANG ERBER, Northeastern Illinois Univ., Moderator

12:30
Relationship Expectations and Media Use
AIMEE EDISON, University of Alabama, NANCY RHODES, University of Alabama, & MARY BETH BRADFORD, University of Alabama (Sponsor: JAMIE DECOSTER, University of Alabama)
sumphyme@hotmail.com
We examined the effect of exposure to relationship-themed media on the accessibility of constructs related to relationships. Self-reported use of relationship-themed media predicted idealized expectations of marriage, relationship idealism, and chronic accessibility of relationship constructs. Short-term exposure to relationship-themed media was associated with increased accessibility of these constructs.

12:45
Relationship Need for Cognition and Commitment: “Hey Baby, I Know What You Need.”
TRACI Y. CRAIG, University of Idaho, KELSEY M. BRADSHAW, University of Idaho, & BENJAMIN LE, Haverford College
tcraig@uidaho.edu
The Relationship Need for Cognition scale was used to determine which individuals enjoy thinking about romantic relationships and how this might impact need articulation and investment model variables. Results indicate that high RNC couple members articulate more of their partner’s specific needs. This in turn predicts investment model variables.

1:00
An Experimental and Longitudinal Exploration of the Association of the Michelangelo Phenomenon with Self-Esteem
ABIGAIL A. MITCHELL, Northwestern University, & ELI J. FINKEL, Northwestern University
a-mitchell5@northwestern.edu
An experimental and longitudinal study demonstrated that a relationship partner or new acquaintance perceiving and behaving toward an individual as if the individual possesses characteristics of his or her ideal self can cause the individual to become more like their ideal self and show increases in self-esteem.
1:15
Predicting Commitment in Traditional and Non-Traditional Romantic Involvements: Differences by Relationship Type and Gender
JUSTIN J. LEHMILLER, Purdue University, & CHRISTOPHER R. AGNEW, Purdue University
justin@psych.purdue.edu
We compared the relative strength of satisfaction, alternatives, and investments as predictors of commitment within traditional and non-traditional romantic relationships. Satisfaction and alternatives tended to be weaker predictors of commitment among non-traditional, relative to traditional couple members. However, gender analyses revealed that these effects held only for men, not women.

1:30
Romantic Infatuation and Attachment Anxiety in Developing Relationships
PAUL W. EASTWICK, Northwestern University & ELI J. FINKEL, Northwestern University
p-eastwick@northwestern.edu
Sixty-nine college freshman in committed relationships reported decreases in partner-specific attachment anxiety over a six-month period. Though participants’ initial reports of partner-specific anxiety were associated with dispositional attachment anxiety, the trajectory of partner-specific anxiety over time was moderated not by attachment style but instead by degree of romantic infatuation.

1:45
The Symbiosis of Attachment Theory and the Investment Model
KELLI CORTES, Boise State University, CHRISTINE PEARSON, Boise State University, WIND GOODFRIEND, Boise State University
kelliscortes@mail.boisestate.edu
This study explored ways in which attachment and types of relationship investments overlap. Avoidance was found to be negatively correlated with almost all types of investment, whereas Ambivalence was negatively correlated with tangible, but not intangible, investments. Implications for the connections between Attachment Theory and the Investment Model are discussed.
2:00  
Accuracy in Detecting Lies: A Function of Belongingness Needs and Inclusionary Status  
ANGELA J. TEE, Western Illinois University, KRISTINE M. KELLY, Western Illinois University, and STEPHANIE L. FERRY, Western Illinois University  
aj-tee@wiu.edu  
After completing a belongingness measure, participants experienced either social exclusion or inclusion and then rated the deceit of individuals depicted on videotape. Contrary to expectations, participants high in belongingness who were excluded did not accurately distinguish between lies and truths, but those who were included were accurate at detecting deception.

2:15  
African American Girls’ Perceptions of Communication About Relationships and Sex With Their Mothers  
AMIE ASHCRAFT & FAYE Z. BELGRAVE, Virginia Commonwealth University  
amieashcraft@hotmail.com  
This study utilized semi-structured interviews to examine urban African American girls’ perceptions of their communication with their mothers about relationships and sex. The themes identified in the present study will be discussed in the context of gender, culture, socioeconomic status, and HIV/STD prevention programs.

Higher-Order Cognition  

Thursday, 12:30-2:30  
JENNIFER WILEY, University of Illinois at Chicago, Moderator  

12:30  
Knowledge Transfer: An Investigation into the Adaptive Shifting Hypothesis  
TIMOTHY J. NOKES, Beckman Institute - University of Illinois at Urbana-Champaign  
tnokes@uiuc.edu  
Participants were trained on three knowledge types -- exemplars, tactics, and domain constraints -- and then thought aloud while solving a series of transfer problems. Results show that participants shift between the transfer mechanisms of analogy, knowledge compilation, and constraint
violation depending on their prior knowledge and the characteristics of the transfer tasks.

12:45  
**Pitfalls of Learning Through Experience**  
JI Y. SON & ROBERT L. GOLDSTONE, Indiana University  
jys@indiana.edu  
Experience changes the way we think. There are benefits and consequences of learning through concrete experience because of its unspecified effect on transfer. This study gave some signal detection theory (SDT) learners the experience of detecting signals before an SDT tutorial while control learners only had a tutorial. We found that experience can hurt performance on learning and transfer because these participants had developed an asymmetrical view of SDT, biased towards the goals they were given in the signal detecting experience.

1:00  
**The Effect of Abstract Knowledge on a Category Construction Task**  
KARIN J. EFFLAND, KAREN LANCASTER, MEGHAN A. POLOVICK, KENNETH G. WELKER, & SETH CHIN-PARKER, Denison University  
chinparkers@denison.edu  
One of the most prevalent findings in research using a category construction task is that participants tend to sort items along a single dimension. In the current experiment, we found that the presence of a knowledge-laden label prompts participants to seek more complex information to use in sorting items.

1:15  
**Category Learning (Not) Made Simple: The Effect of Learning Two Category Sets on Classification Performance**  
SETH CHIN-PARKER, Denison University, & BRIAN H. ROSS, University of Illinois, Urbana-Champaign  
chinparkers@denison.edu  
Participants learned about two category sets in one experimental session. The relationship between the target set and the secondary set was manipulated. The participants’ knowledge of the two category sets interacted and affected classification performance of the target set.

1:30  
**Sorting out Categories: How Interactions Help Learning**
Interactions can influence what is learned about a category. The present studies examine how interactions can lead to learning the category structure of items during a category construction task. Results show that the interactions may lead to learning only very specific information, which in turn influence future interactions.

1:45
Frequency is as Frequency Does: When is Statistical Information Represented as Frequencies?
GARY BRASE, University of Missouri- Columbia
braseg@missouri.edu
Facilitation of Bayesian reasoning by natural frequencies has been challenged by findings that nested-set “chances” produce comparable results. A series of experiments found, however, that performance was improved more by natural frequencies than “chances” phrasing, and participants who interpreted chances information as natural frequencies were more successful at Bayesian reasoning.

2:00
Differential Effects of Single-Feature Inference and Classification on Acquisition of Abstract Coherent Categories
KAREN A. FOX, University of Illinois, Urbana-Champaign
karenfox@cyrus.psych.uiuc.edu
In learning abstract coherent categories, the standard (multi-feature) inference task leads to better performance than does classification learning, but also queries more features. However, inference participants queried on only one feature still outperformed classification participants, suggesting that the inference task highlights within-category structure more than the classification task.

2:15
Goal Use, Category Construction, and Induction
BEN D. JEE & JENNIFER WILEY, University of Illinois at Chicago
bendj@uic.edu
The relationship between goal-directed interactions, category formation and induction were explored by manipulating participants’ goals as they interacted with a set of stimuli. Participants developed categories around goal-relevant stimulus feature and utilized goal-relevant relations for
induction. These findings suggest that the learner’s goals are influential in category formation and induction.

**Biases in Judgment and Decision Making**

*Thursday 12:30-2:30 PDR 4*

DUANE T. WEGENER, Purdue University, Moderator

**12:30**

**Implicit Self-validation: Manipulating Confidence in Unconscious Thought**

KENNETH G. DEMARREE, Ohio State University, PABLO BRÍÑOL, Universidad Autónoma de Madrid, & RICHARD E. PETTY, Ohio State University
demarree.1@osu.edu

Research on the self-validation hypothesis shows that head-movements (nodding or shaking) affect thought confidence, which then affects the impact these thoughts on attitudes. This experiment extends these findings to show that such head movements have a similar impact on unconsciously induced thoughts, as induced by a subliminal stereotype prime.

**12:45**

**What Naked Eye?: Motivated Perception in Visual Object Identification**

EMILY BALCETIS & DAVID DUNNING, Cornell University
(Sponsor: MELISSA J. FERGUSON, Cornell University)
eeb29@cornell.edu

Although basic properties can impact perception, complex social information regulates visual processing as well. In two studies, activated motivational states such as desire, anxiety, and disgust non-consciously influence object identification. Given that perceptual experiences directly trigger behavior, investigation of the stability of and pressures on basic perception are warranted.

**1:00**

**Manipulating Perceived Bias in the Flexible Correction Model**

MICHAEL J. MCCASLIN, The Ohio State University, RICHARD E. PETTY, The Ohio State University, & DUANE T. WEGENER, Purdue University
mccaslin.15@osu.edu
Research on judgmental correction has demonstrated that measured perceived biases can predict judgmental adjustments. This research manipulated perceived theories of bias so that the causal role of these theories in correction could be determined. Bias was created with a dot estimation task, and correction was measured with an allocation game.

1:15
**Differentiating Biased from Objective Cognition in Impression Formation**
JASON K. CLARK, Purdue University & DUANE T. WEGENER, Purdue University
jclark@psych.purdue.edu
Some researchers claim that outcome dependency creates directional biases in processing of target information, whereas other researchers claim that outcome dependency initiates increased objective processing. Using methods that allow for clear claims concerning the amount and direction of processing, the current research shows that outcome dependency can increase objective processing.

1:30
**Automatic Behavior Following Social Category Priming as Motivated Preparation to Interact**
JOSEPH CESARIO, Columbia University, JASON E. PLAKS, University of Washington, & E. TORY HIGGINS, Columbia University
jcesario@psych.columbia.edu
We propose that automatic social behaviors may result from perceivers preparing to interact with primed category members. Following priming, the expressed behavior is one that affords a successful interaction with the target. Three experiments support novel predictions of this motivated preparation account, which do not follow from direct expression accounts.

1:45
**Do Shifting Standards affect the Evaluation of People’s Health Behavior?**
ROGER D. BARTELS, University of Minnesota, ALEXANDER J. ROTHMAN, University of Minnesota
bart0545@umn.edu
Two studies examined how expectations about the health practices of social groups (e.g., men vs. women) can influence the evaluation of an individual’s health. Stereotypically unhealthy individuals received undue
credit for their health behavior or were required to engage in fewer health behaviors to be considered healthy.

2:00
Affect and Risky Decision Making: a Neurologically-based Approach
JOSHUA A. WELLER, University of Iowa, IRWIN P. LEVIN, University of Iowa, BABA SHIV University of Iowa, & ANTOINE BECHARA, University of Iowa
joshua-a-weller@uiowa.edu
We examined the role of affective influences in risky decision making by collecting data on individuals with lesions to areas which are implicated in the processing of emotional information. Compared to lesion controls, patients with lesions to these emotional brain areas made riskier decisions, particularly in the loss domain.

Group Dynamics

Thursday, 12:30-2:30
PDR 5
SCOTT TINDALE, Loyola University-Chicago, Moderator

12:30 Invited Talk
A Recursive Model of Changing Justice Concerns
DAVE SCHROEDER, University of Arkansas
dave@uark.edu
A model of how justice concerns in social dilemma situations change as a function of situational demands and actions of constituents is discussed. Results of recent studies conducted in our lab are presented to exemplify the processes.

1:00
Recognition of Expertise and Information Weighting in Hidden Profiles
MICHAEL R. BAUMANN, The University of Texas at San Antonio, & BRYAN L BONNER, The University of Utah
mbaumann@utsa.edu
In groups, unique information is less likely to be discussed and when discussed is given less weight than common information. The current study replicates examines the role of perceived expertise on (1) discussion of unique information and (2) weighting of unique information when statistically adjusting for discussion.
1:15
Increasing Egoism by Reducing Egocentrism: Divergent Effects of Perspective Taking on Judgment and Behavior in Groups
EUGENE M. CARUSO, Harvard University, NICHOLAS EPLEY, University of Chicago, & MAX H. BAZERMAN, Harvard Business School
ecaruso@fas.harvard.edu
Group members often reason egocentrically, believing that they deserve more than their fair share of group resources. Having participants consider the perspectives of their individual group members reduces these egocentric (self-centered) judgments, but actually increases egoistic (selfish) behavior in competitive contexts where people hold cynical intuitions about others' behavior.

1:30
Social Categorization and Performance Anonymity as Moderators of Motivation Gains in Groups
ROBERT B. LOUNT, JR., Northwestern University, & KATHERINE W. PHILLIPS, Northwestern University
r-lount@kellogg.northwestern.edu
This project investigated the relationship between group diversity and motivation gains. Results showed that participants worked harder in the presence of an out-group instead of an in-group coworker, but only when performance was observable. When performance was anonymous working with an out-group coworker marginally diminished effort.

1:45
Development of a Transactive Memory in Small Groups
CHRISTINE GOCKEL, Michigan State University, & ELISABETH BRAUNER, Brooklyn College
gockelch@msu.edu
In a lab study, the effects of metacognition and perspective taking on the development of a transactive memory were examined. Discussions of 20 groups were coded with a specifically developed coding scheme. Perspective taking showed the expected positive effect, but metacognition did not. The features of the metacognition training might explain this.

2:00
Normative Social Influence, Guilt-Proneness, and Leader Competitiveness: The Double-Edged Sword of Human Sociality
BRAD PINTER, The Pennsylvania State University, Altoona College, CHESTER A. INSKO, University of North Carolina, TIM WILDSCHUT, University of Southampton, JEFFERY L. KIRCHNER, University of North Carolina, R. MATTHEW MONTOYA, University of North Carolina, SCOTT T. WOLF, University of North Carolina (ELI J. FINKEL, Northwestern University)
tbp1@psu.edu
Group leaders in a mixed-motive, experimental game were particularly competitive when they were highly guilt-prone and their behavior could be monitored by other group members. These results underscore the complex interplay of normative and dispositional factors underlying intergroup conflict and challenge assumptions about the pro-social benefits of guilt-proneness.

Recall and Recognition

Thursday, 12:30-2:30 PDR 7
DAVID KREINER, Institution Central Missouri State University, 
Moderator

12:30 Invited Talk
**Familiarity is in the Eye of the Beholder: The Role of Expectations in the Use of the Fluency Heuristic in Recognition Memory.**
DEANNE L. WESTERMAN, State University of New York Binghamton
wester@binghamton.edu
Fluently processed stimuli are more likely to be falsely recognized than less fluent stimuli, presumably because fluency is interpreted as a sense of familiarity. Several studies will demonstrate that the role of fluency in recognition depends on a person’s expectations, suggesting that the fluency attribution is subject to metacognitive control.

1:00
**Absence of Retroactive Interference in a One-list Design: Not Due to Presentation Rate**
SANDRA S. MERRYMAN, Texas State University
sm20@txstate.edu
When competing target words are paired with the same cue word in separate lists, retroactive interference usually ensues. In the current experiment, A-B and A-D pairs were presented in the same list, resulting in strong proactive interference but no retroactive interference. These results occurred with both 5-sec. and 10-sec. presentation rates.
1:15
Event Timing Constraints and Response-Outcome Contingency Learning: Evidence for an Associative Memory Theory of Contingency Learning
MARCI C. SAMMONS, Miami University, & SHARON A. MUTTER, Western Kentucky University
sammonm2@muohio.edu
Learning relationships between causal events allows us to adapt to our environment. We examined the effects of task timing manipulations on contingency judgments, to better understand the associative mechanisms underlying this ability. Decreased temporal contiguity led to less accurate judgments, consistent with an associative memory theory of contingency detection.

1:30
Evaluating the Retrieval-Fluency Hypothesis for the Underconfidence-With-Practice Effect
MICHAEL J. SERRA, Kent State University, & JOHN DUNLOSKY, Kent State University
mserra@kent.edu
The retrieval fluency hypothesis for the underconfidence-with-practice effect associated with judgments of learning (JOLs) was evaluated. Latencies of retrieving correct responses on initial recall attempts were negatively related to JOLs made on Trial 2, but analyses of performance indicated that retrieval fluency contributed minimally to underconfidence with practice.

1:45
The Role of Working Memory Capacity in Dividing Attention
GREGORY J. H. COLFLESH, University of Illinois at Chicago, & ANDREW CONWAY, Princeton University (Sponsor: ANDREW CONWAY, Princeton University)
colflesh@uic.edu
Individuals with lesser working memory capacity (WMC) are actually more likely to report hearing their own name in an ignored message in a selective attention task than individuals with greater WMC (Conway, Cowan, & Bunting, 2001). The current experiment suggests that this effect completely reverses in a divided attention task.

2:00
Prospective Memory Retrieval and Discrepancy Plus Search
JENNIFER E. BRENEISER, Washington University in Saint Louis, &
MARK A. MCDANIEL, Washington University in Saint Louis.
jebenei@artsci.wustl.edu

One posited process in prospective remembering is “discrepancy plus
search” (McDaniel, Guynn, Einstein, & Breneiser, 2004). In this
experiment, discrepancy of PM targets was manipulated by pre-exposing
non-targets in the ongoing task 4 times (high) or 1 time (low).
Performance was significantly better with high discrepancy.

Victimization and Violence

Thursday, 12:30-2:30 PDR 8

LISA TERRE, University of Missouri-Kansas City, Moderator

12:30 Invited Talk
Psychophysiological Predictors of Posttraumatic Stress Disorder
DOUGLAS L. DELAHANTY, Kent State University
ddelahan@kent.edu

Research has demonstrated that patients with PTSD display a number of
hormonal abnormalities. This talk will focus on our findings of hormonal
alterations present in the immediate aftermath of trauma that predict
subsequent symptoms in adult and child trauma victims and translation of
these findings into pharmacological interventions.

1:00
A Comparison of Psychopathology and War Experiences of
Vietnamese and American Veterans of the Vietnamese-American
War
DANG DUY THANH, Hospital of Psychiatry of Khanh Hoa Province &
Cleveland State University, JOHN P. WILSON, & STEVE SLANE,
Cleveland State University
s.slane@csuohio.edu

A comprehensive psychological survey of 169 Vietnamese veterans of
the Vietnam-American war indicated effects of trauma similar to those
observed in American veterans. However, levels of symptoms were
markedly lower in the Vietnamese than American veterans.

1:15
Adolescent Predictors of Alcohol Use and Alcohol Problems in
Young Adulthood
DEBRA EARLY, University of Missouri St. Louis, & BRIAN VANDENBERG, University of Missouri St Louis
bvanden@umsl.edu
This is a 5 year longitudinal study examining factors in adolescence that influence alcohol use and alcohol problems in young adulthood. The results revealed the importance of adolescent sensation seeking and alcohol expectancies in subsequent alcohol use and problems in young adulthood.

1:30
Risk Perception and Drug-Facilitated Sexual Assault
EMILY CRAWFORD, Miami University, & MARGARET O’DOUGHERTY WRIGHT, Miami University
crawfoeb@muohio.edu
This study investigated perceptions of risk for over 400 female undergraduates in responding to the potential danger of a drug-facilitated sexual assault in a prototypical party situation. Participants perceived the risk of having someone else pour their beer; however, they were less likely to perceive the risk of leaving one’s beer unattended.

1:45
Personality Traits and Instrumental Violence in Antisocial Adolescents
MICHAEL J. VITACCO, Mendota Mental Health Institute, CRAIG S. NEUMANN, University of North Texas, MICHAEL CALDWELL, Mendota Mental Health Institute, ANN MARIE LEISTICO, University of Alabama
vitacmj@dhfs.state.wi.us
Analyzing data from 126 severe juvenile offenders this study evaluated the association between personality traits and instrumental violence. This study found that several traits including glibness, impression management, and manipulativeness were associated with instrumental violence. Implications for properly assessing and treating aggressive juvenile offenders are discussed.

2:00
Predictors of Dating Violence in Men: A Prospective Analysis
CHRISTINE A. GIDYCZ, Ohio University, JENNIFER WARKENTIN, Ohio University, LINDSAY ORCHOWSKI, Ohio University, JEFFREY BARTLETT, Ohio State University, TREvor GLEW, Ohio University, & JOE PAXTON, Ohio University
The present study prospectively explored the relationship between various forms of abuse and substance use in college men. Results suggested that various forms of abuse tended to co-occur and that alcohol use assessed at pretest was related to the perpetration of emotional abuse during the follow-up period.

2:15
Depression, Dissociation, and Internalized Aggression as Contributors to Self-injurious Behavior in Female Victims of Adult Sexual Assault
LINDSAY N. MELLA, ANGELA L. NEESE, MELANIE D. HETZEL, & THOMAS R. MCCANNE, Northern Illinois University
lindsaymella@yahoo.com
The purpose of the present study was to examine the role of depression, dissociation, and internalized aggression in the development of self-injurious behavior in female adult sexual assault victims. The combination of depression and dissociation best accounted for the presence of self-injurious behavior in female victims of adult sexual assault.

Invited Address
Neuroimaging the Aging Mind
DENISE PARK, University of Illinois
Thursday, 1:00-2:30 Wabash Parlor
ED DIENER, University of Illinois, Urbana-Champaign, Moderator

Individuals, Groups & Relationships
Poster Session
Thursday, 2:00-4:00 Upper Exhibit Hall
KEN BORDENS, Indiana University Purdue University Fort Wayne, Moderator
1 Resolving Uncertainty: the Effect of Acceptance, Self-esteem, and Satisfaction on Relationship Enhancement Processes
JAYE L. DERRICK, State University of New York at Buffalo, & SANDRA L. MURRAY, State University of New York at Buffalo jderrick@buffalo.edu
Priming acceptance may help people resolve relationship uncertainties. Participants completed a word search with either acceptance words or neutral words. We expected that the acceptance word search would enhance participants’ perceptions of the relationship. Priming acceptance did help high self-esteem people who were initially less satisfied think in more relationship-enhancing ways.

2 Falling Out of Love with the Desperate Love Scale
TRACY A. MCDONOUGH, College of Mount St. Joseph, & ELIZABETH RICE ALLGEIER, Bowling Green State University tracy_mcdonough@mail.msj.edu
Two hundred-eleven female participants completed several measures of love/attachment style; self-esteem; and satisfaction with life, romantic relationship, and romantic relationship status. Positive correlations were found between all satisfaction measures, and theoretically predicted relationships among love/attachment styles and self-liking were also found. The viability of several love measures is discussed.

3 Destined to Invest: Implicit Theories of Relationships and Likelihood of Romantic Investments
CHRISTINE PEARSON, Boise State University, KEVIN C. TAYLOR, Boise State University, WIND GOODFRIEND, Boise State University christinepearson@mail.boisestate.edu
This study explored the associations between growth/destiny beliefs (Knee et al., 2003) and types of relationship investment. While destiny was positively correlated with all types of investment, growth was correlated with none. Implications for both the Investment Model and for Implicit Theories of Relationships are discussed.

4 Love in a Lifetime: Associations Among Age, Relationship Commitment, and Investments
The purpose of the current work was to further investigate commitment and investments in relationships with a focus on how these constructs relate to age. Correlations provided evidence that commitment and types of investments do change as individuals age. Further implications and future research goals will be addressed.

5
The Utility of Measuring Specific Types of Commitment and Investments: Not All Types Are Created Equal
JACQUELINE DANIEL, Boise State University, KELLI CORTES, Boise State University, WIND GOODFRIEND, Boise State University jacquiedaniel@mail.boisestate.edu
Regression tests explored the associations between three types of relationship commitment and four types of relationship investments. Results provide evidence for the utility of measuring these constructs as specifically as possible, as opposed to the traditional global approach to measurement. Further implications and future research goals will be addressed.

6
Adult Attachment and the Perception of Emotions
CLAUDIA C. BRUMBAUGH, MICHAEL J. MARKS, AMANDA VICARY, & R. CHRIS FRALEY, University of Illinois at Urbana-Champaign cbrumbau@uiuc.edu
Two studies examined the effect of attachment on the detection of emotion. In study 1 we found a negative association between participants’ degree of anxiety and the time taken to report the termination of facial emotions. Study 2 showed that anxious individuals perceived emotions appearing earlier than less anxious individuals.

7
Cognitive Appraisals of Shy Individuals In Interpersonal Situations
KRISTINE L. LEFEBER, University of Wisconsin - Madison klefeber@yahoo.com
In the current study, shy participants tended to report more unpleasantness and more uncertainty than less shy people in two interpersonal scenarios with close acquaintances. When shy participants
predicted their reactions to the scenarios, they showed more self-centered and self-centered avoiding behavior.

8
The Social Network and Attachment Basis of Loneliness
DAVID M. OUELLETTE, Virginia Commonwealth University
(Sponsor: AMIE ASHCRAFT, Virginia Commonwealth University)
uellettedm@vcu.edu
This study tests the basic assumption of dual model of loneliness--that loneliness can be caused by either attachment insecurity (emotional loneliness) or inadequate social integration (social loneliness) by examining the relationship between attachment tendencies and loneliness among individuals who vary in their connectedness to a social network.

9
Social Monitoring as a Function of Loneliness and Task Framing
MEGAN L. KNOWLES, Northwestern University, & WENDI L. GARDNER, Northwestern University
m-knowles@northwestern.edu
In an effort to reconcile the skill-deficit view of loneliness with a recent model of belonging regulation, we examined the conditions under which lonely individuals recognize subtle social cues. Data suggest that lonely individuals are especially attentive to and accurate in recognizing cues, but they choke under social pressure.

10
Predicting Emotional Reactions to Infidelity from Perceptions of Provision Losses
LAURIE L. COUCH & DAVID R. OLSON, Morehead State University
l.couch@moreheadstate.edu
Victims of infidelity indicated emotions they experienced, and the extent to which they lost specific benefits of the relationships (i.e., provisions), as a result of the experience. Regression analyses suggested that the loss of four specific provisions (emotional attachment, reliable alliance, social integration, and guidance) predicted emotional responses to infidelity.

11
The Impact of Personal and Peer Support for Sexual Aggression on Hypothetical and Actual Sexually-Aggressive Behavior
AMY L. BROWN, DAVID P. WALKER, & TERRI L. MESSMAN-MOORE, Miami University
This research investigates the roles that personal attitudes supportive of sexual aggression, as well as the perceived attitudes of one’s peers, play in predicting sexually aggressive behaviors. Peer support for sexual aggression (independent of personal support) predicts a reluctance to intervene in response to hypothetically witnessing a peer commit sexual assault, which illustrates the pluralistic ignorance that may perpetuate the rape-supportive cultures of some male peer groups.

12

Male Rape Myths: The Role of Benevolent Sexism
KRISTINE M. CHAPLEAU, Marquette University, DEBRA L. OSWALD, Marquette University, BRENDAL RUSSELL, Castleton State College

Past research has focused on the underlying ideologies that facilitate female rape myth acceptance. Analysis of the ideologies that facilitate rape myths against male victims found that benevolent sexism, but not hostile sexism, was a predictor. These results are discussed in the context of similarities to female rape myth ideologies.

13

Oppression through Acceptance? Predicting Rape Myth Acceptance and Attitudes toward Rape Victims
DONALD A. SAUCIER, Kansas State University, BETHANY H. HOFFMAN, University of Kentucky, SARA J. SMITH, Kansas State University, & ADAM W. CRAIG, University of Kentucky

This study assessed the ability of attitudes associated with intergroup power to predict beliefs about rape. Results suggest that attitudes related to both sex-based oppression and general intergroup dominance contribute to individuals’ beliefs about rape and rape victims, supporting the contention that rape is an extension of intergroup power.

14

Acceptability of Partner Aggression: Do Perceptions of Acceptable Behavior Vary Depending on the Type of Aggression that is Being Perpetrated?
NICOLE M. CAPEZZA, Purdue University, & XIMENA B. ARRIAGA, Purdue University

ncapezza@psych.purdue.edu
This study examined perceptions of physical and psychological aggression on acceptability of couple member’s behaviors in a conflict situation. The perpetrator was held responsible for acts of physical aggression, but not acts of psychological aggression. The victim’s behavior was perceived to be less acceptable when the perpetrator was psychologically aggressive.

15
Money, Sex and Lies: Factors Influencing Jealousy in Heterosexual and Homosexual Infidelities
JOSHUA E. SUSSKIND, University of Northern Iowa, KELLY L. O’BRYAN, University of Northern Iowa, & JAMIE L. PARKIN, University of Northern Iowa
susskind@uni.edu
Heterosexual college students answered questions concerning which would distress them more: an emotional or physical homosexual infidelity; an emotional or physical heterosexual infidelity; a homosexual or heterosexual emotional infidelity; and a homosexual or heterosexual physical infidelity. Results supported the conception risk hypothesis for men and intensity of deception for women.

16
Effect of Physical Attractiveness on Parental Pressure to Change Sexual Orientation
MARY E. RANDOLPH & DIANE M. REDDY, University of Wisconsin-Milwaukee
reddy@uwm.edu
Confirming our laboratory research showing that people tend not to believe that attractive lesbians are inherently gay, attractive lesbians reported more pressure from their parents to change their sexual orientation and perceived their parents as placing them lower on a strength of sexuality measure than they would place themselves.

17
Homosexuality, Personality, & Attractiveness: Toward an Evolutionary Theory
RIKKI SINGH & STEVEN J. SCHER, Eastern Illinois University
cfsjs@eiu.edu
We present evidence suggesting that heterosexual males with personalities combining high masculine and high feminine traits is more attractive than any other gendered combination. We propose that this
represents a fitness advantage to individuals heterozygotic for homosexuality, thus supporting a balanced polymorphism account of the evolution of homosexuality (Hutchinson, 1959).

18
Repeating What We Remember: Shared and Unshared Information in a Group Discussion
JAMES R. LARSON, JR., University of Illinois at Chicago, & VICTORIA M. HARMON, University of Illinois at Chicago vharmon@uic.edu
In small group discussion, group members tend to repeat more shared than unshared information. This study offers an alternative explanation to Wittenbaum et al.’s mutual enhancement explanation (Wittenbaum, Hubbell, & Zuckerman, 1999; Wittenbaum & Bowman, 2004). Specifically, members repeat more shared information because they recall it better than unshared information.

19
Disagreement and Dissonance in Groups
DAVID C. MATZ, Augsburg College & ALLISON L. CORNELL, Augsburg College matz@augsburg.edu
Members of four-person groups were told that all other members of their group disagreed with their verdict in a legal case. Those that believed they could not freely choose their verdict and those that engaged in a self-affirmation task experienced significantly less cognitive dissonance than those in a control condition.

20
Instruction Manipulation and the Inclusion and Exclusion Discrepancy
ERIN WITTKOWSKI, SARAH STAWISKI, AMANDA DYKEMA-ENGBLADE, Loyola University Chicago (Sponsor: SCOTT TINDALE, Loyola University Chicago), CHRISTINE M. SMITH, Grand Valley State University ewittko@luc.edu
Groups and individuals were compared on their decisions to include or exclude teams from the NCAA basketball tournament in an attempt to replicate the inclusion-exclusion discrepancy. The discrepancy was replicated at the group and individual levels, and group process type (perspective versus accuracy) affected this bias.
21
Group and Individual Decision Tendencies in Cooperative and Competitive Situations: Further Explorations of the Individual-group Discontinuity Effect
AMANDA DYKEMA-ENGBLADE & SARAH STAWISKI, ERIN WITTKOWSKI & SCOTT TINDALE, Loyola University Chicago (Sponsor: SCOTT TINDALE, Loyola University Chicago), CHRISTINE M. SMITH, Grand Valley State University adykema@luc.edu
Conflict between groups, between individuals, and between groups and individuals were compared on a series of cooperative and competitive game matrices. Type of matrix made little difference for individual-individual conflicts, but individual-group and group-group conflicts became more competitive over trials and were much more competitive for the competitive matrices.

22
White Sheep, Black Sheep: Intrinsic Religiosity, Behavioral Norms, and Judgments of Others
ERIC MCKIBBEN & DOUGLAS S. KRULL, Northern Kentucky University krull@nku.edu
Participants high or low in intrinsic religiosity rated four Christian targets. Two targets differed in their sexual behavior and two differed in their generosity. High intrinsics rated a sexually active Christian lower, and a sexually abstinent Christian higher, than did low intrinsics. These differences were not significant for generosity.

23
The Role of Social Concerns in Underachievement
SAM S. VANOUS, University of Utah, (Sponsor: PAUL H. WHITE, University of Utah, SONIA M. MATWIN, University of Utah, & DAVID M. SANBONMATSU, University of Utah sam.vanous@psych.utah.edu
Participants in a “word task” experiment underperformed on an anagrams task in the presence of a confederate who had failed. Analyses indicated that the poor performance was mediated by concerns for the confederate. The study provides direct evidence that underachievement may be socially motivated.
24
Self-esteem Following Inclusion or Exclusion: Exploring the Influence of Group Identification and Cohesion on Feelings of Guilt
JENI L. BURNETTE & DON FORSYTH, Virginia Commonwealth University
burnettejl@vcu.edu
The current work complements existing sociometer self-esteem research by investigating the importance of group dynamics and guilt. Results from two experimental studies indicated that the sociometer hypothesis holds in competitive groups but not cooperative groups. Implications for understanding reactions to inclusion and exclusion are discussed.

25
Framing Gender Inequality: “Things Are Getting Better” Is Not Always Better
JENNIFER R. SPOOR & MICHAEL T. SCHMITT, Purdue University
spoorj@psych.purdue.edu
Participants read facts about gender inequality that were framed in terms of the past (gender inequality has decreased) or in terms of the present (gender inequality persists). Framing affected perceptions of sexism, group-based emotions, and perceived likelihood of experiencing discrimination, especially for women. Implications for reducing inequality are discussed.

26
It’s Black or White: Oppositional Thinking as a Common Denominator in Modern Measures of Racism
STEPHANIE E. AFFUL & RICHARD D. HARVEY, Saint Louis University
affuls@slu.edu
The current study proposed that the common denominator between differing models of racism (e.g., Modern, Symbolic, Old-Fashioned) is Oppositional Thinking. As expected, Oppositional Thinking displayed convergent validity with other measures of racism in a non-collegiate sample. Oppositional Thinking also mediated the relationship between critical thinking and racism.

27
The Presence of Outgroup Members Produces Stereotype Threat Decrements Regardless of Gender Despite Substantial Differences in Stereotyping-related Characteristics
Male/female, White/Black, experimenters presented African American HBCU students with intellectual testing labeled as ability diagnostic/nondiagnostic. White, but not Black, experimenters produced performance decrements. White males’/females’ impacts did not differ despite having notably different images related to their probability of stereotyping Blacks, suggesting outgroup presence has central impact on Stereotype Threat.

28
Shifting Standards When Evaluating Male and Female Sport Fans
DAVE MUELLER, Miami University, JASON LANTER, Miami University, BETH DIETZ-UHLER, Miami University (Sponsor: BETH DIETZ-UHLER, Miami University)
muelledg@yahoo.com
Equally-identified male and female sport fans are judged differently depending on the standard used to make the judgment. Consistent with the “shifting standards” perspective, females are rated more favorably when judged against ingroup than outgroup members, especially by female participants.

29
Distinguishing Optimism and Pessimism in Middle-Aged Adults: Relations to Personality and Subjective Well-Being Probes
YURI KASHIMA, EDWARD CHANG, AVIVA MORADY, VALENTINA IVEZAJ, & JENNY CHUNG, University of Michigan – Ann Arbor (Sponsor: EDWARD CHANG, University of Michigan)
ykashima@umich.edu
This study examined the associations of dispositional optimism and pessimism with probes assessing for personality and subjective well-being in a large sample of middle-aged adults. Results indicated that even after controlling for overlap, optimism and pessimism hold important unique associations with various markers of personality and adjustment.

30
I Just Got Lucky! Examining the Explanatory Style of the Self-handicapper
DOROTHEE DIETRICH, Hamline University
ddietrich@hamline.edu
This study investigated the attributional style associated with self-handicapping. It was found that high self-handicappers attribute positive events to external and temporary causes, in essence making “luck” attributions which might be the impetus for self-handicapping due to uncertainties about their abilities.

31
Interpersonal Accuracy Online: A Dyadic Interaction Study
BRAD OKDIE, University of Northern Iowa, & HELEN C. HARTON, University of Northern Iowa
bradley4@uni.edu
Dyads completed personality measures alone, chatted anonymously over the internet for 10 minutes, and then rated their perceptions of their partner’s personality. Higher levels of neuroticism and extraversion were related to greater accuracy in judging communication partners’ personalities.

32
Burnout and the Big Five among Hospital Nurses
ANA M. VELEZ, Minnesota State University, Mankato & LISA M. PEREZ, Minnesota State University, Mankato
lisa.perez@mnsu.edu
This study examined the role of the Big Five personality characteristics in predicting burnout in hospital nurses. We found that personality characteristics are strongly correlated with burnout and that they account for significant variance above and beyond that accounted for by demographics and traditional job stressors.

33
The Evaluation of Ingratiation: Gender and Gender-role Differences
ROBERT L. LLOYD, RANDALL A. GORDON, KIM A. BAIRD, & RYAN H. FLYNN, University of Minnesota, Duluth
gordon1@d.umn.edu
Masculinity scores on a gender-role measure were shown to be negatively related to the evaluation of an ingratator. The gender composition of the ingratator-target dyad was also shown to influence judgments. The extent to which these findings reflect a preference for cooperation as a function of gender and gender-role is discussed.
34
Relations among Compulsive Buying, Personality Traits, Depression, and Self-Esteem in College Students
JESSICA TURCHIK, Muskingum College & DINAH F. MEYER, Muskingum College
dmeyer@muskingum.edu
This study examines differences between compulsive and non-compulsive buyers with respect to depression, self-esteem, and the Big Five personality traits. Seventeen percent of the sample were classified as compulsive buyers, and these participants scored higher than non-compulsive buyers in depression and emotional instability, and lower in self-esteem and conscientiousness.

35
Does Thinking About Possible Selves Influence Women’s Responses to Idealized Media?
LAURIE M. DRUM, ROBERT M. HESSLING, ROSIE M. DAVIS, RACHEL A. DEPREY, KATHLEEN S. HART, LEIGH A. LACZKOWSKI, & DANA N. MAIR, University of Wisconsin – Milwaukee
hessling@uwm.edu
Female undergraduates (N = 92) described either a hoped-for, feared, or no possible self related to weight. Participants then viewed advertising featuring either idealized images of women or no images of women. Results suggest that thinking about a possible self makes exposure to idealized advertisements even more threatening.

36
Procrastination and Delayed vs. Non-Delayed Tasks: How Levels in Procrastination Predict Differing Task Perceptions
CHRISTOPHER P. MASON & JOSEPH R. FERRARI, DePaul University
jferrari@depaul.edu
Although previous research has focused on individual differences, the present study examined the effects of procrastination on perceptions of delayed or non-delayed tasks in past, current and future time frames. Results indicated that procrastination was only predictive of differing perceptions for delayed tasks. Implications are presented.

37
An Initial Investigation of the “All-or-Nothing” Thinking Scale
The purpose of the current investigation was to construct an individual measure of “All-or-Nothing Thinking,” defined as the propensity to set high standards, but to abandon goals when a setback occurs. Factor analyses revealed three factors named: “high standards,” “sensitivity to failure,” and “lack of perseverance.” Potential uses are discussed.

The Relationship between Mood and Subjective Perceptions of Time
JILL M. DRURY, Saint Louis University, & MATTHEW J. GRAWITCH, Saint Louis University

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Previous research has suggested that an individual’s mood states influence the subjective perception of time. The current study more fully examined the mood-time perceptions relationship. The mood-time perceptions link was mediated by task enjoyment and the extent to which individuals thought about positive or negative events while completing the task.

Informal Poster Session

Thursday, 2:00-4:00

Work Ethic in the Rat?
DAREN H. KAISER, Indiana University Purdue University Fort Wayne

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Do rats prefer odor stimuli that they had to work (swim) to get to over stimuli that they did not have to work to get to? Preliminary data indicates that they do not, contrary to previous findings that used pigeons as subjects.

The Effects of Increasing Cognitive Demand on Anxiety and Effort
HYWEL MORGAN, York College - City University of New York, & CHELSEA JENSEN, Northwestern University

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The relationship between anxiety, cognition, and effort was investigated. Students worked on five puzzles, from easiest to hardest, while their
psychological and physiological reactions were measured. Effort was measured using time to solve the fifth, unsolvable, puzzle. This study showed increasing cognitive demand causes anxiety to increase, and effort increases with Trait anxiety.

41 The Effect of Symmetry on Face Recognition
TESSA CHRISTIANSON, LAURA BRODHUN, CHRISTINA MCANALLY, CORTNEY SODERBERG, DESIREE BUDD, & MICHAEL DONNELLY, University of Wisconsin - Stout
BuddD@uwstout.edu
We have been engaged in a study of the roles of distinctiveness and facial symmetry in memory for faces. Participants viewed a series of faces that had been edited to maximize these factors. Consistent with the distinctiveness account of eyewitness memory, participants remembered asymmetrical faces better than symmetrical ones.

42 Imagery, Pictures or Rehearsal: The Interplay of Encoding Processes in Determining False Recall
DESIREE BUDD, CODY GRANDA, KRISTIE LONSDORF, ROB SCHWEISTHAL, JON WOOD & MICHAEL DONNELLY, University of Wisconsin-Stout
BuddD@uwstout.edu
The effect of encoding process on false memory of theme-related associates was examined. Participants were shown lists of thematically-related words and given rehearsal instructions, imagery instructions or were shown pictures of the items. Participants who used imagery and saw pictures were the least likely to falsely remember seeing theme-related words.

43 Stroop Effects for Words Representing Cognitive Expectancies for Smoking
JOHN W. MULLENIX, LESLIE PIVIROTONTO, University of Pittsburgh at Johnstown, M. MARLYNE KILBEY, & SEBASTIANO A. FISICARO, Wayne State University
mullenni@pitt.edu
A Stroop-like task using single-word adjectives representing cognitive expectancies about smoking was administered to dependent smokers and
nonsmokers. For smokers, color naming times were slower for smoking-related words compared to neutral words. For nonsmokers, this effect was absent. The results suggest that automatic processing is involved in mediating smoking expectancies.

44
The Situational Disinhibition Scale: A Pilot Validation Study
GEORGE SMEATON, University of Wisconsin-Stout; BHARATH M. JOSIAM, University of North Texas
smeatonG@uwstout.edu
A pilot validation study of the situational disinhibition scale (SDS) was conducted. SD is the tendency to modify behavior according to situational variations in external constraint. The SDS was reliable, internally consistent, correlated with, but distinct from related constructs, and correlated with high school- to- college increases in alcohol consumption.

45
The Effects of Gender Stereotypes on Occupational Judgments
KERRY S. KLEYMAN, Metropolitan State University; MARK F. STASSON, Metropolitan State University
kkleyman@comcast.net
Four studies examined how gender information might lead to stereotyped occupational judgments. Job candidate gender information provided as either the masculinity/femininity of trait descriptors or a statement of sex/gender impacted whether the candidate was judged to be best suited for an occupation populated predominately by men or women.

46
Effects of Ostracism on Social Susceptibility
ADRIENNE R. CARTER & KIPLING D. WILLIAMS, Purdue University
arcarter@psych.purdue.edu
Ostracism instigates actions aimed at recovering thwarted goals of acceptance and efficacy. Whereas efficacy-fortification can lead to anti-social behaviors, acceptance-fortification often leads to social attentiveness and pro-social behaviors. However, a possible dysfunctional consequence is heightened social susceptibility. We investigate the effects of ostracism on excessive compliance to two compliance tactics.

47
Emotion Story Verification Project
SERAH S. FATANI & LINDA A. CAMRAS, DePaul University
sfatani@depaul.edu
This study examines emotion responding by Pakistani and American young adults. Participants will respond to anger, sadness, shame, pride and happiness stories reflecting collectivistic or individualistic value systems. Contrary to some researchers, we predict that the collectivistic Pakistanis will sometimes respond with stronger emotions than the individualistic Americans.

48
Development of the Acting White Experiences Scale
ANGELA NEAL-BARNETT, DEBORAH STATOM, ROBERT STADULIS, & NICOLE SINGER, Kent State University
aneal@kent.edu
Acting White is one of the most negative accusations African American adolescents can hurl at each other. This paper chronicles the steps leading to development of the Acting White Experiences Scale. Discriminant function analysis indicates that the scale distinguishes between adolescents who have and have not received the accusation.

49
Correlates of Health Promotion, Religion, Meaning in Life, and Health Locus of Control
DANIEL M. HUBER & MELVIN E. GONNERMAN, JR., University of Northern Iowa
dhuber@uni.edu
The correlations among health promoting behaviors, religion, meaning in life, and health locus of control were tested using approximately 200 Christian college students. Intrinsic religiosity, Christian identification, internal LOC, Health God control, and meaning in life were hypothesized to predict self-reported levels of health promoting behaviors using regression analysis.

50
Christianity, Attitudes About Gender Roles, and Date Rape Attitudes
KIMBERLEY J. KOCHURKA, MELVIN E. GONNERMAN, JR., BRYAN HALL, BRIANNE ARENDS, & B. KEITH CREW, University of Northern Iowa.
kimkochurka@yahoo.com
Undergraduates (n = 381) completed questionnaires about attitudes towards women, sex roles, and rape before reading possible date rape scenarios. Traditional sex role stereotypes of women were positively
associated with church attendance, being a “born again” Christian, and having strong Christian identity. Strongly identified Christians held lower adversarial sexual beliefs.

51
**Explorations of Father Involvement in Poor Families**
STEPHANIE ATKINS & LINDA ANOOSHIAN, Boise State University
lanoosh@boisestate.edu
Although economic strains often increase fathers’ involvement in child care, most father-involvement research has included middle-class families. In contrast, this research explores diverse aspects of father involvement (e.g., quantity and quality of time with children, attachment) among poor families with data from the Three-City Study of Welfare, Children, and Families.

52
**Emotional Intelligence and Children’s Resilience**
VICKI JONES & LINDA ANOOSHIAN, Boise State University
lanoosh@boisestate.edu
This research explores the role of emotional intelligence in children’s resilience with two national data bases: the Panel Study of Income Dynamics and Three-City Study of Welfare, Children, and Families. Resilient children are defined as those exposed to significant risk (e.g., persistent poverty) BUT faring well (e.g., good school achievement).

53
**Graduate Student Teaching Association (GSTA) of APA Division 2: The Society for the Teaching of Psychology**
JORDAN LIPPMAN, University of Illinois at Chicago
jlippman@uic.edu
This poster will present an overview of the Graduate Student Teaching Association (GSTA) of APA Division 2: The Society for the Teaching of Psychology. The GSTA works tirelessly to provide graduate student teachers with services designed to enhance their teaching effectiveness.

54
**Parental Affect and Distortion of Ratings of Child Mental Health**
JACQUELINE FLINT & MATTHEW K. MULVANEY, University of Wisconsin- Stevens Point
Matt.Mulvaney@uwsp.edu
The results of this research indicate that parental characteristics influence ratings of children’s mental health. Parental anxiety, anger, and
depression predicted ratings of their own children’s problem behaviors, even after controlling for their spouse’s ratings of the child’s behaviors. Thus, parental ratings of child behavior should be interpreted cautiously.

APA Academic Career Workshop
Entering the Academic Marketplace: Advice from Experts
Thursday, 3:00-5:00 Crystal Room

Welcome
STEVEN BRECKLER, Executive Director, APA Science Directorate

Five Burning Questions of the Professoriate and More

Panelists:
AMANDA DIEKMAN, Miami University
RANDALL W. ENGLE, Georgia Institute of Technology
ELI FINKEL, Northwestern University
DAREN PROTOLIPAC, St. Cloud State University
MARY JOHANNESEN-SCHMIDT, Oakton Community College
Invited Symposium
The Shadow of Similarity
in Early Cognitive Development

Thursday, 3:00-5:00
Salon VI

JUDY DELOACHE, University of Virginia, Organizer and Moderator

Analogy and Agency: Similarity and Infants’ Interpretation of the Actions of Others
AMANDA WOODWARD, University of Chicago

When Forms Match Meaning: Iconicity in Early Word Learning
LINDA SMITH, Indiana University

When Good Similarity Goes Bad in Early Development
JUDY DELOACHE, University of Virginia

Similarity as a Path to Abstract Insight
DEDRE GENTNER, Northwestern University
Symposium
The Use of Cognitive Technologies and Their Effect on Performance
Thursday, 3:00-5:00 Salon II

RODNEY J. VOGL, Christian Brothers University, Organizer, and W. RICHARD WALKER, Winston-Salem State University, Moderator

Training College Students to Use New Technologies
W. RICHARD WALKER and REGGIE ANDREWS, Winston-Salem State University

The Effect of Group Dynamics on Virtual Teams: The Advantages and Disadvantages of the Virtual Office
RODNEY J. VOGL, CHANDA SIMKIN, and SANDRA D. NICKS, Christian Brothers University

Intrusive Technology: Bartering and Stealing Consumer Attention
BRAD J. SAGARIN, M. ANNE BRITT, JEREMY D. HEIDER, SARAH E. WOOD, and JOEL E. LYNCH, Northern Illinois University

Heroes and Villains: The Portrayal of Promoted and Marginalized Majority and Minority Characters by the Mass Media
CHERYL A. ZERBE-TAYLOR, Texas Christian University, and JEFFREY A. GIBBONS, Christopher Newport University

Psi Chi Distinguished Speaker

Social Isolation, Cognition, Emotion, and Health
JOHN CACIOPPO, University of Chicago
Thursday, 2:30-4:00 Wabash Parlor
KELLY HENRY, Missouri Western State College, Moderator
Symposium
How Can We Best Do Research on the Intersectionality of Social Identities?

Thursday, 3:00-5:00
Salon V

STEPHANIE A. SHIELDS, The Pennsylvania State University, Organizer, and ABIGAIL STEWART, Institute for Research on Women and Gender, Moderator

Intersectional Consciousness
RONNI M. GREENWOOD, Tilburg University, The Netherlands

Who are Those People? Research on Others
PAMELA T. REID, Roosevelt University

Who is Emotional?
LEAH R. WARNER and STEPHANIE A. SHIELDS, The Pennsylvania State University

ABIGAIL STEWART, Institute for Research on Women and Gender, Discussant

Informal Papers - I

Thursday, 3:00-5:00
Salon I

PATRICIA CAMPIONE, Moderator

3:00
The Impact of Severe Mental Illness Disclosure in the Workplace
AMANDA JONES, Indiana University Purdue University Indianapolis
amj2@iupui.edu
Based on findings from a federally-funded study at Thresholds, a psychiatric rehabilitation center in Chicago, I will discuss the contexts of severe mental illness disclosures in the workplace and the effects of these disclosures on workplace relationships and long-term job outcomes, including job tenure and job satisfaction.

3:15
Service Intensity in a Supported Employment Program for People with Severe Mental Illness
ALAN MCGUIRE, Indiana University Purdue University Indianapolis
abmcguir@iupui.edu
This presentation will summarize research on service intensity in a supported employment program for people with severe mental illness. Findings include average levels of service intensity and a positive association between service intensity and vocational outcomes. Finally, the effect of other consumer characteristics on vocational outcomes will be considered.

3:30
Indirect and Direct Consequences of Managing Non-Prejudiced Impressions within Selection Procedures
ALTOVISE ROGERS & JOHN PRYOR, Illinois State University
amroge2@ilstu.edu
The study in progress examines how presenting a non-prejudiced image to oneself or others impacts hiring judgments. Efforts to appear non-prejudiced may backfire; in some cases, resulting in stereotype threat for majority members making hiring decisions. Students give impressions of job candidates for an internship, with race of the applicant and qualifications varied.

3:45
Intimacy and Jealousy Between Same-Sex Friends
NGOCANNA P. HUYNH & RALPH ERBER, DePaul University
huynhanna@yahoo.com
This study looks at jealousy between same-sex close friends when one partner perceives a threat from an individual of the opposite sex. Specifically, we hypothesize that, compared to men, women in same sex friendships will experience more intense feelings of jealousy because their relationships are marked by higher levels of intimacy.

4:00
The “Fast” System Doesn’t Always Know How to Compute Conditional Probabilities
JOHN BEST, Eastern Illinois University
cfjb@eiu.edu
Dual-system theorists have argued that conditional reasoning is accomplished by a “fast” system that extracts conditional probability information, and then computes the likelihood of the conclusion. However, some data from a logical reasoning task shows that people are
not particularly sensitive to the variables that influence conditional probability.

4:15
**The Phonological Loop and Language Acquisition in Infants**
CHRIS L. SCHMIDT, MacMurray College
chris.schmidt@mac.edu
Research claiming that the phonological loop contributes to language acquisition has not investigated infants. However, analysis of immediate verbal imitation (“matching”) in caregiver-infant interaction could allow us to (1) investigate early development of phonological memory skills and (2) explore how caregiver input influences development of this component of working memory.

**Implicit Attitudes**

*Thursday, 3:00-5:00*  
JOHN J. SKOWRONSKI, Northern Illinois University, Moderator

3:00
**Implicit and Explicit Attitudes as Predictors of Cooperative Choice Behavior**
JEREMY D. HEIDER & JOHN J. SKOWRONSKI, Northern Illinois University  
jheider1@niu.edu
White participants (N = 92) cooperated more with a Black opponent than a White opponent in a Prisoner’s Dilemma, p = .012. An explicit attitude measure (the Pro-Black subscale of the PAAQ) was a stronger predictor of cooperation (p = .005) than an implicit measure (the IAT; p = .052).

3:15
**The Implicit and Explicit Effects of Reversing a Conditioned Attitude**
ROBERT J. RYDELL, Miami University, ALLEN R. MCCONNELL, Miami University, LAURA M. STRAIN, Miami University, HEATHER M. CLAYPOOL, Miami University, & KURT HUGENBERG, Miami University  
rydellrj@muohio.edu
Most research on attitude change examines explicit attitudes. However, little is known about how implicit attitudes change. The results from two experiments showed implicit and explicit attitudes change by utilizing
different processes. Explicit attitudes change using a verbal, rule-based system and implicit attitudes change using an associative, slow-learning system.

3:30
An Inkblot for Attitudes: Affect Misattribution as Implicit Measurement
CLARA MICHELLE CHENG, B. KEITH PAYNE, OLESYA GOVORUN, & BRANDON D. STEWART, The Ohio State University cheng.216@osu.edu
The current research explored a new implicit method for attitude assessment: the Affect Misattribution Paradigm (AMP). Results from several studies indicated that AMP has a large effect size, high reliability and criterion validity, and is not susceptible to participants’ attempt to correct for bias.

3:45
Automatic and Controlled Components of Successful Prejudice Suppression on the IAT
MONIKA BAUER & JEFFREY W. SHERMAN, Northwestern University m-bauer@northwestern.edu
Two experiments examined participants’ ability to control prejudiced responses on a Black-White IAT. Results showed that suppression was effective at reducing prejudiced responses, but only when participants were not required to respond quickly. This suggests that control can be exerted to reduce prejudiced responses, but that sufficient resources are necessary to enact that control.

4:00
Contextual Influences on Automatic Affective Reactions: A Test of Additive Versus Contrastive Models of Automatic Evaluation
BERTRAM GAWRONSKI, University of Western Ontario, ROLAND DEUTSCH, Ohio State University, & OLIVER SEIDEL, University of Wurzburg bgawrons@uwo.ca
The present research tested whether evaluative context stimuli influence automatic affective reactions to subsequently encountered evaluative stimuli in an additive or in a contrastive manner. Results are consistent with contrastive but inconsistent with additive accounts of automatic evaluation.
4:15
After-affects: How Automatic Evaluations Influence Our Interpretation and Judgment of Unrelated Objects
MELISSA J. FERGUSON, Cornell University
mjf44@cornell.edu
Recent research suggests that automatic evaluations of subliminal primes (e.g., movies, garbage) influenced homograph definition, object categorization, person judgment, and self-judgments, such that all responses were in evaluative accord with the primes. These findings suggest that automatic evaluations have “after-affects” for how we interpret and judge subsequently encountered, unrelated stimuli.

4:30
The Effects of Confidence Priming on Compliance: Low Need for Structure Increases Susceptibility
DOUG EVANS & EDWARD R. HIRT, Indiana University (Sponsor: Edward Hirt, Indiana University)
dnevans@indiana.edu
This study examined individual differences in susceptibility to behavioral priming effects. Participants were exposed to either confidence-related or neutral words imbedded in a word search and were then asked to complete a series of compliance tasks that increased both in effort and annoyance. As predicted, participants in the confidence priming condition complied less, but only if they were low in Need for Structure.

4:45
On the Inexplicability of the Implicit: Differences in the Information Provided by Implicit and Explicit Measures
JAMIE DeCOSTER, University of Alabama, MICHÉLE J. BANNER, Purdue University, ELIOT R. SMITH, Indiana University, GÜN R. SEMIN, Free University Amsterdam
jamie@ua.edu
We conducted an experiment investigating the relation between implicit and explicit measures of person impressions. The results demonstrate that a single stimulus can have opposite effects on implicit and explicit measures, supporting the theory that the measures reflect the content of different memory systems.
Gender

Thursday, 3:00-5:00
PDR 4
DANIEL ARKKELIN, Valparaiso University, Moderator

3:00 Invited Talk
“What’s in a Name?” The Effects of Marital Surname Choice on Perceptions of Women and Men
CLAIRE ETAUGH, Bradley University
cetaugh@bmail.bradley.edu
Increasingly, women (and some men) are choosing nontraditional surnames upon marrying. These choices include hyphenating their respective surnames, women keeping their birth name, and men taking their spouse’s surname. This talk explores the phenomenon of nontraditional surname choice, and how this choice influences how individuals are perceived by others.

3:30
Gender and Leadership Within MPA: What (if anything) is Going On?
MIDGE L. WILSON, DePaul University & NGOCANNA P. HUYNH, DePaul University
mwilson@depaul.edu
A web-based leadership survey was sent via email to all MPA members to discover why male dominance persists in its leadership. Although no gender differences were found in desire to influence, more men believed they had been properly mentored for leadership and more women thought institutionalized sexism existed within MPA.

3:45
Self-Threat and Motivated Gender Stereotyping
APRIL L. SEIFERT, University of Nebraska-Lincoln & JENNIFER S. HUNT, University of Nebraska-Lincoln
lirpa_seifert@yahoo.com
The present study examined individuals’ impressions of a man or woman leader after receiving positive or negative evaluations. As expected, participants receiving negative feedback experienced more negative feeling states and derogated the leader. However, the exact nature of participants’ impressions varied with the gender of the leader.
4:00
“I’m Not a Geek!”: How the Sociocultural Representation of Computer Science Affects Women
SAPNA CHERYAN, Stanford University, VICTORIA C. PLAUT, Holy Cross University, CLAUDE M. STEELE, Stanford University, & PAUL G. DAVIES, UCLA
scheryan@stanford.edu
Four studies examine how women’s desire to participate in computer science is shaped by how the field is represented. Our studies show that computer science majors are characterized as being socially awkward and obsessed with computers and that making this representation salient reduces women’s desire to be in the field.

4:15
College Student Anti-intellectualism as Influenced by Religious Fundamentalism and Sex
RICKARD A. SEBBY & LISA SCHAEFER, Southeast Missouri State University
rasebby@semo.edu
The relationship between religious fundamentalism and anti-intellectualism among men (n=42) and women (n=112) attending college was examined. Higher fundamentalism scores significantly predicted greater anti-intellectualism. Fundamentalist students reported that they believed the receipt of parental emotional support while attending college was linked to the maintenance of their religious beliefs.

4:30
Males Identify and Respond Adaptively to the Mating Strategies of Other Men
DANIEL J. KRUGER, University of Michigan & MARYANNE FISHER, St. Mary’s University
kruger@umich.edu
Males were able to accurately predict the traits and tendencies associated with long-term “dad” and short-term “cad” mating strategies in other men. Participants’ personality attributes, hypothetical behaviors, and actual behaviors generally corresponded with their judgments of their similarity to dad and cad character descriptions.
Will Ann Stay and Jim Go? The Mismatching Hypothesis and Inferences About Breaking Up
DOUGLAS S. KRULL, Northern Kentucky University
krull@nku.edu
Participants read about a dating couple mismatched in their level of attractiveness. Participants expected a more attractive man to be more likely to leave when approached by another prospective dating partner, but they did not expect a more attractive woman to be more likely to leave.

Psychobiology

Thursday, 3:00-5:00
MARY CAIN, Kansas State University, Moderator

3:00 Invited Talk
Obesity: Could it be a Learned Disorder?
TERRY L. DAVIDSON, Purdue University
davidson@psych.purdue.edu
It is clear that eating behavior is strongly influenced by learning. This talk examines the idea that experiences which degrade predictive relationships between the oral and caloric consequences of eating, or interfere with brain systems that underlie this type of learning, might contribute to excess food intake and body weight.

3:30
Cerebellar Capillary Retraction following Resumption of Sedentary Lifestyle
ANGELA M. SIKORSKI, PETER CLARK, & RODNEY A. SWAIN, University of Wisconsin-Milwaukee
sikorsk@uwm.edu
Stereology was used to examine the permanence of exercise-induced angiogenesis in the cerebellum of rats that were exercised, inactive, or exercised-inactive. Results indicate that while exercise promotes an increase in blood vessel density, the resumption of a sedentary lifestyle does not support the maintenance of these new vascular networks.
3:45
Embryonic Stem Cells Differentiated into GABAergic Neurons Improve Sensorimotor Function after Transplantation into the Traumatically Injured Brain
MICHAEL R. HOANE, Southern Illinois University, G. DANIEL BECERA, East Carolina University, ELENA PAK, East Carolina University, & ALEXANDER MURASHOV, East Carolina University mhoane@siu.edu
This study compared embryonic stem cells that were pre-differentiated into either GABAergic neurons or astrocytes on functional recovery following brain injury. The results showed that GABAergic neurons significantly induced recovery of sensorimotor function; whereas, astrocytes did not. Transplantation of specific neuronal lines may have therapeutic potential for brain injuries.

4:00
Repeated Social Defeat Causes Anxiety-like Behavior and Disrupts Immune Regulation in Mice
STEVEN G. KINSEY, MICHAEL T. BAILEY, RONIT AVITSUR, JOHN F. SHERIDAN & DAVID A. PADGETT, The Ohio State University
kinsey.39@osu.edu
Social stress is known to have deleterious effects on immune function and is a cause of anxiety. Anxiety-like behavior was assessed in C57BL/6 mice that experienced social defeat by an aggressive conspecific. Splenic cellularity, cell proliferation, and pro-inflammatory cytokines were also assayed.

4:15
Cerebellar Dentate Lesions Disrupt Motivation on a Progressive Ratio Operant Conditioning Task
DAVID J. BAUER, University of Wisconsin- Milwaukee, JOSEPH V. RICHARDSON, University of Wisconsin- Milwaukee, & RODNEY A. SWAIN, University of Wisconsin- Milwaukee djbauer@uwm.edu
Disruptions in the cerebellothalamocortical pathway are implicated in executive dysfunction, and potentially evidenced in disorders such as schizophrenia, autism, and dementia. The current experiment demonstrated diminished motivation in rats on a progressive ratio breaking point paradigm, as evidenced by significant differences between pre- and post-surgical breaking points.
4:30 Invited Talk
Multiple Behavioral and Brain Processes in Rat Sequential Learning
STEPHEN B. FOUNTAIN, Kent State University
sfountai@kent.edu
Sequential learning is a fundamental human and nonhuman animal
capacity, yet the behavioral and neural processes that subserve it have not
been fully characterized. This talk describes our recent behavioral and
neural studies designed to identify and characterize the critical learning
processes and brain systems involved in rat sequential learning.

Developmental Issues
Thursday, 3:00-5:00
ROBIN BARTLETT, Northern Kentucky University, Moderator

3:00 Invited Talk
Infants’ Developing Understanding of Symbolic Toy Replicas:
Implications for Conceptual Development
BARBARA A. YOUNGER, Purdue University
younger@psych.purdue.edu
In the past decade, there has been a proliferation of categorization
research involving tasks in which infants manipulate iconic models that
stand for “real” object kinds. In this talk, I will critically examine a
common assumption in this work—that infants understand such objects as
stand-ins for their real-world counterparts.

3:30
Family Typologies and Child Behavior: A Cluster Analysis
SARAH K. SIFERS, Minnesota State University, Mankato & YO
JACKSON, University of Kansas
sarah.sifers@mnsu.edu
Empirically classified profiles from the Family Environment Scale from
422 families into eight categories of “family type” through cluster
analysis. The eight family types differed significantly in behavioral and
emotional functioning of children within the family. Clinical and research
implications are discussed.
3:45
The Association Between Authoritative Parenting and Early Adolescent Outcomes
HANNAH C. FLANAGAN, Edgewood College, & J. DAVID LAMBERT, Edgewood College
hannahcflanagan@yahoo.com
This study extends current understanding of the association between parenting behaviors and outcomes in early adolescence by investigating the influence that mothers and fathers may display individually. The results suggest that mothers’ authoritative parenting behavior may be more closely related to academic achievement, while fathers authoritative parenting behavior may be more strongly associated with adolescents’ affiliative behavior with peers.

4:00
Interactive Influences of Maternal and Child Characteristics on Mother-Child Conversation
REBECCA M. GOODVIN, University of Nebraska - Lincoln, ROYA HOSSAINI, University of Nebraska - Lincoln, & MEGAN FAIR, University of Nebraska - Lincoln
rgoodvin@bigred.unl.edu
Parent-child conversation influences children’s socio-emotional development. However, too little is known about how parental and child characteristics, and their interactions, influence the quality of these conversations. This study examined maternal depression and attachment style, and child gender and verbal tendency, as predictors of maternal elaboration and emotion words in conversation.

4:15
Young Children’s Development of Social Competence in Peer Groups: A Longitudinal Study
WOLFGANG J. FRIEDLMEIER, Grand Valley State University
friedlmw@gvsu.edu
This study aimed to test whether already young children develop reciprocal relationships with peers and their effects on their social status in later peer groups. Two groups of children were observed and follow ups were carried out. Effects occurred for those children who had earlier and longer peer experiences.
4:30 Invited Talk
The Developmental Psychopathology of Temperamental Risk
C. EMILY DURBIN, Northwestern University
edurbin@northwestern.edu
Models from both the child and adult literatures assert that individual differences in core temperament traits related to emotionality are associated with risk for internalizing disorders. Data will be presented regarding the predictive validity of positive emotionality (PE) and negative emotionality (NE) for risk for mood and anxiety disorders in young children. The temporal stability of these traits, their association with adjustment indices, and with self-reported mood will be discussed.

***SOCIAL HOUR***

Thursday, 5:00- 7:00
Empire Room
Past, Present, and Future: What Students Need to Know About Careers in Psychology
JESSICA L. FRINCKE and WILLIAM E. PATE, II, APA Research Office
Friday, 8:00-10:00 Crystal Room

The most recent national level data on employment, salaries, and debt of those trained at the bachelors, masters, and doctoral levels will be presented. Discussion of these data will include the impact of larger forces external to psychology (shifting demographics, managed care, and the economy), and offer tips for marketing yourself and succeeding in job searches.

Stereotypes and Group Affiliation

Friday, 8:00-10:00 Salon V
DANEEN DEPTULA, Eastern Illinois University, Moderator

8:00 Invited Talk
Authoritarianism and Social Dominance Orientation as Predictors of Anti-Gay and Racial Prejudice
BERNARD E. WHITLEY, JR., Ball State University
BWHITLEY@bsu.edu
Right-Wing Authoritarianism (RWA) and Social Dominance Orientation (SDO) are two powerful predictors of prejudice. I will describe a program of research that has investigated the ways in which RWA and SDO are related to two forms of prejudice: bias against African Americans and bias against lesbians and gay men.

8:30
Discrimination in Camouflage: How Judgments are Affected by Framing Discrimination as Ingroup Benefits Rather Than Outgroup Losses
KATHLEEN P. PIERCE, Ohio State University
pierce.194@osu.edu
Intergroup discrimination is commonly framed as unfair treatment of outgroups, yet the same degree of discrimination is achieved through preferential ingroup treatment and neutrality toward the outgroup. In this study, we found that employment discrimination was perceived as less severe and discriminatory if framed as benefits for the ingroup rather than losses for the outgroup.

8:45
The Dynamic Relationship Between Entitativity and Social Identification in Ingroups and Outgroups
JAMIE G. MCMINN, Westminster College, & LISA C. SANTORIELLA, Westminster College
mcminnjg@westminster.edu
The relationship between entitativity and social identification was explored longitudinally in sororities. Participants rated the entitativity of their own sorority and of an outgroup sorority, and also their level of ingroup identification. It was predicted that participants would rate ingroups as more entitative than outgroups, especially as ingroup identification increased.

9:00
Effects of Subgroup Distinctiveness on Attribution of Traits to Superordinate and Subgroup Levels
M. LESLIE WADE, The Ohio State University, & MARILYNN BREWER, The Ohio State University
wade.174@osu.edu
This research allowed us to assess the use of pre-existing group memberships to respond to a threat to group distinctiveness. We find that minimal groups can influence the perception of gender subgroups and “women,” both in terms of stereotypic traits and the degree to which participants identify with these groups.

9:15
Familiarity and Ingroup Categorization
HEATHER M. CLAYPOOL, Miami University, KURT HUGENBERG, Miami University, & DIANE M. MACKIE, University of California, Santa Barbara
claypohm@muohio.edu
Participants categorized individuals as ingroup members or not. Half of these individuals were seen previously in the experiment and half were novel. Repeated (familiar) faces were categorized as ingroup members
more than novel faces. Familiarity is apparently a cue used to determine who is and is not an ingroup member.

9:30 Invited Talk
“Violent Black Man” stereotype and Deese-Roediger-McDermott (DRM) lists: Web vs. Lab
BEM P. ALLEN, Western Illinois University
b-allen@wiu.edu
A violent-man list (murderer...) influenced web-responses to ethnic names: African American was significantly falsely reported on a test of the names, but lab-replication failed. A 48-hour lab-interval separating the two lists from the test of the latter replicated web results. Greater evaluation apprehension in the lab may explain result-differences.

Reading and Language

Friday, 8:00- 10:00

WENDY SCHWEIGERT, Bradley University, Moderator

8:00 Invited Talk
Wishful Thinking: Reader Predilections During Narrative Comprehension
DAVID N. RAPP, University of Minnesota
rappx009@umn.edu
As readers experience narratives, they may generate inferences and expectations for story events. Existing research on such processes often ignores the extent to which readers bring their own preferences and wishes to bear on those outcomes. This talk will focus on the influence of such preferences on narrative comprehension.

8:30
Children’s Comprehension of Stories: Developmental Trends in the Event-Indexing Model
CATHERINE M. BOHN, University of Minnesota (Sponsor: DAVID N. RAPP, University of Minnesota), & DAVID N. RAPP, University of Minnesota
Bohn0066@umn.edu
The Event-Indexing Model proposes that adult readers track story dimensions during reading. We used the model to assess whether children also encode these dimensions. 4-, 6-, 8-, and 10-year old
children listened to and recalled a story. Our results provide a profile of developmental changes in children’s comprehension of text.

8:45
Auditory Priming in Children with Reading Disabilities
REBECCA S. BETJEMANN, University of Denver & JANICE M. KEENAN, University of Denver
rbetjema@nova.psy.du.edu
We examined semantic, phonological, and combinatorial priming in children with reading disabilities (RD) using an auditory lexical decision task. Results show that children without RD show significant priming in each condition, but RD children do not. This priming deficit could contribute to comprehension problems observed in RD children.

9:00
Bases of Metacomprehension Judgments: Ease of Processing of Texts in Younger and Older Adults
JULIE M. BAKER, Kent State University & JOHN DUNLOSKY, Kent State University
jbaker15@kent.edu
In two experiments, we manipulated and measured ease of processing for text materials to investigate whether ease of processing is a basis for metacomprehension judgments in older and younger adults.

9:15
The Effect of Verb Position in Korean-English Oral Translation
ELISA N. LAWLER, ZENZI GRIFFIN, & DAE KIM
gtg769j@mail.gatech.edu
Korean-English bilinguals translated written to oral sentences. The verb position in the English source sentences was manipulated. Counter to models where the verb must be selected before speech, translators were more likely to fixate on and gaze longer on the verb before speech when it occurred earlier in the sentence.

9:30
Early Reading and Oral Language Skills
CECILIA M. SHORE, Miami University
shorec@muohio.edu
We extended to another population previous findings that early literacy is related to using language that is meaningful across contexts/hearers. A composite of Alphabet, Concepts about Print, and Phonetic Decoding
was correlated with a composite of Definitions and Superordinates, even after partialling out age, PPVT and executive functioning.

9:45
A Comparison of Comprehension Tests
JANICE M. KEENAN, University of Denver, REBECCA S. BETJEMANN, University of Denver, LAURA S. ROTH, University of Denver
jkeenan@du.edu
We compared the same children’s performance on several comprehension tests. We found that the tests are only modestly correlated, and that they differ both in how they correlate with other cognitive skills and in the performance profiles they yield. The results suggest that accurate assessment of comprehension requires multiple measures.

Attitudes

Friday, 8:00- 10:00  PDR 4
JESSICA HARTNETT, Northern Illinois University, Moderator

8:00 Invited Talk
The Interpersonal Consequences of Moral Conviction
LINDA J. SKITKA, University of Illinois at Chicago
lskitka@uic.edu
Results of several studies indicated that attitudes rooted in moral conviction (i.e., moral mandates) had stronger social and behavioral consequences than similarly strong (e.g., extreme, important, certain, central), but non-moral, attitudes.

8:30
Social Context and Attitude Strength: A Naturalistic Quasi-experiment
LINDSEY M. CLARK, University of Chicago, & PENNY VISSER, University of Chicago
lindseyc@uchicago.edu
The relation between individual-level attitude strength and one’s social environment was examined within the context of newly formed, quasi-randomly assigned social networks. University freshmen randomly assigned to live among attitudinally congruous others exhibited greater
attitude strength than those randomly assigned to live among others with a diverse range of views.

8:45  
**Consequences of Attitude Heritability: Self-Report and Behavior**  
NICHOLAS SCHWAB, University of Wyoming, & MARTIN J. BOURGEOS, University of Wyoming  
schwab81@uwyo.edu  
One area of behavioral genetic research yielding surprising results concerns social attitudes. Contrary to previous assumptions a variety of attitudes do appear to have a substantial genetic basis. The present research attempted to disentangle attitude heritability from attitude importance and note behavioral implications of heritable attitudes in helping situations.

9:00  
**Political Identities: How Do Social Identities Affect Political Dialog?**  
MATTHEW M. PATTON, University of Chicago, & PENNY VISSE, University of Chicago  
mpatton@uchicago.edu  
Participants’ political views were framed in identity terms (e.g., “environmentalist”) or attitudinal terms (e.g., “in favor of environmental conservation”). Identity framing reduced receptiveness to divergent viewpoints, increased the perceived rift between the two sides of the issue, and increased the tendency to derogate the source of a counter-attitudinal message.

9:15  
**Actual Versus Perceived Value Differences Between Supporters and Opponents of Abortion**  
JOHN D. EDWARDS & SAM COLE, Loyola University Chicago  
jedward@luc.edu  
Pro and anti abortion respondents rated 24 values on importance to themselves and to typical supporters and opponents. Actual differences occurred for only three values (e.g., spirituality). Perceived differences occurred for five other values (e.g., benevolence). Identifying value similarities and mistaken value differences may promote better understanding between opponents on divisive social issues.
9:30
Thou Shall or Shalt Not? Exploring the Relative Prevalence of Proscriptive and Prescriptive Moral Convictions
CHRISTOPHER W. BAUMAN, University of Illinois at Chicago, & LINDA J. SKITKA, University of Illinois at Chicago
cbauma4@uic.edu
Three studies tested whether moral conviction is more strongly associated with issue opposition than support. Surveys assessed attitude strength and moral conviction about abortion, capitol punishment, Iraq War, gay marriage. People tend to feel stronger moral opposition than moral support for social issues, even when controlling for attitude strength.

9:45
Effects of Mortality Salience on Evaluation of Ingroup and Outgroup Sources Who Take Pro- Versus Counter-attitudinal Positions
YA HUI MICHELLE SEE & RICHARD E. PETTY, Ohio State University
see.39@osu.edu
To investigate the nature of ingroup favoritism among mortality salient participants, we jointly manipulated the individual’s group membership and position. We found that among mortality salient participants, the outgroup member received polarized evaluations depending on his position, whereas the ingroup member received moderately positive evaluations regardless of his position.

The Dark Side of Relationships

Friday, 8:00-10:00 PDR 5
DINAH F. MEYER, Muskingum College, Moderator

8:00
Control in Sexual Situations?
JUDITH M. MISALE, KATE GALLAHER, SARAH SCHACK, & BETHANY ELLIS, Truman State University
jmisale@truman.edu
Control in sexual situations often determines health outcomes, and numerous sexual outcomes illustrate the importance of actual versus illusory control. Nevertheless, our examination of young adults’ perceptions of control in sexual situations revealed illusory beliefs fueled by motivational biases, processes that enhance sexual risk for both males and females.
8:15
Sexual Precedence, Token Resistance, and Acquaintance Rape: Was She Asking For It?
KRISTINE DOUCETTE & ROBERT C. SINCLAIR, Laurentian University
rsinclair@laurentian.ca
Prior consensual sex with the defendant (precedence) and victim response history to sexual advances (e.g., token resistance, compliance) were varied. Less defendant guilt/more victim blame occurred with precedence, especially for women who also ascribed most victim blame under token resistance. Men ascribed most victim blame under compliance. Implications are discussed.

8:30
Differences in Definition and Outcomes of Domestic Violence by American Indian and European American Women
MELISSA TEHEE & CYNTHIA WILLIS ESQUEDA, University of Nebraska-Lincoln
cwillis-esqueda1@unl.edu
American Indian and European American women differed in perceptions of what constitutes and what outcomes accompany domestic violence. American Indian women were more likely to support counter-violence, but not legal responses. Successful educational, emergency, and legal responses may be different when American Indian women are involved in abuse.

8:45
Sex Differences in Jealousy in Response to Actual Infidelity
JOHN E. EDLUND, Northern Illinois University, JEREMY D. HEIDER, Northern Illinois University, CORY R. SCHERER, Northern Illinois University, MARIA-MAGDALENA FARC, Northern Illinois University, DAVID J. BULLER, Northern Illinois University, & BRAD J. SAGARIN, Northern Illinois University
jedlund@niu.edu
Harris (2002) criticized the near exclusive use of hypothetical infidelity scenarios in past research on evolved sex differences in jealousy. The present study addressed this criticism by demonstrating a significant sex difference in response to actual infidelity. Men reported greater sexual jealousy, whereas women reported greater emotional jealousy.
9:00
I’d Do Anything for You (If It’s Not Too Big): Willingness to Sacrifice and Perceived Conflict Severity
BRENT A. MATTINGLY, Saint Louis University, EDDIE M. CLARK, Saint Louis University, KIARA J. WEAVER, Saint Louis University, MEGAN K. JAMES, Saint Louis University, & NICOLE R. CONOVER, Saint Louis University
mattinba@slu.edu
Willingness to sacrifice has often been overlooked as a romantic relationship mechanism. Participants completed a willingness to sacrifice (i.e., conflict scenario) measure. Results indicate that sacrificing is more likely if the conflict is perceived to be less severe regardless of the actual severity and perceived frequency of the conflict.

9:15
So Unhappy Together – Mechanisms in the Maintenance of Unwanted Relationships
VERENA GRAUPMANN, University of Sussex & RALPH ERBER, DePaul University
v.p.graupmann@sussex.ac.uk
An explorative study looked at narratives of unwanted relationships to determine causes for getting involved in such relationships and psychological mechanisms for maintaining these over time. Different motivations to maintain the relationship emerged from the perspectives of the aspiring lover and the reluctant lover. Both kinds of lovers also recollected more negative than positive emotions.

9:30
Does Fear Always Promote Affiliation?
SUSAN J. MARKUNAS, DePaul University, RALPH ERBER, DePaul University
Smarkuna@depaul.edu
Participants indicated their preference for waiting with others or alone while anticipating tasks that differed in difficulty and propensity to arouse fear. Consistent with previous research, fearful participants preferred to wait with others only when the task was simple. The opposite pattern of results was obtained with a difficult task.
Memory

Friday, 8:00-10:00  PDR 7
MATTHEW KELLEY, Lake Forest College, Moderator

8:00 Invited Talk
The Making of a Person Memory Heretic
JOHN J. SKOWRONSKI, Northern Illinois University
TJ0JJS1@wpo.cso.niu.edu
One conclusion from the person memory literature is that expectancy-incongruent information prompts reconciliatory activity, which heightens recall for expectancy-incongruent information. A second conclusion is that strong expectancies (e.g. stereotypes) and weak expectancies (e.g. traits) prompt different kinds of processing, and hence, they have differing effects on person memory. Research will be described that casts doubt on both conclusions.

8:30
False-Accurate Memories: When Source-Monitoring Failure Improves Source Memory
KEITH B. LYLE, Yale University, & MARCIA K. JOHNSON, Yale University
keith.lyle@yale.edu
Seeing similar objects in the same location as imagined objects decreased internal-external source monitoring, but improved location memory, for imagined objects. This suggests that perceived features of seen objects were misattributed to imagined objects and this source-monitoring failure harmed one kind of source memory but improved another.

8:45
A Novel Study: Forgetting Curves for Information Learned from Reading a Novel
DAVID E. COPELAND, University of Southern Mississippi, GABRIEL A. RADVANSKY, University of Notre Dame, ROLF A. ZWAAN, Florida State University, & KERRI A. GOODWIN, Loyola College in Maryland
david.copeland@usm.edu
This study considered whether there is a reminiscence bump for a person’s memory of the events in a novel. Analyses revealed a bump around 20 years of age (protagonist) and a smaller bump later in life.
These findings have implications for theories of autobiographical memory and situation models.

9:00
Can False Memories, Once Expressed, Be Corrected by Feedback?  
MELISSA D. MCCONNELL & R. REED HUNT, University of North Carolina- Greensboro
huntrr@uncg.edu
In spite of considerable effort, attempts to reduce false memory in the DRM paradigm have had little success. Our study examines the effect of feedback on false memory. Two days following our initial session, participants who received feedback were more accurate than those who did not.

9:15 Invited Talk
Throwing Caution to the Wind: How Encouraging Response Criterion Produces False Recognition Reversal  
JAMES MICHAEL LAMPINEN, University of Arkansas
lampinen@uark.edu
Researchers have become increasingly interested in how participants avoid false memories. One mechanism, recollection rejection, involves rejecting related lures when one can recall their instantiating targets. I present a recent model of false recognition and show how it predicts false recognition reversal when participants adopt a liberal response criterion.

Animal Cognition and Psychobiology  
Poster Session

Friday, 8:00- 10:00
Upper Exhibit Hall
BRIGETTE DORRANCE, Augustana College, Moderator

1
Effect of a Metabotropic Glutamate Receptor 5 Antagonist, MPEP, on Inhibitory Avoidance in Rats  
MARSHA M. DOPHEIDE, University of Missouri-Columbia, NANCY SHANAHAN, University of Missouri-Columbia, PHULLARA B. SHELAT, University of Missouri-Columbia, AMINATA P. COULIBALY, University of Missouri-Columbia, PETER SERFOZO, University of Missouri-Columbia, AGNES SIMONYI, University of Missouri-Columbia & TODD R. SCHACHTMAN, University of Missouri-Columbia

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A selective mGlu5 receptor antagonist, MPEP, was investigated using a one-trial step-down avoidance procedure. Rats were injected with either saline or MPEP (3 or 10mg/kg i.p.) before training. At test, a decrease in performance indicated that activation of mGlu5 receptors is required for inhibitory avoidance.

2 Effects of CS Extinction on Competition with Another CS
RICHARD J. KICHNET, MARSHA M. DOPHEIDE, SHAWN M. SMITH, ERIN M. HEYDEN, & TODD R. SCHACHTMAN, University of Missouri-Columbia (Sponsor: TODD R. SCHACHTMAN, University of Missouri)

We examined whether an extinguished CS can compete with another CS during compound conditioning in CTA. Greater responding was observed to a target CS when paired with an extinguished CS than when paired with a novel CS. The results are discussed with regard to theories of extinction and associative competition.

3 Dietary Cadmium Exposure Attenuates d-Amphetamine-Evoked [3H]Dopamine
SHAWN M. SMITH, University of Missouri-Columbia, MARSHA M. DOPHEIDE, University of Missouri-Columbia, TODD R. SCHACHTMAN, University of Missouri-Columbia, & DENNIS MILLER, University of Missouri-Columbia

This experiment assessed the effect of cadmium on d-amphetamine-evoked dopamine release. Direct application did not alter d-amphetamine-evoked [3H]dopamine release. Chronic CdCl2 diet produced decreased d-amphetamine-evoked [3H]dopamine release, suggesting cadmium does not directly interfere with amphetamine pharmacology; but that long-term exposure may induce changes in striatal neurons.

4 Forgetting Stimulus Attributes: Effects on Negative Transfer and Retroactive Interference
Two experiments with rats investigated the effects of forgetting of attributes on potentially conflicting responses. When competing responses are learned in different contexts, compartmentalization prevents negative transfer and retroactive interference. With long retention intervals, however, forgetting of attributes leads to increased impairment.

5 Transfer of Memory Retrieval Cues
JAMES F. BRIGGS, Kent State University, KELLY I. FITZ, Kent State University, CANDACE M. BAKER, Mount Union College, DAVID C. RICCIO, Kent State University
jbriggs@kent.edu
An experiment with rats investigated the transfer of memory retrieval cues to a new context. Exposing rats to a novel context shortly after training alleviated the disruptive effect of a context shift. Transfer was time dependent, illustrating that the age or activity level of the memory is important.

6 Lipopolysaccharide Injections Produce Amnesia to Contextual Stimuli in Sprague Dawley, but Not Long Evans, Rats
KATHRYN BRYAN, Kent State University, JAMES F. BRIGGS, Kent State University, & DAVID C. RICCIO, Kent State University (Sponsor: DAVID C. RICCIO, Kent State University)
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This study replicates work by Pugh et al. (1998) in that Sprague Dawley rats injected with lipopolysaccharide (LPS), an immunostimulant, showed memory deficits to contextual cues that were present during a conditioned fear paradigm. However, a strain difference was also obtained; LPS did not produce forgetting in Long Evans rats.

7 Conditioned Compensatory Responses with Lipopolysaccharide
KATHRYN BRYAN & BENJAMIN NEWBERRY, Kent State University
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Our series of experiments examined the parameters that produce a compensatory response of hyperthermia after tolerance is produced by the immunostimulant, lipopolysaccharide. Administration cues and contextual cues provided no evidence of a compensatory response, but pre-exposure to the context 24 hours prior to conditioning did produce a compensatory response.

8 Disrupted Response Patterns Do Not Block Position-Learning Effects
RICHARD A. BURNS, DEBORAH E. BYCHOWSKI, & EMILY R. GOFORTH, Southeast Missouri State University
rburns@semo.edu
Rats were prevented from developing response patterns in two experiments involving training with RNR series. Transfer tests to NNR showed elimination of position learning effects (Experiment 1) but failure to block position effects if patterns were allowed to re-develop (Experiment 2).

9 Effects of Isolation Stress on Spatial Memory in Adolescent Rats
DOMINICK PAPANDREA, JR. & ROBERT W. FLINT, JR., The College of Saint Rose
flintr@strose.edu
The effect of isolation stress on spatial memory in adolescent (PN35) rats was examined using the Morris water maze. Animals were assigned to either social isolation (SI) or standard conditions. Results indicate that SI alters extinction of spatial memory.

10 Effects of D-Glucose on Ontogeny of Working Memory in Pre-Weanling Sprague-Dawley Rats
ROBERT W. FLINT, JR. & DOMINICK PAPANDREA, JR., The College of Saint Rose
flintr@strose.edu
Effects of glucose (10-500 mg/kg) on spontaneous alternation (SA) and blood glucose level (BGL) were examined in 20-, 22-, and 24-day-old rats. BGL declined with age while arm entries and percent SA increased. SA was best for 100 and 500 mg/kg groups. Role of ontogenetic changes in glucoregulatory and glucose transporter mechanisms are considered.
Cross-species Investigations: Prenatal Visual Experience Accelerates Hatching in Birds and Reptiles
MICHAEL B. CASEY, The College of Wooster, & MERRY J. SLEIGH, Winthrop University
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Bird and Reptile embryos are responsive to prenatal sensory stimulation. When exposed to enhanced levels of visual experience leopard gecko, bobwhite and Japanese quail embryos hatched earlier than predicted by species-typical incubation rates. Results suggest that early experience alters the organism’s arousal level and accelerates certain aspects of prenatal development.

Social Stress in Neonates Alters Select Components of Movement Following a Subsequent Injection of Amphetamine in Juveniles: Evidence of Short-Term Cross-Sensitization
SUSAN KENNEDY & AMANDA CALKINS, Denison University
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Rat pups isolated for one hour daily (days 2-9) showed enhanced motor responses to some components of movement, compared with non-disturbed littermates, when challenged with amphetamine at day 36 of age. Early stressful experiences might produce changes in central dopaminergic pathways that are sensitive to subsequent pharmacological challenge.

The Effect of Stress on Conditioned Taste Aversion in Rats
JAMES R. MISANIN, SARAH E. KAUFHOLD, REBECCA L. PAUL, Susquehanna University, MATTHEW J. ANDERSON, St. Joseph’s College of Maine & CHARLES F. HINDERLITER, University of Pittsburgh at Johnstown.
cfh5@pitt.edu
Tail-pinch stress administered to rats immediately after the CS decreased the effective CS-US interval during long-trace taste aversion conditioning and resulted in a generally weaker aversion than that observed in non-stressed rats.
14 The Effects Of Prenatal Amphetamine Exposure And Subsequent Acute Amphetamine Challenge On Play Behavior In Juvenile Sprague-Dawley Rats
ALAINA BAKER, TYLER NEWMAN, & HEWLET G. MCFARLANE, Kenyon College.
McFarlaneh@kenyon.edu
This study examined the effects of prenatal amphetamine exposure and a subsequent acute amphetamine challenge on social play behavior in juvenile rats. We expected prenatal amphetamine exposure would disrupt play and that these effects would be amplified in response to a postnatal amphetamine challenge. We found a significant decrease in play due to postnatal exposure.

15 The Effects of GABA Agonism on Methylphenidate-Induced Behavioral Sensitization
TYLER NEWMAN, ALAINA BAKER, & HEWLET G. MCFARLANE, Kenyon College
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Juvenile male Sprague-Dawley rats were given Saline, 2.5mg/kg Methylphenidate, 50mg/kg sodium Valproate, or 2.5mg/kg Methylphenidate + 50mg/kg Valproate on a chronic 20 day schedule and tested on a challenge dose (0.6mg/kg) of Amphetamine after a five day washout. All groups except those given Methylphenidate responded to amphetamine with significantly increased locomotion.

16 The Role of Glucocorticoids and Arousal in Simple Passive Avoidance Learning
MATTHEW BLANKENSHIP, ERIN SIMPSON, RON MEDINA & KATIE REISS, Western Illinois University
MR-Blankenship@wiu.edu
Emotion is thought to influence the process of memory consolidation and retrieval. Stress was introduced to the rats immediately prior to the learning task. Results showed a significant difference between genders in recall latency, indicating that biochemical activation of the glucocorticoid system plays a role in the retrieval of memory.
The Effects of Serotonergic Modulation on Effort-Based Decision Making in Rats
JOSHUA L. REESE & MARK E. BARDGETT, Northern Kentucky University
bardgettm@nku.edu
This study determined if effort-based decision-making in rats is altered by blockade of serotonin (5HT) 1 or 2 receptors. Using a T-maze effort-based decision-making paradigm, it was found that the blockade of 5HT1 receptors reduces the likelihood that rats will work hard for moderately large rewards.

The Effects of Cholinergic Agonists on Memory Impairment in Mice with Hippocampal Damage
HEATHER N. FOOZER, MOLLY S. GRIFFITH, DAVID McMURRAY, & MARK E. BARDGETT, Northern Kentucky University
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This study determined if two cholinergic agonists, physostigmine or tacrine, could improve memory in mice with hippocampal lesions. In a test of delayed spatial alternation, lesioned mice performed significantly worse than unlesioned mice. Neither drug improved performance in mice with hippocampal lesions.

Spacing Effects in Perceptual Learning: Enhanced Discrimination Between Flavors After Stimulus Preexposure
ANGELA S. BURCH-VERNON, REBECCA BUNN, LEE ANN CENEFELT, KRISTIN CSZAPLEWSKI, & ELIZABETH STELTER, Valparaiso University
angela.vernon@valpo.edu
Distribution of practice trials has been widely demonstrated to affect expression of learning. The present study examined the impact of spacing of preexposure trials on expression of learned flavor discrimination. Results indicate that groups experiencing massed preexposure trials exhibit less stimulus discrimination than groups experiencing spaced preexposure trials.
20
Alleviation of Morphine State-dependent Memory Loss through Cueing Treatments: Implications for a Modified State Dependency Account of Retrograde Amnesia
Emily Nishioka, Kenyon College, & Paula Millin, Kenyon College
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Recent findings suggest that retrograde amnesia (RA) may result from processes similar to state dependent memory impairment. The present study sought support for this theory by investigating whether cuing treatments known to alleviate RA similarly alleviated state dependent memory loss. Morphine state dependency was not alleviated by the cuing treatments.

21
Nicotine as a Negative Feature in a Pavlovian Discrimination Task with Rats
Hannah L. Siebert, University of Nebraska-Lincoln, Steven M. Wiltgen, University of Nebraska-Lincoln, Jamie L. Wilkinson, University of Nebraska-Lincoln, Matthew I. Palmatier, University of Nebraska-Lincoln, & Rick A. Bevins, University of Nebraska-Lincoln
rbevins1@unl.edu
The present research established nicotine as a feature negative modulator. Mecamylamine, but not hexamethonium, blocked nicotine's ability to serve as a feature negative modulator. Changes in the injection to placement interval and nicotine dose caused a loss of modulatory control. Bupropion and amphetamine dose-dependently substituted for the nicotine feature.

22
Nicotine as a Conditional Stimulus: Factors Affecting Acquisition and Extinction
Jennifer E. Murray, University of Nebraska-Lincoln, Jamie L. Wilkinson, University of Nebraska-Lincoln, Sarah A. Berg, University of Nebraska-Lincoln, Rachel D. Penrod, University of Nebraska-Lincoln, Chia J. Li, University of Nebraska-Lincoln, Steven M. Wiltgen, University of Nebraska-Lincoln, Rick A. Bevins, University of Nebraska-Lincoln
rat_queen@hotmail.com
In rats, nicotine can serve as a conditional stimulus (CS) for access to sucrose. Manipulation of the amount of sucrose delivered (US) and the dose of nicotine affected the rate of acquisition and magnitude of the conditioned response. The probability that sucrose was paired with nicotine also affected acquisition.

23
Immediate and Long-term Behavioral Effects of Methamphetamine in Rats
TAKEHIRO MINAMOTO, BRANDON GRIFFITH, JOEY ODELL, & ILSUN M. WHITE, Morehead State University
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Methamphetamine enhanced locomotor activity during the acute stage, while it decreased social interaction during the chronic stage. Immediate behavioral change may reflect enhanced dopamine transmission. A long-term behavioral change may reflect neurological change in neurological damage by methamphetamine treatment during development, possibly via the serotonergic system.

24
Dose-dependent Cocaine Sensitization Using a Visual Cue Model
EMILY D. HARRIS, University of Kentucky, & CHANA K. AKINS, University of Kentucky
Emily.Harris@uky.edu
The current experiment investigated behavioral sensitization using a visual model. In the current experiment, male quail demonstrated dose dependent effects of locomotor activity and behavioral sensitization. The findings serve as a stepping stone for future development of a visual model with which to study the role of visual cues in drug conditioning and relapse.

25
Failure to Obtain Instrumental Successive Negative Contrast in Tasks That Support Robust Consummatory Successive Negative Contrast
JIAN-YOU LIN, ARISTIDES SASTRE, & STEVE REILLY, University of Illinois at Chicago
sreilly@uic.edu
Four experiments, 3 in operant chambers and 1 in a runway, examined whether successive negative contrast (SNC) occurs in instrumental responding when liquid rewards are used. In each experiment, shifting
from a high- to a low-value reward induced robust consummatory SNC but there was no indication of instrumental SNC.

26
Differential Effects of Muscimol and Lidocaine on Vestibulo-motor and Locomotor Performance
LUKE SHERRILL, ANDREA DUKE, ABRANDA VONLANKEN, ARLENE MODGLIN & DOUGLAS C. SMITH, PH.D., Southern Illinois University Carbondale arlenet@siu.edu
The sodium channel blocker, Lidocaine, and the GABA-A receptor agonist, Muscimol, are widely used for intracerebral microinfusions to demonstrate the functional relevance of discrete brain areas. We compared lidocaine and muscimol effects on vestibulo-motor and locomotor ability. Muscimol impaired vestibulo-motor and locomotor ability while lidocaine did not.

27
Assessment Of Bio-Psychological Responses In A Firearms Simulation
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Little is known about bio-psychological processes under a high stress situation. Forty-nine police officers engaged in a simulated high-stress firearm video encounter were tested for physiological responding and assessment of psychological profiles. Disruption in perception, emotional, and physical responding were altered and personological/pathological indices reflected differences in ability to respond.

Cognitive Experimental Poster Session

Friday, 8:00 - 10:00
Upper Exhibit Hall
COLLEEN STEVENSON, Muskingum College, Moderator

28
Exploring the Generality of the “Hension” Effect
The "hension" effect is the finding of greater false alarms for structurally regular non-words than for structurally irregular non-words on tests of recognition. The present study explored the generality of this effect, showing that it only occurs when either overt pronunciation or lexical decision precede the recognition decision.

29

Exploring the Recognition Without Cued Recall Effect
JONATHAN C. JACKSON, JOSHUA A. WOODS, & ANNE M. CLEARY, Iowa State University
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Participants can recognize test cues as resembling studied words, even when they cannot use the cues to recall the studied words that they resemble. The present study demonstrates that such recognition without cued recall emerges in the form of “know” judgments when a “remember-know” variation of the procedure is used.

30

Inherent Stimulus Properties and Recognition Memory
MAITE LIZASO, HILARY M. JOHNSON, KRISTIN R. NIEMEYER, & ANNE M. CLEARY, Iowa State University
acleary@iastate.edu
In three experiments, it is shown that while recognition memory is best for stimuli that are inherently meaningful, it is better for non-meaningful stimuli that adhere to an existing structural regularity than for non-meaningful stimuli that do not. This pattern was shown with word/non-word, sentence/non-sentence, and pictorial stimuli.

31

Distractor Items on Multiple-choice Tests: Helpful or Harmful?
ANDREW C. BUTLER, Washington University in St. Louis, ELIZABETH J. MARSH, Duke University, & HENRY ROEDIGER, Washington University in St. Louis
butler@wustl.edu
The number of lures on an initial multiple-choice test was manipulated in two experiments exploring how exposure to incorrect information influences retention on a delayed recall test. The number of lures used on
an initial multiple-choice test has a differential effect depending on how well a given item is learned.

32
**Does Expanding Retrieval Work?**
JEFFREY D. KARPICKE & HENRY ROEDIGER, Washington University in St. Louis
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Expanding retrieval (Landauer & Bjork, 1978) is often advocated as a memory improvement technique. However, when expanding and equally spaced testing schedules were matched on position of the first test, the superiority of expanding retrieval was eliminated. Taking an immediate test improves learning, regardless of the distribution of repeated tests.

33
**Do Voice Typicality Ratings Predict Confusions for Voice Memory?**
AMY ROSS, CHRIS SMITH, & JOHN W. MULLENNIX, University of Pittsburgh at Johnstown
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A recognition memory task was performed for male voices varying in typicality. High-Typical distracter voices were confused in memory more often with a High-Typical target voice than Low-Typical distracter voices were. The results are interpreted in terms of a prototype model of representation for human voice.

34
**Undergraduates’ General Knowledge**
NICOLE C. GALLO & KERRI L. PICKEL, Ball State University
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We investigated undergraduates’ general knowledge in four content areas: English literature/grammar, biology, civics, and history. Although participants correctly answered only 53% or fewer of the items in each area, they generally recognized the importance of knowing the answers and were more confident about items they answered correctly.

35
**The Weapon Focus Effect in Child and Adult Eyewitnesses**
MOLLY M. JAMESON, THOMAS T. LENHARDT, DANA B. NARTER, & KERRI L. PICKEL, Ball State University
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Undergraduate and preschool witnesses watched a videotape in which a male target interacts with a woman before stealing some money. Our results indicate that the weapon focus effect can occur in children as well as adults and support the hypothesis that the effect occurs because weapons seem unusual or unexpected.

36
Hemispheric Asymmetries in Verbal Memory over Time
KAREN M. EVANS, University of Illinois, Urbana-Champaign, & KARA D. FEDERMEIER, University of Illinois, Urbana-Champaign evans2@uiuc.edu
Verbal memory differences across hemispheres were examined, as behavioral and ERP data were recorded during a continuous recognition memory task with varying study-test lags. Results suggest a right hemisphere advantage at short lags, and a behavioral advantage for items studied in right hemisphere at long lags.

37
Right in Front of Your Nose: How Awareness is Essential for Effective Human - Machine Interaction
ROBERT YOUMANS, University of Illinois at Chicago, JUSTIN OESTERREICH, University of Illinois at Chicago, JILL TSUI, University of Illinois at Chicago, & STELLAN OHLSSON, University of Illinois at Chicago ryouma1@uic.edu
How humans respond to information coming from a machine, or feedback, is important. In a series of three studies, we test the hypothesis that humans may ignore feedback when controlling machines. Results indicate that humans do not react to feedback in successful ways when they completely ignore the feedback.

38
Establishing the Reliability and Validity of a Game of Self-Control
JAY C. BROWN, Southwest Missouri State University jcb989f@smsu.edu
This research supports the reliability and validity of a decision-making paradigm intended to measures participant’s self-control. Participants repeatedly chose between options better immediately, but worse in the long-run and options worse immediately, but better in the long run. Performance was compared to scores from a previously established inventory of impulsiveness.
The Effects of Behavioral and Cognitive Feedback on Self-Control with Future Uncertainty

JAY C. BROWN, Southwest Missouri State University
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Successful reduction of the uncertainty decision-makers feel should increase self-controlled behavior. When behavioral feedback was given to the participants playing a repeated self-control game with future uncertainty, self-control was little changed compared to no feedback. However, when feedback was given about past behaviors and the consequences, self-control rose dramatically.

Revisiting an Old Problem with New Conceptual Tools: The Current Prospects for Artificial Intelligence

ERIC R. ANDERSON, Indiana State University, VEANNE N. ANDERSON, Indiana State University, CHRIS GORE, Indiana State University, TORSTEN ALVAGER, Indiana State University, DOUG HERRMANN, Indiana State University, DAVE BEACH, Indiana State University
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Information processing parameters from current research in neuroscience and artificial intelligence were estimated. These two sets of parameters were contrasted using ideas for statistical semantic analyses, neuroinformatics and fractal data compression. Results indicate that it is now theoretically possible to build technology to emulate most human cognition.

Play, Symbolic Development and Number Knowledge

SESLIN KESEBIR, Northwestern University, KALYSTA J. HARMON, Northwestern University, & DAVID H. UTTAL, Northwestern University
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Preschoolers interact with symbolic objects, such as magnetic numbers, at home and in pre-school. It is widely assumed that such play will facilitate children’s learning, but there is no relevant empirical evidence. Our goal was to examine how symbolic and non-symbolic play with educational toys interacts with children’s symbolic development.
42
The Importance of Causal Connections in the Comprehension of Spontaneous Discourse
JAZMIN CEVASCO, University of Minnesota & PAUL VAN DEN BROEK, University of Minnesota (Sponsor: DAVID N. RAPP, University of Minnesota)
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We investigated the psychological processes in spontaneous discourse comprehension, through the network theory of discourse representation. In this study, subjects were asked to free recall spontaneous discourse materials, presented either orally or in written. Results indicate that causal processing plays an important role in spontaneous discourse comprehension.

43
Time Flies When You’re Having Fun: Cognitive Load and Perceptions of Time
STEVEN J. HOEKSTRA, Kansas Wesleyan University
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Participants estimated time while sitting quietly, squeezing a ball, sorting playing cards, and solving crosswords. It was expected that the degree of cognitive load would negatively impact judgments of the passage of time. Actual time was underestimated in the muscle condition and overestimated in the crossword condition.

44
Influences of Training on Gender Differences in Visuospatial Competency
ISABELLE D. CHERNEY, Creighton University, NICHOLAS BASALAY, Creighton University, ANN KELLY, Creighton University, & HOLLY BOUREK, Creighton University
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This study investigates how training affects cognitive sex differences. Participants were randomly assigned to one of three conditions: 3-dimensional computer game, 2-dimensional computer game, or a pencil-and-paper control group. Results suggest that computer games improve males’ and females’ visuospatial skills, with females benefiting more from the training than males.
The Effects of Recall Mode and Cognitive Interview Mnemonics on Eyewitness Memory
LAURA M. YEAGER & FRANK HASSEBROCK, Denison University
hassebrock@denison.edu
The effects of initial recall format (spoken or written) and recall instructions (Cognitive Interview or control) for a subsequent memory test were examined in an eyewitness memory experiment. Participants viewed a three minute film of a robbery and their recall was examined for five categories of details.

Achievement Motivation, Gender, and Sports
BRENDAN J. McCARTHY, SHAUN M. J. WEHLE, & MARK HOYERT, Indiana University- Northwest
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The pursuit of achievement goals are important to the regulation of a variety of behaviors. Ontogeny of these goals is not understood. We examine the link between goal orientation and team climate in sports. Athletes engaged in team sports pursue performance-approach goals while athletes in individual sports pursue mastery goals.

The Case of H.M. in Introductory Psychology Texts: Implications for Student Understanding of Memory
KENNETH E. BELL, Saint Xavier University & JOHN E. LIMBER, University of New Hampshire
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We examined discussion of the amnesic patient H.M. in textbooks and found serious inaccuracies. In addition, students reported significant levels of trust in the accuracy of textbooks and believe that authors review primary sources while writing texts. Finally, we consider ethical and pedagogical issues on the topic of textbook accuracy.

Hybrid vs. Online Statistics Courses: Anxiety, Problem Solving and Academic Performance
AMYKAY COLE, Missouri Southern State University & K. CASEY COLE, Missouri Southern State University
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Students in an online statistics course were compared with those in a hybrid course. Despite self-selection, the two classes did not differ in demographic variables, math anxiety or problem solving ability. Hybrid students performed better on tests and demonstrated improvement in problem solving ability not seen in the online students.

49
The Effect of Need for Cognition and the Communicator’s Attractiveness on Memory and Persuasion.
CHANDA SIMKIN, RODNEY J. VOGL, CRISTIN L. COX, LAUREN A. COX, NICHOLAS D. SALVAGGIO, & SANDRA D. NICKS, Christian Brothers University
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Participants read either a color/laminated brochure or a black-and-white/non-laminated brochure. Half of the participants immediately completed memory tasks regarding the brochure. The remaining participants performed a distracter task prior to completing the memory tasks. The distracter task had a greater effect on the high need for cognition people.

50
The Effect of Oxygenation on the Fading Affect Bias
RODNEY J. VOGL, CRISTIN L. COX, NICOLE L. WORKMAN, & ELIZABETH M. NELSON, Christian Brothers University
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Participants recalled 4 emotionally positive and 4 emotionally negative memories from the past 5 years. Participants’ oxygen levels were measured. Half of the participants performed deep-breathing exercises to increase their oxygen levels. Mildly depressed participants showed less fading of emotions for their unpleasant memories than those provided by non-depressed participants.

51
Autobiographical Memory and the Clarity of Self-Concept
DINA L. TELL, DENISE DAVIDSON & FRED BRYANT, Loyola University Chicago
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Examined how autobiographical memories for emotional events relate to five domains of self-concept. Narratives for primary (sad, angry, happy, content) and secondary (guilty, proud) emotions of the university students were coded for emotional intensity, elaborateness, specificity,
self-evaluative content. Results found differences in the use of autobiographical events across self-concept domains.

52
Shape and Movement Contributions to Gender Identification
ELIZABETH DURST, & EMILY TEITELBAUM, Denison University
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This research examines the contributions of body shape and movement information to gender judgments using point-light displays. Center of moment predicted gender identification for all three shape conditions when the figure was walking. Overall, gender identification was best when the clip contained movement and body shape information.

53
Exploration of Personality and Learning Motivations in Relation to Classroom Participation
KARL G. NELSON, Indiana University Northwest, KATHY VALLEE, Indiana University Northwest, RUTH JOHANSEN, Indiana University Northwest, JESSICA ROGERS, Indiana University Northwest, MEDRIA FULGIAM, Indiana University Northwest, JARRETT BUGGS, Indiana University Northwest, & MICHELLE PREWITT, Indiana University Northwest
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This study explored relationships between bonus points for asking good questions in class and other variables: demographic, personality, and goal orientation. Results suggested that: a) students with more commitments participated less, and b) that the content of the course played a substantial role in determining which students would participate.

54
Gender Differences in Categorization of Spatial Information
CAROL A. LAWTON, CASSIE M. LALEVICH, NICOLE R. LOGAN, & VICTORIA A. LIGHTCAP, Indiana Purdue University Fort Wayne
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We examined gender differences on a task requiring names of places and objects to be categorized according to allocentric (north, south) or egocentric (up, down) reference categories. Men were better than women in categorizing places by allocentric categories and women better than men in categorizing objects by egocentric categories.
Gender Differences in Directional Decisions: Role of Mental Rotation
CAROL A. LAWTON, CRYSTAL D. AKERS, & ALISSA M. TILL,
Indiana Purdue University Fort Wayne
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We examined gender differences on mental rotations and a computerized task requiring tracking of compass directions. Men were more accurate on both tasks. The gender difference on mental rotations accounted for the difference on the directional task, suggesting mental rotation skill relates to men’s preference for a global navigational strategy.

Handedness Differences in Common Decision Biases
JONATHAN E. WESTFALL, The University of Toledo, & JOHN D. JASPER, The University of Toledo
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Strength of handedness predicts differences in Stroop interference and episodic memory. The present study extends this line of work to well-known decision biases. Results indicated that mixed-handers were generally less susceptible to these biases and more risk averse than strong-handers. A neuropsychological, belief-updating theory is used to account for these data.

The Impact of Achievement Goals in Reactions to Performance Difficulties
CAROLYN M. JAGACINSKI, Purdue University, SHAMALA KUMAR, Purdue University, SILVIA BONACCIO, Purdue University, & ANDREW R. MCCOY, Purdue University
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We investigated the role of achievement goals in how performance difficulties influence future performance and affective reactions. Goals, affect, and performance were assessed for students who completed difficult or moderately easy problems. Difficulty impacted affect. Performance and affect related positively to mastery and performance-approach goals, but negatively to performance-avoidance goals.
58

Position Sensitivity with Single-Letter Stroop
WILLIAM STURGILL, Rockhurst University, and TARA BATTREAL, Rockhurst University
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Latencies to identify the color of the letter (blue, green, yellow, or red) appearing in any of the six positions of the color words orange, maroon, purple, or silver showed position-sensitive variability. Latencies were slower for letters beginning syllables than for the end position.

59

The Impact of Orienting Task, Stimulus Cohesion and Humor on Recall
KIETH A. CARLSON, Valparaiso University
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Several researchers have found that humorous material is recalled better than non-humorous material. The present study investigates the impact of encoding task and the properties of non-humorous stimuli as potential explanations for the humor effect. A large humor effect was found but the IVs did not impact it.

60

Implementation Intentions and Cognitive Elaboration
MEARA M. HABASHI, Purdue University, CHRISTOPHER R. AGNEW, Purdue University
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We assessed whether cognitive elaboration facilitates goal attainment. Results from a longitudinal study indicate that participants who furnished their intentions to exercise with greater elaboration showed a significantly greater frequency of exercise than did participants who had strong intentions but less elaboration. Implications for Gollwitzer’s implementation intention concept are considered.

61

Orthographic Processing Influences on the Phonological Similarity Effect
ASHOK KUMAR NATARAJAN, FRANCES A. CONNERS, & CARLOS E. CODINA, University of Alabama
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The phonological similarity effect (PSE) occurs because similar sounding words are harder to recall than dissimilar sounding words. In two studies,
we showed that the PSE is confounded by orthographic similarity, orthographic processing practice can eliminate the PSE, and individual strength in orthographic processing corresponds to smaller PSE.

62
Effects of Orthographic Neighborhood Size in Recognition Memory
GINA A. GLANC, Case Western Reserve University & ROBERT L. GREENE, Case Western Reserve University
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In a standard recognition memory task, low frequency words typically show a higher hit rate and lower false alarm rate than those of higher frequency (a “mirror” effect). Evidence is provided suggesting that this Word Frequency Effect may, in fact, be governed by orthographic neighborhood size.

63
Attentional Demands on Text Repetition Effects
FRANCES DANIEL, University of Illinois at Chicago & GARY E. RANEY, University of Illinois at Chicago
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Subjects read texts twice in succession while reading normally or performing a letter detection task. The second readings were identical texts or paraphrases. All texts were read faster during the second reading, but repetition benefits varied in size based on text type (identical, paraphrase) and attentional demands of each task.

64
The Role of Sound and Spelling Information in Spoken Word Recognition
EMILY J. HUGH, Minnesota State University Moorhead & CHRISTINE P. MALONE, Minnesota State University Moorhead
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Spelling, in addition to sound information, is important in spoken word recognition. A primed naming task presented word pairs whose initial syllables possess (1) matching sounds (e.g., nuisance-noodle), (2) matching spelling (e.g., ratio-ratify), and (3) matching sounds and spelling (e.g., funnel-funny). Possible word-final relationships were (1) matching sounds (e.g., vocalist-catalyst), (2) matching spelling (e.g., radial-redial), and (3) matching sounds and spelling (e.g., palisade-crusade). Priming effects are discussed in terms of current connectionist models of word recognition.
65 Effects of Co-articulatory Information on the Temporal Ordering of Phonemes
PAUL C. LOCASTO, University of Michigan-Dearborn, MICHAEL SKELLY, Southern Illinois University-Edwardsville, & CYNTHIA M. CONNINE, Binghamton University, SUNY
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Spoken transposed pseudowords (PLATSER/PLASTER) were used to investigate perception of temporal ordering. Low-pass filtered transposed stimuli activated their targets suggesting an ‘ungluing’ of the temporal ordering of segments. When potentially conflicting segmental information is analyzed in a way consistent with misleading coarticulatory information, temporal reordering of segmental information occurs.

66 Cue Offsets Facilitate Responding in Auditory Temporal Attention
MICHAEL SKELLY, Southern Illinois University Edwardsville, PAUL C. LOCASTO, University of Michigan-Dearborn, & RICHARD E. PASTORE, Binghamton University
mskelly@siue.edu
This cueing paradigm experiment investigates temporal attention in audition, explicitly evaluating the role of interstimulus interval (ISI) relative to stimulus onset asynchrony (SOA) on the facilitation in reaction time typically reported at longer SOAs. Results indicate faster responding is due to having a cue offset (ISI) prior to target presentation.

67 Selective Attention: Effects of Emotional Facial Expression
LESLIE VALDES, CORTNEY K. FOSTER, LISA N. MOTSCHKE, & POLLY CHEGE, St. Cloud State University
lavaldes@stcloudstate.edu
Students categorized a face as happy or sad flanked by either other faces or nonfacial objects. When the target was congruent with flanking objects, then participants were faster than if the distractors were assigned to the other response. The sad distractors produced the most interference. Implications for attention are discussed.

68 Perceiving Obstacles to Locomotion
KONA R. TAYLOR, Illinois State University (Sponsor: JEFFREY B.
WAGMAN, Illinois State University)
krtaylo2@ilstu.edu
The current experiment investigated whether individuals were able to
perceive whether an obstacle could be stepped over by looking at it or by
feeling it with a hand-held wooden rod (while blindfolded). The results
suggest that participants successfully perceived which obstacles could be
stepped over in each condition.

69
Is a Perceptual Match Necessary to the Recognition of Unidentifiable
Pictures?
MOSES M. LANGLEY, Iowa State University, & ANNE M. CLEARY,
Iowa State University
mlangley@iastate.edu
Two experiments show that recognition without perceptual identification
of masked pictures relies on a perceptual match from study to test.
Results indicate that the present paradigm may be a useful tool for
investigating how perceptual information contributes to
recognition-familiarity.

70
Predictors of Performance in Repetition Blindness
MICHAEL J. DONOVAN, Saint Louis University, & DONNA J. LA
VOIE, Saint Louis University
donovamj@slu.edu
Previous studies have stated that the repetition blindness in long lists
tends be consistent with memory serial position effects, yet researchers
have not explored all serial position combinations. In the current study,
all serial position combinations were used, and the primacy effect was
found, but the recency effect was not.

71
Investigating the Relationship Between Online and Traditional
Measures of Cognitive Abilities and Academic Achievement
JORDAN LIPPMAN & JIM PELLEGRINO, University of Illinois at
Chicago (Sponsor: LEONARD NEWMAN, University of Illinois at
Chicago)
jlippman@uic.edu
A preliminary report is provided of an effort to develop and validate
group administered, online measures of individual difference constructs
(i.e. gf, gc, WMC, and metacognition) and to assess the relationships among these constructs and their ability to predict academic achievement.

72
The Role of Working-memory Capacity and Attention Control in Visual Search
BRADLEY J. POOLE & MICHAEL J. KANE, University of North Carolina at Greensboro
mjkane@uncg.edu
We have shown that visual search performance is not related to working memory capacity (WMC). Wolfe’s (1994) Guided Search theory proposes that conjunction searches like those we used do not involve volitional control. Here we investigated the role of WMC in several search tasks that should require volitional attention control.

73
The Effect of Semantic Relatedness on Perception and Reflection
JULIE A. HIGGINS, Yale University, RACHEL GAROFF, Harvard University, CAROLINE HURON, Yale University, KAREN J. MITCHELL, Yale University, CAROL L. RAYE, Yale University, & MARCIA K. JOHNSON, Yale University
julie.higgins@yale.edu
Young and older adults saw 3 unrelated or 3 related words, then either saw one of the words again (repeat), a new word (read), or thought of one of the words again (refresh). Relatedness facilitated repeat and read but not refresh, suggesting competition during selective reflection offsets availability from relatedness.

74
Effect of Age and Time of Day on the Ability to Ignore Distraction
STEVEN VALDERRAMA, University of Toronto, GILLIAN ROWE, University of Toronto, & LYNN HASHER, University of Toronto and Rotman Research Institute
gillian@psych.utoronto.ca
We investigated age and time of day differences in attentional control using an implicit measure of memory for distractors (word-fragment completion task). Processing of the distractors was expected to prime responses. Older adults demonstrated significantly more priming than younger adults, and this was greatest at their non-optimum time of day.
Age, Proactive Interference, and Visuospatial Working Memory Span
GILLIAN ROWE, University of Toronto, LYNN HASHER, University of Toronto and Rotman Research Institute, & JOSEE TURCOTTE, Laurentian University.
gillian@psych.utoronto.ca
We provide further evidence that older adults’ vulnerability to the detrimental effects of proactive interference can be reduced in visuospatial as well as verbal WM span tasks. Visuospatial WM span scores were no different under conditions of high or low interference when each trial was separated with a ‘breaks task’.

The Influence of Emotional Valence on Age Differences in Early Processing and Memory
RUTHANN C. THOMAS, University of Toronto, LYNN HASHER, University of Toronto (Sponsor: ROSE ZACKS, Michigan State University)
ruthann@psych.utoronto.ca
We investigated how an age-related motivational shift in the importance of positive emotional information influences older and younger adults’ attentional biases and memory for positive, negative, and neutral stimuli. The results suggest that older adults’ bias for positive stimuli appears to influence memory, but this bias cannot be detected early in the processing of emotional information.

Collaboration Influenced Older Adults’ Story Recall
JAMES H. BODLE, STEPHANIE BOSSERT, & DON PIERCE, College of Mount St. Joseph
jim_bodle@mail.msj.edu
The present study directly related collaboration styles to overall levels of recall for dyads of older adults. While we previously found styles predictive of college students’ recall, the present study found different collaborative variables predictive of older adults’ recall. Twenty-four pairs of adults aged 60-90 listened to and collaboratively recalled one of two stories immediately and after a ten-minute delay.
78
The Impact of Time of Day on Executive Function Performance in Caucasians and American Indians
JENNIFER GARAAS, SHYLA MUSE, MATTHEW GARLINGHOUSE, THOMAS PETROS, & F. RICHARD FERRARO,
University of North Dakota
thomas_petros@und.nodak.edu
Thirty Native American and fifty-four Caucasian children between the ages 7 and 13 participated in this study. The children were individually tested at either 8-10 a.m. or 3-5 p.m. Each child was administered several tests of executive functions. Significant effects of racial group and time of day were observed.

79
Birth Order Predicts Toddler Understanding of Ambiguous Naming with Pointing
CHRIS L. SCHMIDT, Macmurray College
chris.schmidt@mac.edu
Toddlers held one new object while another novel object was pointed to and labeled. A visually-based comprehension task assessed the extent to which each object was associated with the label. First-borns tended to relate the name to the object pointed to; later-borns tended to link the label to what they held.

80
Children’s Liking of Landscape Paintings in Relation to Perceptions of Prospect, Refuge, and Hazard
MARY ANN FISCHER, Indiana University Northwest, & PATRICK E. SHROUT, New York University
mfischer@iun.edu
Prospect-refuge theory was used to study children’s responses to landscape paintings. School-age children reported their liking for landscape paintings and rated the degree of prospect, refuge, and hazard. Liking was related to prospect perceptions, and boys preferred paintings rated as hazardous. The results are consistent with Darwinian explanations for aesthetic feelings.
Invited Address
Cognitive Vulnerability to Depression

LYN ABRAMSON, University of Wisconsin, and
LAUREN B. ALLOY, Temple University

Friday, 9:00-10:30 Monroe Room
GIFFORD WEARY, The Ohio State University, Moderator

Invited Symposium
Metacognition and Social Judgment

Friday, 10:30-12:30 Crystal Room

RICHARD E. PETTY, Ohio State University, Moderator

Ignorant and Unaware of It? A Fair and Balanced (Read: Biased and Partial) New Look
JUSTIN KRUGER, University of Illinois at Urbana-Champaign

The Prevalence of Metacognitive Routes to Judgment
ANGELA Y. LEE, Northwestern University

Effects of Considering One versus Two Sided Messages on Attitude Certainty
DEREK D. RUCKER, Ohio State University

Contextual Contrast and Perceived Knowledge: A New Means of Persuasion
ZAKARY L. TORMALA, Indiana University

Self - II

Friday, 10:30-12:30 Salon III

DAVID SKEEN, Muskingum College, Moderator

10:30 Invited Talk
Preferred Strategies for Judgment: An Alternate Perspective on Motivated Inference
People’s motivations often affect their inferences by biasing them toward particular judgment outcomes (e.g., self-flattering conclusions). This talk explores how motivations also affect inferences by biasing people toward particular judgement strategies. Comparisons will be made between the self and social inferences of those preferring eager (i.e., promotion-focused) vs. vigilant (i.e., prevention-focused) judgment strategies.

11:00
The Role of Positive Mood in Pursuing Primary Self-Evaluation Goals
ERIC R. IGOU, Tilburg University, BEN GERVEY, New York University, & YAACOV TROPE, New York University
E.R.Igou@uvt.nl
A series of studies confirms our hypothesis that positive mood promotes feedback-seeking in accordance with individuals’ primary self-evaluative goals (e.g., self-improvement). The results also indicate that this effect can be attributed to positive mood’s ability to attune individuals to the relationship of means and goals.

11:15
Are We as Independent as We Think? Evidence for the Primacy of Interdependent Needs among College Students
LISA M. JAREMKA, University at Buffalo, SHIRA GABRIEL, University at Buffalo, MAURICIO CARVALLO, University at Buffalo (Sponsor: BRETT PELHAM, University at Buffalo)
lms33@buffalo.edu
The current research examined the primacy of independent and interdependent needs in an emotional context. In the first experiment, participants listed events they had experienced. In the second experiment, participants listed independent and interdependent events and rated their impact. Both experiments supported the role of interdependent needs in emotional experiences.

11:30
Recovering from Rejection: Undoing the Self-Regulation Deficits Stemming from Social Exclusion
C. NATHAN DEWALL & ROY F. BAUMEISTER, Florida State University
dewall@darwin.psy.fsu.edu
Two studies found that the effects of social rejection on self-regulation depend on the prospect of future acceptance. In both studies, socially excluded participants performed worse on a self-regulation task than participants who experienced social acceptance. These impairments were eliminated when self-regulation was diagnostic of qualities that promoted social acceptance.

11:45
Self-Awareness and the Emotional Consequences of Self-Discrepancies
ANN G. PHILLIPS & PAUL J. SILVIA, University of North Carolina at Greensboro
agphil@uncg.edu
Self-awareness strengthened the relationship between self-discrepancies and negative affect in a study that intersected objective self-awareness theory (Duval & Wicklund, 1972) and self-discrepancy theory (Higgins, 1987). The results, however, did not support self-discrepancy theory’s predictions that types of self-discrepancies predict types of negative emotions. Instead, self-discrepancies generally predicated negative affect.

12:00
Self-complexity and Mechanisms Underlying Affective Spillover
ALLEN R. MCCONNELL & ROBERT J. RYDELL, Miami University
mcconnar@muohio.edu
We replicated affective spillover (stronger affective changes following self-relevant feedback for those lower in self-complexity) and showed that changed appraisals of the targeted self-aspect mediated it. Moreover, we found that evaluations of nontargeted self-aspects showed spillover consistent with self-complexity theory (strongest when trait overlap was high and self-aspects were few).

Psychopathology - II

Friday, 10:30- 12:30
KARL G. NELSON, Indiana University-Northwest, Moderator

10:30 Invited Talk
A Potential Link Between Changing Estrogen Levels and Symptoms of Borderline Personality Disorder
M. CATHERINE DESOTO, University of Northern Iowa
cathy.desoto@uni.edu
Variation in estrogen levels predicted the presence of BPD symptoms in women who provided a salivary sample four times across one month. A second study found that for women with high pre-existing levels of BPD, symptoms became significantly worse after starting pill use. Theoretical and practical implications will be discussed.

11:00
Neuropsychological Assessments of Learning Disabilities
MELISSA COLON, Adler School of Psychology, GREGORY R. ANDERSON, Adler School of Psychology, DONG HAHN, Adler School of Psychology, & ELIZABETH MALONE, Adler School of Psychology
docgrega@aol.com
150 students, 1/2 with learning disabilities, were assessed on a screening measure for LD. Most of the measures produced significant differences between students with LD and typical students. Patterns of learning disabilities were identified, however, these students still performed significantly worse on many of the measures outside of their specific LD.

11:15
The Relationship of Stress and Anxiety in Schizophrenia to Psychosis: A 20-Year Multi-Followup Study
HEATHER A. SHIRK, University of Illinois at Chicago, MARTIN H ARROW, University of Illinois at Chicago, THOMAS H. JOBE, University of Illinois at Chicago, LINDA S. GROSSMAN, University of Illinois at Chicago, C. SUE CARTER, University of Illinois at Chicago, & ROBERT N. FAULL, University of Illinois at Chicago
mharrow@psych.uic.edu
To assess hypotheses about a link between stress, anxiety and psychosis, 248 patients, including 69 schizophrenia patients, were followed up 6 times over 20 years. High anxiety schizophrenia patients showed significantly more recurring psychosis at each followup, supporting other data on expressed emotion and on activation of the HPA axis.

11:30
Comprehensive Assessments of ADHD
GREGORY R. ANDERSON, Adler School of Psychology & PATRICIA C. POST, Downers Grove High Schools
docgrega@aol.com
This program examines data from the first 125 subjects administered comprehensive measures of attention disorders/ADHD. Parent/teacher reports were highly related to ADHD diagnoses, as were assessment behavioral observations. Neuropsychological measures were not as
related, a finding previously reported by Barkley and others. Several mental health disorders were also related.

11:45
ADHD Symptoms and Creative Vocational and Recreational Interests
KARLA M. FELSKE & MICHAEL WIERZBICKI, Marquette University
michael.wierzbicki@marquette.edu
College students (90 arts and 94 other majors) completed measures of ADHD symptoms, leisure activities, and vocational interests. Arts majors reported higher levels of ADHD symptoms. ADHD symptoms were correlated with artistic vocational interests and creative leisure activities. Results are discussed in terms of how individuals cope with ADHD.

12:00
Procrastination Tendencies among Adults with Attention Deficit Disorders
SARAH SANDERS & JOSEPH R. FERRARI, DePaul University
jferrari@depaul.edu
Procrastination tendencies have been linked to psychopathologies. Adults non-diagnosed (102 women, 65 men) and diagnosed with AD/HD (18 men, 11 women) completed measures of chronic procrastination. As expected, the AD/HD adults reported significantly higher rates of decisional (indecision), avoidant, and arousal procrastination, compared to the normal adults. Implications are discussed.

Person Perception

Friday, 10:30- 12:30  PDR 4
MARC KIVINIEMI, University of Nebraska-Lincoln, Moderator

10:30 Invited Talk
Impression Detection
NICHOLAS EPLEY, University of Chicago
nepley@gsb.uchicago.edu
People care about the impressions they convey to others, but accurately detecting those impressions is no easy feat. The process required to understand another person’s thoughts explains why this task is difficult,
and identifies errors and biases that are likely to be common and problematic in everyday life.

11:00
Mirror, Mirror on the Wall: Perceptual Self-enhancement in the Recognition
ERIN M. RAPIEN, University of Virginia, & NICHOLAS EPLEY, University of Chicago
dmr2b@virginia.edu
People tend to hold unrealistically optimistic beliefs about themselves. Two experiments demonstrated that this self-enhancement occurs not just with inferences, but with direct perception as well. Participants tended to believe that an attractively enhanced photograph was their own, a tendency that was correlated with implicit, but not explicit, self-esteem.

11:15
I Can Judge That With Half My Mental Resources Tied Behind My Back: The Effect of Willingness and Cognitive Load on Dispositional Inferences
DOUGLAS S. KRULL, Northern Kentucky University, CHARLES R. SEGER, Indiana University, & DAVID H. SILVERA, The University of Troms
krull@nku.edu
Participants read about a target who helped in a willing or unwilling manner. Cognitive load was also manipulated. When cognitive load was high, the effect of willingness on judgments was as strong or stronger. This suggests that willingness can be processed even when cognitive resources are scarce.

11:30
I Bet I Know Why You Did That: Overwillingness and the Inference of Ulterior Motives
CHARLES R. SEGER, Indiana University, DOUGLAS S. KRULL, Northern Kentucky University, DAVID H. SILVERA, The University of Troms, & FREDERICA R. CONREY, Indiana University
cseger@indiana.edu
Participants read about a who target performed a helpful behavior in an unwilling, willing, or overwilling manner. The target was judged less favorably in the unwilling and overwilling conditions than in the willing condition. Participants made more ulterior motive attributions in the overwilling condition.
"I Don’t Mean to Sound Arrogant But…” The Effects of Qualifiers on Person Perception
AMANI EL-ALAYLI, Eastern Washington University
amani@ewu.edu
Based partly on past research on thought suppression, it was predicted and shown that when people preface a statement with the qualifier, “I don’t mean to sound arrogant, but…,” the qualifier will cause those individuals to be rated as more arrogant if their upcoming statement is at all arrogant.

Handshakes Influence Personality Perception Accuracy
FRANK J. BERNIERI & KRISTEN PETTY, Oregon State University
Frank.Bernieri@oregonstate.edu
Participants (34 males, 104 females) judged the personality of 5 targets after a 10-second greeting. Extraversion was the trait judged most accurately. Half of the participants shook hands with each target. Handshakes moderated the accuracy with which a target’s trait profile was judged, especially for those low in neuroticism.

Power and Appeasement: Perceptions of Winners Are Affected by Winners’ Use of Appeasement Strategies
ANNE L. Geyer, Florida State University, DAVID BUTZ, Florida State University
geyer@psy.fsu.edu
Participants (n=113) read scenarios about winners offering to share prizes, self-deprecating, or not appeasing. Participants perceived winners as more powerful than losers. They perceived winners who offered to share the prize as more competent, and self-deprecating winners as less competent. They perceived winners who offered to share as nicer.

Animal Learning and Cognition

Friday, 10:30- 12:30
PDR 6
MARIANNE ENGLE, Muskingum College, Moderator

10:30 Invited Talk
Sex and Imitation: From Guppies to Yuppies
LEE ALAN DUGATKIN, University of Louisville
lee.dugatkin@louisville.edu
In my talk, I will focus on cultural transmission and mate choice in the guppy (\textit{Poecilia reticulata}) and man (\textit{Homo sapien}). In particular, I will demonstrate that female guppies copy the mate choices of others, and that this form of culture can \textit{override} genetically-based preferences. I shall also provide some preliminary results on work with Dr. Michael Cunningham in which we examined “date copying” in both male and female college students. While both males and females copied the mate choice of others, females weighted social acquired information more strongly than did males.

11:00
\textbf{Value Transfer in the PAN Problem}
SARAH A. MICHALEK, Purdue University, & KATE K. WILLAMAN, Purdue University
sarah@psych.purdue.edu
We tested value transfer theory, which states that positive value transfers from S+ to S- in simultaneous discriminations, in the ambiguous-cue or PAN problem. In a choice test between two previously nonreinforced stimuli, pigeons preferred the S- paired with the more reinforced S+ during training, supporting value transfer.

11:15
\textbf{Pigeons Use Anticipation of an Outcome as Additional Cue for Comparison Choice}
ANDREA M. FRIEDRICH, & THOMAS ZENTALL, University of Kentucky
deafriedrich@aol.com
Pigeons were trained on two matching tasks where one sample-correct-comparison association in each task was reinforced with food from the left feeder while the other was reinforced with food from the right feeder. On test trials, choice of the comparisons was controlled by both the outcomes and the samples.

11:30
\textbf{Acquisition versus Steady-state in the Time-left Procedure}
MARCO A. VASCONCELOS, Purdue University, & ARMANDO MACHADO, University of Minho
marcov@psych.purdue.edu
In a time-left procedure, scalar expectancy theory predicts subjects should prefer the shorter delay to reinforcement from the outset of testing. We report two experiments with pigeons in which preference for
the shorter delay develops during testing itself. We discuss the implications of these differences between acquisition and steady-state.

11:45
An Investigation of the Locomotor Activating Effects of Bupropion in Rats
JAMIE L. WILKINSON, University of Nebraska-Lincoln, MATTHEW I. PALMATIER, University of Pittsburgh, & RICK A. BEVINS, University of Nebraska- Lincoln
wilkinsonjamie@hotmail.com
The present research investigated the psychomotor effects of bupropion. The acute activating effects of bupropion were enhanced by nicotine pre-exposure. These acute stimulant effects “summated” with nicotine-conditioned hyperactivity. Repeated administration of bupropion in a distinct environment produced conditioned hyperactivity. These results indicate behavioral similarities of bupropion to other psychomotor stimulants.

12:00 Invited Talk
The Symbiotic Nature of Animal Research
HENRY E. HEFFNER, Ph.D., University of Toledo
hheffne@pop3.utoledo.edu
Our interactions with domestic animals, including those used in research, constitute a symbiotic relationship in which animals, as well as humans, benefit. The mutualistic nature of this relationship in which animals rely on humans for their reproductive success, and the ethical issues involved, are explored.

Clinical and Developmental Poster Session

Friday, 10:30- 12:30
Upper Exhibit Hall
ELAINE BLAKEMORE, Indiana University Purdue University, Fort Wayne, Moderator

1
Attachment, Compassion, and Ethic of Care: Is Biology Destiny?
LESLEE K. POLLINA, Southeast Missouri State University
lpollina@semo.edu
In a preliminary investigation of Taylor’s (2002) “tend and befriend” theory that suggests a biological predisposition for women to be more compassionate than men, fifty undergraduates completed measures of
attachment and compassion and three moral dilemmas. Gender differences in attachment style and a trend toward gender differences in compassion but no gender differences in moral reasoning were obtained. Thus, biologically-based tendencies may not affect moral reasoning.

2
Are Higher Levels of Moral Judgment Related to More or less Caring for Others?
AMANDA R. MATTHEWS, University of Notre Dame, (Sponsor: DARCIA F. NARVAEZ, University of Notre Dame) amatthew@nd.edu
We investigated whether individuals with higher levels of postconventional reasoning are more or less caring than lower-level participants. Higher postconventional reasoners had higher interpersonal responsibility scores and were more likely to report concern for others, give interpersonal reasons to resist drug use, and view drug use as a moral decision.

3
Retrospective Accounts of Religious Development and Current Quality of Life
ALEXANDRA LEGGAT, Marquette University, ED DE ST. AUBIN, Marquette University, & PETER GRASKAMP, Marquette University ed.destaubin@marquette.edu
Retrospective accounts of religious experiences in 194 young adults reveal a developmental decline in most dimensions of religion/spirituality. Only religious importance increased in magnitude from high school to current period. Results also support the idea that current intrinsic religiosity is associated with psychosocial well-being.

4
Stress, Religious Coping Resources, and Depressive Symptoms in an Urban Adolescent Sample
RUSSELL A. CARLETON, DePaul University, & KATHRYN E. GRANT, DePaul University rcarleto@depaul.edu
Explored religious coping resources as a moderator of the link between stress and depressive symptoms in a sample of low-income urban adolescents. Findings indicated some support for religion as protective at low levels of stress, but not at high levels of stress. Gender differences were also observed.
5
Relationship Between Coping and Quality of Life in Multiple Sclerosis
CHRISTINA I. MCCLEYARY, Chicago School of Professional Psychology & CHRISTOPH LEONHARD, Chicago School of Professional Psychology (Sponsor: CHRISTOPH LEONHARD, Chicago School of Professional Psychology)
cmccleyary67@hotmail.com
Multiple sclerosis (MS), a psychological disorder, or both has been associated with decreased adaptive coping strategies, and a decreased quality of life (QoL) among MS patients. Results showed increased utilization of adaptive coping strategies was related to increased QoL. Disease factors, depression, and anxiety decreased adaptive coping and decreased QoL.

6
Body Esteem and Perceptions of Physical Decline in a Sample of Middle Aged and Older Women in Northeastern Iowa
CYNTHIA M. BANE, Wartburg College
cynthia.bane@wartburg.edu
In a sample of 93 women (age 37-90) from northeastern Iowa, age and education were unrelated to body esteem. Perceived declines in health and physical fitness were associated with less favorable perceptions of physical condition and weight. Exercise was significantly related to perceptions of physical condition, but not weight concern.

7
A Meta-analytical Examination of the Transgenerational Transmission of Eating Disorders
ANNA SHEPHERD, Kenyon College, LINDA SMOLAK, Kenyon College (Sponsor: DANA BALSINK KRIEG, Kenyon College)
shepherd@kenyon.edu
This meta-analysis showed a small but significant correlation between eating problems of mothers and daughters. Further analyses indicated relationships between mothers’ and daughters’ eating problems when the girls were 12 years old or younger and when neither the girls nor the mothers carried a clinical diagnosis.

8
The Relationship Between Parenting Style and Adolescent Body Image and Eating Behavior
BONNIE S. ESSNER, Loyola University Chicago, & DENISE DAVIDSON, Loyola University Chicago (Sponsor: DENISE DAVIDSON, Loyola University Chicago)
bessner@luc.edu
Adolescents completed measures designed to assess parenting style of their caregivers, and personal body image and eating habits. Findings in this study did not support the hypothesis that parenting style of participants’ caregivers would predict body image and eating behavior in the adolescents.

9
The Meaning and Measurement of Rejection Sensitivity in Adolescence
JEFFREY B. BROOKINGS & MARY JO ZEMBAR, Wittenberg University
jbrookings@wittenberg.edu
A modified version of the adult Rejection Sensitivity Questionnaire was completed by 148 high school students. Compared to college students, the high school students were more rejection sensitive, did not differentiate as clearly among potential sources of rejection, and were more sensitive to perceived rejection from parents and other adults.

10
Honey, do I look Fat? Exploring the Associations among Weight, Weight-Related Criticism and Romantic Relationship Satisfaction
LAURA A. PAWLOW, Southern Illinois University Edwardsville & JAMECA FALCONER, Southern Illinois University Edwardsville
lpawlow@siue.edu
Exploration of weight, weight-related criticism from romantic partner, and relationship satisfaction. Results suggest that heavier women are more satisfied with their romantic relationships; the heavier the female partner, the less important it is to her male partner that she be thin; and women of any size who are dissatisfied with their weight are dissatisfied with their romantic relationships.

11
Paths to Public Self-Consciousness: Social Engagement and Social Apprehension
JESSICA OETH, ELIZABETH QUICK, NADZEYA SVIRYDZENKA, GARY GLICK, KATIE PRINGLE, & MICHAEL ALLISON, Drake University & JANE RANKIN, Northwestern University
This research investigated the mediating role played by social comparison and fear of negative evaluation in public self-consciousness in young adults. Social comparison mediated the relationship between social conventionality variables and self-consciousness. Fear of negative evaluation mediated the relationship between social anxiety variables and self-consciousness.

12
The Relation of Neediness and Axis II Pathology in a Bipolar Sample
ALEX COGSWELL, Temple University, & LAUREN B. ALLOY, Temple University
cogswell@temple.edu
Support was demonstrated for differentiating between neediness and connectedness, and findings indicate that neediness is likely a relevant construct in the course of bipolar disorder. Relations of neediness to Axis II symptom dimensions are discussed, including how those links may shed light on the course and severity of bipolar disorder.

13
Does Gender Moderate the Congruency Effect for Depression?
ALEX COGSWELL, Temple University, LAUREN B. ALLOY, Temple University, & JELENA SPASOJEVIC, George Mason University
cogswell@temple.edu
The congruency hypothesis states that needy individuals become depressed after experiencing interpersonal stressors matching their vulnerabilities. Our prospective study found support for neediness as a risk factor for depression, but did not find evidence for congruency. Gender did not moderate any effects, but differences between men and women emerged.

14
Behavioral Inhibition: Relations with Depressive Risk Factors
DAVID R. OLSON, Morehead State University
d.olson@moreheadstate.edu
This study explored the relationship between the behavioral inhibition system (BIS) and previously identified risk factors for depression. Behavioral inhibition was positively associated with the depressive personality styles of sociotropy and autonomy, interpersonal sensitivity for rejection, and dispositions towards shame and guilt. Implications for treatment will be discussed.
15 Television Viewing and Depression in 8-12 Year Old Boys and Girls from the African American and Hispanic American Community
SARAH HAGIN, LAWRENCE C. PERLMUTER, Rosalind Franklin University, MEGGHAN SMITH, Hope College, TOBY SMITHSON, JENNEL PLUSKOTA, Lake County IL Health Department
sarah.hagin@students.rosalindfranklin.edu
In Hispanic American and African American children, depression scores increased as the frequency of TV/video game activities grew more frequent, especially in girls. Despite its correlational nature, these data suggest that alternative leisure activities may be helpful in reducing the risk for depression in this vulnerable population.

16 Orthostatic Blood Pressure Regulation is Associated with Externalizing in African American and Hispanic American Children
SARAH HAGIN, SANDRA JACKSON, LAWRENCE C. PERLMUTER & ADAM STEIN, Rosalind Franklin University of Medicine and Science
sarah.hagin@students.rosalindfranklin.edu
Posture change from supine to upright requires a slight increase in systolic blood pressure to maintain cerebral perfusion, otherwise mood and behavior problems may become manifest in children, as has been shown adults. Supine and standing blood pressure can identify individuals at risk for mood and behavior problems.

17 Cognitive Functioning and Disruptive Behavior in Preschool Children: Understanding Individual Symptoms and Their Prevalence Across Multiple Contexts
JENNIFER STRICKLAND, University of Chicago, KATIE MASKOWITZ, University of Chicago, KATE KEENAN, University of Chicago, & LAUREN S. WAKSCHLAG, University of Chicago (Sponsor: BARBARA DANIS, University of Chicago)
jstrickl@yoda.bsd.uchicago.edu
This study focuses on disruptive behavior symptoms and their relation to preschooler’s cognitive functioning. Nonverbal ability was associated with the majority of oppositional defiant disorder symptoms and a few conduct disorder symptoms. Cognitive functioning was associated with observed disruptive behavior in more cognitively demanding tasks.
18 Psychological Symptoms and Drug Use in Male and Female Drug Court Participants
J. MATTHEW WEBSTER, University of Kentucky, JENNIFER KRIETEMEYER, University of Kentucky, LISA DIENER, University of Kentucky, & CARL LEUKEFELD, University of Kentucky
webster@uky.edu
The relations between psychological symptoms and drug use were examined in 500 drug court participants. Contrary to expectation, psychological symptoms and drug use were strongly related for male participants but relatively unrelated for female participants. Implications for drug court programs are discussed.

19 Reducing College Students’ Resistance to Persuasion about Safer Drinking
ERIN E. BONAR & PERILOU GODDARD, Northern Kentucky University
goddard@nku.edu
College students were randomly assigned to read an alcohol education brochure designed to reduce their resistance to persuasion (RRP) or a control alcohol education (Non-RRP) brochure. Compared with those who read the Non-RRP brochure, moderate to heavy drinking students who read the RRP brochure rated it as significantly less preachy.

20 Depressive Symptoms and the Co-morbidity of Alcohol Dependence and Conduct Disorder
ALISSA J. ELLIS, Indiana University, PETER R. FINN, Indiana University & MARTIN E. RICKERT, Indiana University (Sponsor: CHARLES R. SEGER, Indiana University)
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This study examined the association between depressive symptoms, alcohol dependence (AD), and conduct disorder (CD) both alone and in combination. Results indicate that both AD and CD are associated with more depressive symptoms and suggest gender differences in the association between depression, AD, and impulsivity.
21 Transitions to Adulthood: The Relationship of Alcoholism & Conduct Disorder on Situational Challenges and Social Adjustment in Young Adults

JESOLYN LUCAS, Indiana University, PETER R. FINN, Indiana University, & MARTIN E. RICKERT, Indiana University (Sponsor: CHARLES R. SEGER)
jeslucas@indiana.edu

This study investigated the severity and type of social adjustment problems in AD and CD (and their combination). Exploratory factor analysis indicated four major types of transitional challenges. Results suggest CDAD participants had more significant difficulties with challenging life events than those with AD or CD uniquely.

22 Predictors of Aggression in a Psychiatric Inpatient Population

CHRISTOPHER J. FERGUSON, University of Wisconsin - Whitewater, PATRICIA M. AVERILL, HOWARD RHODES, DONNA ROCHA, NELSON P. GRUBER, & PUSHPA GUMMATTIRA, University of Texas – Houston Medical School
Fergusoc@uww.edu

The current study examines whether psychiatric inpatients with a combination of social isolation, depression and impulsivity are significantly more likely to become aggressive than other psychiatric inpatients. Results indicated that impulsivity functioned as a positive predictor of aggression. Further, physicians’ ratings of hostility were more predictive of aggressive incidents than were self-reports of hostility. Clinical implications of these findings are discussed.

23 Peer Pressure to Drink: Comparison of Two Measures of Popularity

KIMBERLY J. NATION, Eastern Illinois University & DANEEN DEPTULA, Eastern Illinois University
cukjn1@eiu.edu

The association of two measures of popularity with peer susceptibility to alcohol was compared for an adolescent sample. Results suggested that perceived popularity was more associated with reported likelihood to drink than sociometric popularity. In particular, relational aggression appeared to be a salient factor for adolescents high in perceived popularity.
24
Child and Family Characteristics as Correlates of Fathers’ and Mothers’ Emotion Socialization Practices
MARIA S. WONG, University of Illinois, Urbana-Champaign, NANCY L. MCELWAIN, University of Illinois, Urbana-Champaign, AMY G. HALBERSTADT, North Carolina State University
mswong2@uiuc.edu
The present study identified the determinants of parents’ supportive or harsh reactions in response to their children’s negative emotions. Fathers, mothers, and their kindergarten-aged children (N=55) participated. A series of hierarchical regression models were tested. Results suggested that parental expressiveness and beliefs about emotions may play a special role in shaping both fathers’ and mothers’ reactions.

25
Dysfunctional Separation-Individuation in Early Adolescence
CHAD NOGGLE, NATHAN DUMFORD & DANIEL K. LAPSLEY, Ball State University
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The construct validity of a new measure of dysfunctional separation-individuation was assessed in a sample of early adolescents (N = 145). Dysfunctional separation-individuation demonstrated convergent validity with the Separation-Individuation Test of Adolescence, and predicted depressive symptoms, poorer self-image and poorer family and social self-concept.

26
Positive Peer Relationships as Protective Factors against Family Stress
RENEE L. DEBOARD, Marquette University & JOHN H. GRYCH, Marquette University (Sponsor: MICHAEL WIERZBICKI, Marquette University)
renee.deboard@marquette.edu
Exposure to family stress does not always lead to problematic adjustment. Some individuals demonstrate positive adjustment in the form of developmental competence, despite exposure to stressors. Relationships between family stress and developmental competence variables were investigated. Positive family and peer relationships were identified as protective factors against problematic adolescent adjustment.
The Development of Positive Emotionality from Infancy to Toddler Age
THERESA R. PRISCO, University of Iowa (Sponsor: GRAZYNA KOCHANSKA, University of Iowa)
theresa-prisco@uiowa.edu
In a longitudinal study of early positive emotionality, 102 normally developing children were observed in a standard laboratory paradigm (“puppet show”), designed to elicit joy at 7, 15, and 25 months. Discrete joy behaviors, amount of smiling, latency to smile, and latency to reach for the puppets cohered at each age, and were modestly longitudinally stable.

Working Mothers’ Employment Does Not Hinder Children’s Secure Attachment in Adulthood
JOSHUA D. HATFIELD, Kansas State University, VALERIE K. PILLING, Kansas State University, & LAURA A. BRANNON, Kansas State University
hatfijd@ksu.edu
The influence of maternal employment status during child’s early development on children’s attachment style in adulthood was investigated. Results from two attachment scales suggest working mothers’ employment does not hinder children’s formation of secure attachments in adulthood. Having a stay-at-home mother may reduce the likelihood of fearful or dismissing attachments.

The Development of Object Recognition Skills used in Identifying Objects Varying in Temperature
CYNTHIA D. O’DELL, Indiana University Northwest, KATHI HANNIGAN, Indiana University Northwest, MARY JOHNSON, Indiana University Northwest, DELORES KINER, Indiana University Northwest, & COLLEEN RHODA, Indiana University Northwest
codell@iun.edu
Five- through nine-year-olds participated in an object recognition study. They identified differences in thermal qualities in passive and active touch trials using the palm or fingertips. They were accurate during both active and passive touch trials. They displayed a variety of exploratory procedures during identification as well.
30 Anxiety, Solitary Play, and Peer Relationships: A Longitudinal Study
MAJA V. WRIGHT-PHILLIPS, Southern Illinois University Carbondale, & LISABETH F. DILALLA, Southern Illinois University School of Medicine
ldilalla@siu.edu
This study examines parent-rated early childhood anxiety, early childhood solitary play, and later peer relationships in early adolescence, as moderated by gender. Results suggest that girls show higher levels of anxious behaviors than boys and that early childhood anxiety and reticent play behaviors are related to poor peer relationships longitudinally.

31 Development of a Measure of Independence from Parents in a College Student Sample
MICHELLE K. BOSWELL, Northern Illinois University & SHELLEY A. SILVERS, Northern Illinois University
michelle_boswell@hotmail.com
The purpose of this study was to develop a psychometrically sound measure of college students’ functional independence from parents. Five dimensions of independence emerged (financial, academic, social relationship, social health, lifestyle). Correlations with other variables supported the construct validity. This measure is a moderately reliable and valid measure of independence.

32 Development of Children’s Responses to Maternal and Paternal Requests
SARA J. PENNEY, University of Iowa (Sponsor: GRAZYNA KOCHANSKA, University of Iowa)
sara-penney@uiowa.edu
Toddlers’ responses to parental requests showed meaningful changes during the course of the second year. Despite consistency in rank-order across parents, differential patterns of change for mothers versus fathers were also evident. Findings highlight the importance of the family ecology as a factor in developmental milestones critical for future adjustment.

33 Parental Psychopathology and Parenting Self-Efficacy: Relationship to Parental Attributions, Affect, and Parenting
CLARE BINGHAM-TYSON, Marquette University, ALYSON C. GERDES, Marquette University, & BETSY HOZA, Purdue University alyson.gerdes@mu.edu

Our goal was to examine parental factors that may play a role in the relationship among parental attributions, affect, and parenting. Participants were 55 children and their mothers. Across methodologies, maternal psychopathology was positively correlated with mothers reporting negative affect and power assertive parenting in response to child misbehavior; the opposite was found for parenting self-efficacy.

34
Child to Parent Aggression: Factors Which May Contribute
CAROLYN E. ROECKER PHELPS, TIFFANY PEMPEK, & ANDREA DISANTIS, University of Dayton
carolyn.roecker-phelps@notes.udayton.edu

This study investigated factors that may be related to aggression by youth toward their parents, hypothesizing that as roles and structure breakdown in the family, aggression by youth toward parents would increase. Results found that the absence of structure in the home, domineering parenting, and impulsivity are related to child-to-parent aggression.

35
Psychological Functioning of Students With and Without a Disabled Family Member
NICHOLAS W. BOWERSOX, Marquette University, & MICHAEL WIERZBICKI, Marquette University (Sponsor: MICHAEL WIERZBICKI, Marquette University)
nbowersox@yahoo.com

Ninety students, classified according to whether they have a disabled family member, were assessed on social support, locus of control, life satisfaction, and stress. Levels of and relationships among these variables were found to be related to having a disabled family member and to the type of disability.

36
Perinatal Influences on the Development of Non-Right Handedness and Introversion
MICHAEL B. CASEY, The College of Wooster, & DARREN RITZER, Winthrop University mccasey@wooster.edu
The development of non-right handedness and introversion may be influenced by factors such as atypical perinatal experiences. Survey results indicated that non-right handers were more likely to be introverted compared to dextrals and were significantly more likely to have experienced some form of atypical birth condition such as Cesarean delivery.

37
Parents’ and Their Children’s Attitudes toward Imaginary Companions (Pretend Playmates)
ESPEN KLAUSEN, University of Wisconsin-Milwaukee, & RICHARD H. PASSMAN, University of Wisconsin-Milwaukee
rpassman@uwm.edu
College students and their parents (1194 participants) were generally positive toward imaginary companions. Students’ attachments to them, attitudes toward them, and their parents’ attitudes toward them were all significantly interrelated, whereas parents’ attachments correlated only with their own attitudes. Findings show attitudes about imaginary companions affect their development trans-generationally.

38
Cross-Cultural Study of Emotional Expression: The Problem of Alexithymia
MAHINUR MAMATOVA, American University - Central Asia, & DIANE E. WILLE, Indiana University Southeast
dville@ius.edu
This study investigates self-expression in two cultures: Kyrgyzstan (a former soviet republic located in Central Asia, the predominant religion is Muslim) and the United States. The Kyrgyz participants showed significantly higher rates of alexithymia, even when anxiety was controlled. The results suggest a culturally determined mechanism for alexithymia.

39
Cultural Differences Between Turkey and United States in Experiencing and Coping with Jealousy
GUNNUR KARAKURT, Purdue University
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While jealousy is a universally-experienced emotion, there might be cultural differences in the experiencing of it. This study focuses on the differences in jealousy experiences and coping styles between Turkish
and the United States cultures. Results indicate significant differences in terms of the three dimensions of jealousy and coping strategies.

40
Ethical Issues in Cultural Competence: The Current Status and Implications for the Future of Psychology
SARAH K. SIFERS, Minnesota State University, Mankato & YO JACKSON, University of Kansas
sarah.sifers@mnsu.edu
Surveyed a sample of psychologists on cultural competence and associated factors. Licensed psychologists viewed themselves as culturally competent and self-reports of cultural competence correlated negatively with socially desirable responding. Implications of findings that cultural competence was associated with interactions with individuals from other cultures and advanced diversity experiences are discussed.

41
An Investigation of the Psychometric Properties of the Sexual Victimization Attributions Measure
KIMBERLY HANSON BREITENBECHER, Northern Kentucky University
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The purpose of the present investigation was to examine the psychometric properties of the Sexual Victimization Attributions Measure (Breitenbecher, 2003). Data from 261 female survivors of sexual assault indicate that the five scales of the SVAM demonstrate good internal consistency reliabilities. Four of the scales demonstrate adequate two-week test-retest reliabilities.

42
Sexual Abuse, Sexual Functioning, and Depression in a Chronic Pelvic Pain Sample
MARY E. RANDOLPH & DIANE M. REDDY, University of Wisconsin-Milwaukee
reddy@uwm.edu
Women with chronic pelvic pain completed measures of sexual function, sexual abuse, depression, and pain. Sexual abuse in childhood was related to lower rates of sexual activity, less satisfaction with orgasm and feelings of closeness with sexual partners, greater severity of pain, more interference of pain, and higher depression scores.
Development & Pilot Test of MASSA: The Measurement of Adolescent Sexual Activities & Attitudes
JENNIFER R. FEENEY, Kenyon College & DANA BALSINK KRIEG, Kenyon College (Sponsor: DANA BALSINK KRIEG, Kenyon College) feeneyj@kenyon.edu
The romantic and sexual experiences that young people have are central to their social existence and are significant in their growth and maturity. A measure was developed and pilot tested to assess adolescent sexual behavior, the context of these activities, and the attitudes this population holds about sexual issues.

Development of a Brief Measure of Ambivalent Feelings Towards People with Mental Illness
LEONARD NEWMAN, JEFFREY A. NIBERT, ALIZA SILVER, WESLEY P. GILLIAM, & KELLY A. MEEHAN-COUSSEE, University of Illinois at Chicago lnewman@uic.edu
Ambivalent feelings toward people from stigmatized groups have important implications. A brief (8-item) questionnaire separately assessing negative and positive feelings and beliefs about people with a history of mental illness was developed and tested. Initial studies provide evidence for the measure’s reliability and validity.

Factor Structure of the Career Exploration and Decidedness Inventory
WILLIAM ATTENWEILER, JAMES H. THOMAS, & CYNDI R. MCDANIEL, Northern Kentucky University attenweilerb@nku.edu
We evaluated the factor structure of the Career Exploration and Decidedness Inventory (CEDI), a short inventory intended to assess two dimensions of career development: exploration of career possibilities and decidedness on a career path. A very good fit to the data was found.

Critical Incidents in Group Process
LEIGH STURM & EDMUND CIESLAK, Gannon University leighsturm@hotmail.com
This qualitative study explored self-perceptions of critical incidents that occurred in a process group. Critical incidents were analyzed in regards to their characteristics and relationships with critical incidents researched by Yalom (1995). This study explored the influence processing critical incidents had on therapists and group members intrapersonal and interpersonal learning.

47
Hope for Individuals with Multiple, Chronic Illnesses: A Medical and Psychological Pathway to Increasing Self-confidence and Life Satisfaction
CHRISTINA M. KRAUSE, Aurora University, CHRISTOPHER S. JONES, Calument College of St. Joseph, MARIA E.J. KUHN, Integrated Health Advocacy Program
ckrause@aurora.edu
Hope for individuals with multiple, chronic illnesses: A medical and psychological pathway to increasing life satisfaction and self-confidence in managing health issues.

48
The Community Service Self-Efficacy Scale: Further Evidence of Discriminant Validity
ROGER N. REEB, University of Dayton
roger.reeb@notes.udayton.edu
This psychometric instrument measures an individual’s confidence in his or her own ability to make meaningful contributions to the community through service. The results of this recent study complement previously published research by demonstrating additional evidence of discriminant validity. Theoretical implications are considered, and recommendations for research are provided.

49
Adaptive Functioning in Survivors of Childhood Cancer
MARIA E. FURNARI, University of Dayton, & ROGER N. REEB, University of Dayton
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Results support the hypothesis that, relative to healthy peers, survivors of acute lymphoblastic leukemia who received chemotherapy and/or radiation therapy exhibit impairments in adaptive functioning, internalizing behavior problems, and academic difficulties. Results are conceptualized within the context of research demonstrating
neuropsychological impairments in ALL survivors. Recommendations for research are presented.

50 Assessing Personality and Cognitive Style of College-age Roleplayers as Predictors of Therapeutic or Educational Interventional Efficacy
J. ALEXANDER BOKHOLDT & GERRY A. BECKER, National-Louis University
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This study investigated the relationship between behavior factors, personality, cognitive style and the projected comfort levels with roleplaying experienced by 106 participants recruited from Midwestern post-secondary institutions. The best behavioral predictors for roleplaying comfort are previous use of roleplaying, spontaneity, engagement in group and/or recreational activities, and public speaking.

51 Behavioral Scaffolding as a Means of Enhancing Performance in Autistic Adolescents
DANIEL FEINUP, Illinois State University, Sponsor: J. SCOTT JORDAN, Illinois State University, Sponsor
dmfienup@yahoo.com
Three autistic males completed a short-term memory task. The least severely autistic participant had normal reaction times that were significantly faster than those of the other participants. Behavioral measures indicate this was due to his ability to generate stereotypical behavior patterns that kept him cognitively engaged in the task.

52 Presenting Issues and Treatment Outcomes of Asian College Students
ANUPAMA SHARMA & EARL EVANGELISTA, Eastern Illinois University
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This study examined the relationship between presenting problems and treatment outcome in 506 Asian college student clients. Results indicated that Asian students had more symptom severity at intake, presented more often in crisis, and reported greater concern for academic problems than non-Asian students. Implications of these findings will be discussed.
The Influence of Self-Perception and Life Events on Happiness and Dysphoria
ELIZABETH STROOT, Lakeland College, LINDA AROONSAVATH, Lakeland College, & JENNY DHEIN, Lakeland College
strootea@lakeland.edu
The combined influence of self-perception and life events on happiness and dysphoria was investigated in a short-term longitudinal study. Participants were 168 college students. Self-perception and life events were significant predictors of the outcome variables, although T1 dysphoria accounted for a far greater proportion of the variance in regression analyses.

The Relation of Gender, Sex Role Orientation, and Therapy Type with Help Seeking Attitudes
SHELLEY HEAVRIN, BROOKE EBY & HEATHER HATCHETT, Northern Kentucky University
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This study investigated the relation of gender, sex role orientation, and therapy type with help seeking attitudes. After controlling for sex role orientation, there was no gender difference for help seeking attitudes. Results have implications for strategies that may improve male attitudes toward psychological help seeking.

Lights, Camera, Action: Videos and Teaching Psychology in the 21st Century
RONALD J. COMER
Director/Professor of Clinical Psychological Studies
Princeton University
Luncheon Sponsored by APA Committee on Psychology Teachers at Community Colleges
Lunch provided
RSVP to MARTHA BOENAU (MBoenau@apa.org)
Friday, 11:30-1:00
PDR 9
Invited Address
The Power of Testing on Memory:
Implications for Research and Education

HENRY ROEDIGER III
Washington University in St. Louis

Friday, 11:30-1:00 Monroe Room
RANDALL ENGLE, Georgia Tech, Moderator

Symposium
Approaches to Understanding Source Monitoring
Friday, 1:00-3:00 Salon VI

KAREN J. MITCHELL, Yale University, Organizer and Moderator

The Development of Source-Monitoring in Children
NORA NEWCOMBE, JULIA SLUZENSKI, and STACIE KOVACS, Temple University

What the Errors Tell Us About How Accurate Source Decisions Usually Are
NANCY FRANKLIN, Stony Brook University

Modeling Illusory Recollections
CHAD DODSON, University of Virginia

The Impact of Repeated Memory Tests on Source Monitoring in Young and Older Adults
LINDA HENKEL, Fairfield University

fMRI Investigations of Short-term Source Memory in Young and Older Adults
KAREN J. MITCHELL, MARCIA K. JOHNSON, CAROL L. RAYE, and ERICH J. GREENE, Yale University
Identity and Well-Being

Friday, 1:00-3:00
Salon IV
CHRIS L. SCHMIDT, MacMurray College, Moderator

1:00 Invited Talk
The Redemptive Self: Generativity and the Stories Americans Live
By
DAN P. MCADAMS, Northwestern University
dmca@northwestern.edu
Generativity is an adult’s concern for and commitment to promoting the well-being of future generations. Midlife adults in the U.S. who score especially high on self-report measures of generativity tend to construct strikingly redemptive self-narratives, the main features of which recapture important American cultural themes.

1:30
Women’s Life History Attributes Predict Intentions and Behaviors in Romantic Relationships
DANIEL J. KRUGER, University of Michigan & MARYANNE FISHER, St. Mary’s University
kruger@umich.edu
Psychological indicators of women’s life history strategies predicted intentions and behaviors in romantic relationships. Attachment style, sociosexuality attitudes, and time perspective were related to the predicted likelihood of engaging in short and long-term relationships with males representing short- and long-term male relationship strategies and also to reported relationship behaviors.

1:45
Age/cohort Differences in Autobiographical Recollections of First Lesbian Experience
JENNIFER BOTSFORD, Marquette University, ALICIA GREENWALD, Marquette University, ED DE ST. AUBIN, Marquette University, & KIM SKERVEN, Marquette University
ed.destaubin@marquette.edu
This study employed qualitative and quantitative methods to investigate age/cohort differences in recollections of participants’ first lesbian relationship. Significant differences were found in the content of these stories regarding internal experiences, relationship mode, and context of
this event. Results are discussed in terms of the impact of sociohistorical forces on individual development.

2:00

**Family Dynamics and Lesbian’s Psychosocial Well-being**

VANJA LAZAREVIC, Maquette University, JAMIE SCHMIDT, Marquette University, ED DE ST. AUBIN, Marquette University, & KIM SKERVEN, Marquette University

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Self-identified lesbians (n=225; mean age = 39) reported on the initial and current family reactions to one’s lesbianism. Results suggest that family members moved towards support with time. The expected positive relations between supportive family reactions and the participant’s psychosocial well-being were not found, yet some suggestive patterns emerged.

2:15

**Attitudes Towards Gender Nonconformity and Psychological Health in Lesbians and Gay Men**

W. CHRISTOPHER SKIDMORE & J. MICHAEL BAILEY, Northwestern University (GALEN BODENHAUSEN, Northwestern University)

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Homosexual individuals show greater variation in sex-typical behavior and interests than heterosexual peers and thus are often stigmatized. This study examined relationships among gender nonconformity, attitudes towards gender nonconformity, and psychological health in a homosexual sample. Participants’ own gender nonconformity, their attitudes, and their psychological health were somewhat related.

2:30

**Prototypic Definitions of Psychological Maturity: Assessment and Correlates**

SARAH N. POBST, WILLIAM E. SNELL, Jr., MARTHA ZLOKOVICH, Southeast Missouri State University

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Few efforts have been made to conceptualize people’s implicit, subjective definitions of psychological maturity. The present investigation used prototype methodology to identify consensual features of the construct of maturity (Frei & Shaver, 2002; Rosch, 1973). Results showed that
maturity prototype was associated with parenting perfectionism, parenting styles/behaviors, and parent-child attachment.

2:45
Interdependence in Life Goals
DEBBIE PALMER, CRYSTAL SCHROEDER, ERIN SCHULTZ, & EMILLIE HAWORTH, University of Wisconsin- Stevens Point
dpalmer@uwsp.edu
Mother-adolescent dyads appraised one another’s roles in goals and goal pursuit activities. Abilities & education and occupation themes were frequent for adolescents; family, personal, and material themes were frequent for mothers. Goals (52%, 79%) and pursuit strategies (66%, 58%) were interdependent, not limited to interpersonal contexts, and related to family functioning.

Counterfactuals and Social Judgments

Friday, 1:00-3:00  PDR 4
SHIRA GABRIEL, State University of New York- Buffalo, Moderator

1:00 Invited Talk
New Vistas in Counterfactual Thinking Research: Reflective and Evaluative Modes of Mental Simulation
KEITH D. MARKMAN, Ohio University
markman@ohio.edu
By incorporating both assimilation and contrast effects, the Reflection and Evaluation Model provides a new perspective on the functional approach to counterfactual thinking. Several studies will be described demonstrating the motivational benefits of upward evaluation (evaluating performance relative to an imagined better performance) and downward reflection (imagining a worse performance).

1:30
Counterfactual Mind-Set Priming in Health Persuasion
AGNIESZKA SKUCZYNSKA, Warsaw School of Social Psychology, Wroclaw Faculty, Poland
askuczynska@st.swps.edu.pl
Three experiments showed that counterfactuals can prime a mental simulation mind-set, which involves consideration of converse alternatives. This may lead to more systematic processing of health message, facilitate future-oriented mental simulations. As a result
mind-set priming may lead to greater intentions to develop one’s
knowledge: how to manage health problem.

1:45
Reactions to General and Specific Events and the Role of
Counterfactual Thinking
JOHN V. PETROCELLI, Indiana University Bloomington, & STEVEN
J. SHERMAN, Indiana University Bloomington
jpetroce@indiana.edu
Why do people have different reactions to general and specific events?
Counterfactual thinking and need for cognition are examined as
explanations. It is hypothesized that these variables play crucial roles in
the construction of comparison standards. Results suggest that
counterfactual elaborations were employed in processing specific, but not
general, events.

2:00
On the Prospect of Choosing for Others
KARLENE HANKO, Cornell University, & THOMAS GILOVICH,
Cornell University
kch29@cornell.edu
We explored how prospect theory applies to making choices for other
people. Results reveal a replication of the typical pattern of risk
preference when deciding for a liked other, but a significant reversal of
these preferences when choosing for a competitor or a disliked other.

2:15
De-biasing Anchoring and Adjustment: The use of Multiple Anchors
BRIDGETT J. MILNER & EDWARD R. HIRT, Indiana University
bharsh@indiana.edu
Robust anchoring effects have been found across a variety of decision
making tasks. This study examined potential de-biasing techniques
aimed at reducing or eliminating the bias caused by the presentation of an
anchor. This study also examined how the individual difference Need for
Closure impacts the effectiveness of de-biasing strategies. Results
indicated that NFC (in particular the NFS subscale) moderated the
effectiveness of de-biasing strategies.

2:30
Believing What We Know We Shouldn’t
JANE L. RISEN, Cornell University, & THOMAS GILOVICH, Cornell University
jlr97@cornell.edu
Superstitious beliefs are explored in several studies. The results suggest that actions that “tempt fate” or outcomes that promote a sense of irony are seen as more likely to occur than is normatively justified. Ongoing research implicates the role of negativity dominance and imagination in the creation of these superstitions.

2:45
From Formulas to Faith: Consistent Theories Lead to Confidence
ELANOR F. WILLIAMS, Cornell University, & DAVID DUNNING, Cornell University
efw7@cornell.edu
In two studies we found that participants’ confidence in their responses was related to how consistent and systematic those responses were, when we controlled for accuracy. This leads us to believe that reliance on “rational” theories, regardless of whether those theories are correct, gives people confidence in their decisions.

Individual Differences and Cognition

Friday, 1:00-3:00
PDR 7
PATRICK BROPHY, Rose-Hulman Institute of Technology, Moderator

1:00 Invited Talk
It’s Mixed Versus Strong, Not Left Versus Right: Handedness as a Wide-ranging Dimension of Individual Differences
STEPHEN D. CHRISTMAN, University of Toledo
schrist2@utnet.utoldeo.edu
Recent research has shown that individual differences in handedness are more closely linked to degree of handedness (i.e., mixed versus strong) than to direction of handedness (i.e., left versus right). Examples of such differences from the domains of attention, memory, body image, decision-making, and belief updating will be discussed.

1:30
Individual Differences in Memory Span and Fluid Intelligence
MICHAEL J. KANE & TINA M. MIYAKE, University of North Carolina at Greensboro
Haarmann, Davelaar, and Usher (2003) suggested that conceptual span, a measure of semantic short-term memory (STM), might correlate with general fluid intelligence (Gf). We tested whether conceptual span predicted Gf better than did STM or working memory span. We also tested the importance of semantics to conceptual span’s predictive power.

1:45
Academic Perceptions and Mathematics Anxiety: Gender and School Differences
ANNA L. CASH GHEE, Xavier University
ghee@xavier.edu
In a sample of 1,368 Catholic school children, boys selected mathematics more often as best subject and indicated less mathematics anxiety than girls. Science was favored mostly by students in large schools; these students also reported less mathematics anxiety. These findings suggest tailoring mathematics/science programs to gender and school variables.

2:00
Ego Depletion Reduces Working Memory Capacity
BRANDON J. SCHMEICHEL & ROY F. BAUMEISTER, Florida State University
schmeichel@psy.fsu.edu
We examined the role of self-regulatory strength in working memory capacity. An initial expenditure of self-regulatory strength reduced subsequent working memory capacity on the Operation Span Task (Study 1) and the Sentence Span Task (Study 2). Working memory capacity may fluctuate depending on the nature of the self’s recent activity.

2:15
Study Adjuncts and the Effects of Individual Differences
AIMEE A. CALLENDER, Washington University & MARK A. MCDANIEL, Washington University
aaduprie@artsci.wustl.edu
The effectiveness of study methods such as embedded questions and elaborative interrogation (why questions) may be subject to the learners’ comprehension ability. These methods were evaluated in light of structure building ability (Gernsbacher & Varner, 1988) and revealed a possible interaction between structure building ability and prior knowledge.
Motivational Influences on the Scope of Attention
RONALD S. FRIEDMAN, University of Missouri-Columbia
friedmanr@missouri.edu
A growing body of evidence suggests that approach motivational states broaden whereas avoidance motivational states constrict the scope of attention on both the perceptual and conceptual levels. Recent research exploring the cognitive and neuropsychological underpinnings of such “attentional tuning” phenomena will be presented.

I/O & Applied Social Psychology Poster Session
Friday, 1:00 - 3:00
Upper Exhibit Hall
LAWRENCE C. PERLMUTER, Rosalind Franklin University, Moderator

1 Males were Disproportionately Elected as Jury Forepersons in Mock Trials
JORDAN M. HENKEL & VERLIN B. HINSZ, North Dakota State University
Jordan.Henkel@ndsu.nodak.edu
Various theories suggest that males, as higher status individuals in society, should be more likely to be elected to positions of responsibility. Results support this hypothesis with males being elected foreperson significantly more often than females by participants in mock jury studies.

2 Perceived Guilt: the Effects of Eyewitness Testimony in an Online Survey
JULIE D. WREN, University of Northern Iowa, & MARY NEFF, University of Northern Iowa (Sponsor: JOHN E. WILLIAMS, University of Northern Iowa)
jw1124@uni.edu
This study attempts to replicate previous research findings of eyewitness testimony online. Participants read a description of a trial with either no, a discredited, or an unrefuted eyewitness. Participants found the defendant guilty most often when there was an unrefuted eyewitness and less often guilty when the eyewitness was discredited.
3 Effects of Different Inadmissibility Rulings
CHRISTINE GOCKEL, Michigan State University, NORBERT L. KERR, Michigan State University, & IRV HOROWITZ, Oregon State University
gockelch@msu.edu
The study examined jurors’ reactions to different inadmissible due process-rulings and to possible biases in a case. Results showed that jurors were influenced by the causal basis for an inadmissibility ruling – but in a pattern contrary to expectations. Results also showed that jurors did not correct for a possible bias in the case.

4 Women Legislators and Children’s Issues: Do Women Care More?
GRACE B. DYRUD, Augsburg College
dyrud@augsburg.edu
Minnesota men and women legislators did not differ in their ratings by the Children Defense Fund on their children’s issues votes. Within the Democratic party women received higher ratings than men. Republican women received lower ratings than Republican men. Urban legislators received significantly higher ratings than rural legislators.

5 The Influence of Decision Making Style upon Gambling Task Performance
THOMAS E. NYGREN, The Ohio State University & REBECCA J. WHITE, The Ohio State University
nygren.1@osu.edu
Individuals differ in the degree to which they rely upon intuitive and analytical decision-making styles. These decision-making styles, as measured by the Decision Making Styles Inventory (DMI), have been found to hold distinct consequences for task performance. This research demonstrates a benefit to performance on a gambling task when a more intuitive decision style is reported.

6 Evaluation of a Training Program for Volunteer Telephone Crisis Counselors
SARAH H. LEVI, Chicago School of Professional Psychology
cleonhard@csopp.edu
A 38.5 hour training for volunteer telephone crisis counselors at the National Runaway Switchboard (NRS) was evaluated. Results showed that participants significantly increased their knowledge and skills in crisis intervention and comprehension of topics relation to the NRS. Additionally volunteers were very highly satisfied with the overall training program.

7
The Self-Fulfilling Effect of Treatment Expectancies on the Efficacy of a Drug Prevention Program
ANDREA ESLICK, Iowa State University, STEPHANIE MADON, Iowa State University, MAX GUYLL, Iowa State University, JENNIFER WILLARD, Iowa State University, & RICHARD SPOTH, Iowa State University
madon@iastate.edu
This research tested whether parents’ expectancies about the efficacy of an adolescent drug prevention program had a self-fulfilling effect on the program’s effectiveness. Consistent with a self-fulfilling prophecy, parents’ initial expectancies about the program’s effectiveness predicted their children’s subsequent alcohol use more strongly among treatment versus control condition families.

8
The Relationship of Affect to Cardiovascular Reactivity During Recollection of a Personally Relevant Anger Situation
NICOLE M. EVANGELISTA, MELISSA T. BUELOW, JESSICA TAG, & MARGRET A. APPEL, Ohio University
appel@ohio.edu
This study examined cardiovascular reactivity while participants engaged in imagery and speech tasks related to a personally relevant anger situation. The data suggest anger was related to heart rate and blood pressure. Participants’ perceived level of affect in others was a better predictor of cardiovascular reactivity than their own affect.

9
Predictors of Adherence to Follow-up Care After Abnormal Pap Results
ANNE MARY K. MONTERO, DIANE M. REDDY, University of Wisconsin-Milwaukee, & CAROLYNE SWAIN, Midwestern Professional Research and Educational Services
reddy@uwm.edu
Discriminant analysis showed that problems with medical literacy differentiated women who did not return for follow-up care from demographically similar women (race, age, income, and educational level) who did. Separate psychological barriers to adherence to follow-up care were also identified for Caucasians, African Americans, Latinas, and Asians.

10 Effects of Preparatory Behavior on Condom Use: An Evaluation in the Context of the Theory of Planned Behavior
CINDI WOOD, DIANE M. REDDY & RAYMOND FLEMING,
University of Wisconsin-Milwaukee
reddy@uwm.edu
Structural equation modeling provided support for the Theory of Planned Behavior in predicting consistent condom use and confirmed that preparatory behavior is a reasonable and necessary addition to the theory. The results also highlight the importance of taking into account sexual risk and condom use with new versus current partners.

11 Motion Sickness and Pregnancy Sickness
MICHAEL F. SHERRICK & MARIA C. POOLEY, Memorial
University of Newfoundland
sherrick@mun.ca
Motion sickness and pregnancy sickness have traditionally been investigated from completely different perspectives. Nevertheless, our systematic review of the literature indicates that both areas of investigation have much in common. Findings and theories developed from the study of one malaise can profitably be applied to the other.

12 Personality Predicts Preferences for Professors: Individuals Use Their Own Characteristics in Evaluations of Ideals
STEVEN A. MILLER, Loyola University Chicago, RENEE ENGELN-MADDOX, Loyola University Chicago
smille4@luc.edu
Individuals evaluated personality characteristics of ideal professors. It was found that regardless of academic discipline of the professor, Big Five dimensions of participants predicted ideal characteristics. However, this relationship did not hold for neuroticism, as perhaps all individuals
negatively evaluate neurotic characteristics. Results are discussed in terms of interpersonal evaluation.

13
Health Behaviors in Undergraduates: Comparisons of Athletes and Non-athletes
MARY E. PRITCHARD, BREEANN MILLIGAN, JENNA ELGIN, PAUL RUSH, & MAUREEN SHEA, Boise State University
marypritchard@boisestate.edu

Studies indicate college athletes may be an at risk population for unhealthy behaviors. In our study athletes were more likely to engage in unhealthy drinking patterns, and were more prone to have an eating disorder and obsessively exercise. Athletes were less likely to be overweight, exercised more, and smoked less.

14
Time Perspective, Time Use, and Meaning of Education among Undergraduate Students
DONNA HENDERSON-KING, Grand Valley State University, MICHELLE N. SMITH, Grand Valley State University, & JESSICA L. SOBANSKI, Grand Valley State University
hendersd@gvsu.edu

We examine time perspective and its relationship to a) how students spend time and b) the meaning education holds for them. In a sample of 255 undergraduate students we found that future and present orientation were related to time spent on academic work and socializing, and to meanings of education.

15
She Blinded Me with Science: An Investigation of What is Considered Scientific
HEATHER N. FOOZER & DOUGLAS S. KRULL, Northern Kentucky University
krull@nku.edu

Although science is defined by methodology, people may believe it is defined by content (e.g., microscopes, brain sections, DNA). Participants read about an investigator who observed hippocampal sections with a microscope or children through an observational window. Participants thought the hippocampal research was more scientific.
16 Weapons of Mass Discussion: A Comparison of Group Processes Coverage in Social Psychology Textbooks
JOSEPH N. SCHUeller, University of Wisconsin-Stevens Point, & PAIGE MUELLERLEILE, University of Wisconsin Colleges-Marshfield
pmueller@uwc.edu
Meta-analytically established group processes hypotheses in social psychology textbooks are examined to determine the extent to which magnitude of effect predicts coverage. Contrary to prediction, group polarization, which has a strong magnitude of effect, is not covered in greater depth than groupthink, which has a weak magnitude of effect.

17 Faculty-Student Collaborations: Ethics and Satisfaction in Authorship Credit
JEFFREY SANDLER, Castleton State College & BRENDA RUSSELL, Castleton State College
Brenda.Russell@castleton.edu
This study attempted to explore occurrences of unethical authorship assignment in faculty-student collaborations. Of the sample (N = 604), 27.3% had been involved in an incident (only 3.6% of which were ever reported to authorities), while non-tenured faculty members and women were significantly more likely to be involved in one.

18 Do I Belong Here? Similarity to the Typical Student and Social Support Predict College Retention
DAVID J. LANE, Western Illinois University, & FREDERICK X. GIBBONS, Iowa State University
DJ-Lane@wiu.edu
Why do students leave college? This research identifies two social psychological constructs that predict student retention. Students’ perceived social support and similarity to the typical student were assessed during their first semester. These variables predicted enrollment two years later, controlling for other variables that have been shown to affect retention.

19 Quarterlife Refinement: A Study on Identity Exploration in Today’s Young Adults
PAMELA L. TRANCHITA, National Louis University
The issue of “quarterlife crisis” as introduced by Robbins and Wilner (2001) in “Quarterlife Crisis: the Unique Challenges of Life in Your Twenties” was further explored by contrasting a group of participants in their twenties and one in their fifties on issues related to career and intimate relationship fulfillment.

20
Effects of Mortality Salience on Uncertainty About the Future
DOUGLAS P. COOPER, Western Illinois University & KELLY R. WANER, Western Illinois University
dp-cooper@wiu.edu
Participants were asked to think about and describe their own death or a trip to the dentist. Results showed that participants with low self-esteem reported greater certainty about future mortality than did participants with high self-esteem or in a control condition.

21
Cultural Variations in Reaction to Competitive Bargaining Offers
DONG-WON CHOI, California State University - Hayward
dchoi@csuhayward.edu
The study examined cultural variations in attribution made, and other reactions, to competitive bargaining offers made by a friend or a stranger. Compared to Illinois participants (individualists), Korean participants (collectivists) perceived a stranger’s competitive proposal and that person’s character more negatively, and were less likely to continue bargaining.

22
The Cross-Cultural Comparison on Job Stress
CONG LIU, Illinois State University, PAUL SPECTOR, University of South Florida, LIN SHI, Beijing Normal University
cliu@ilstu.edu
This study used both qualitative and quantitative methods to examine job stress in cross-cultural context. The common job stressors and strains were found in China and the United States. Interaction effects among countries, stressors, and strains have also been detected.

23
Affective and Behavioral Outcomes of Acculturative Stress in Russian Immigrants in the United States
OLGA SHCHESLAVSKAYA, University of Wisconsin-Milwaukee, & RAYMOND FLEMING, University of Wisconsin-Milwaukee (Sponsor: RAYMOND FLEMING, University of Wisconsin-Milwaukee)
olga@uwm.edu
A model using hardiness, coping, and social support as predictors of affective and behavioral outcomes of acculturative stress was tested in a sample of 125 Russian immigrants. These predictors explained 30% of the variance in the behavioral outcomes and 22% of the variance in the affective outcomes of acculturative stress.

24
The Relationship Between Burnout and Perceived Daily Hassles/Uplifts in Critical Care Nurses
ROBERT D. MATZELLE & CHRISTOPH LEONHARD, The Chicago School of Professional Psychology
cleonhard@csopp.edu
The relationship between perceived daily hassles and uplifts with the three components of burnout (emotional exhaustion, depersonalization, lack of personal accomplishment) were examined in critical care nurses (n = 44). Participants completed four self-report measures. This Daily hassles were found to significantly predictive across all three burnout components.

25
Supervisory Support for Work/Life Balance: Implications for Turnover Intentions and Perceived Advancement Opportunities
CAROLYN CATENHAUSER, Minnesota State University, Mankato & LISA M. PEREZ, Minnesota State University, Mankato
lisa.perez@mnsu.edu
This study investigated the effects of supervisory support for work/life balance on turnover intentions and perceived opportunities for advancement among public accounting employees. Employees who felt their work-life balance needs were supported were less likely to think about quitting and perceived greater advancement opportunities in the organization.

26
Vicarious Experience and Leadership Self-Efficacy: The Role of Attribute Similarity
We investigated the interactive effects of gender similarity and the self-efficacy induction mode of vicarious experience on leadership self-efficacy in a union. The results indicated that positive induction-efficacy relationships are strongest in same-gender and weakest in cross-gender cases. Results are discussed with regard to specific organizational interventions.

**27**
**When Volunteering is Required: Correlates of Community Volunteerism**
Kimberly L. Legro, Central Michigan University, Terry A. Beehr, Central Michigan University, Kimberly J. Porter, Central Michigan University, Nathan A. Bowling, Central Michigan University, & W. Mike Swader, Central Michigan University

Some volunteering is more voluntary than others. Volunteers, required volunteers, and non-volunteering students were examined for motivation, time demands, concern for others, and satisfaction with and commitment to the university. Non-volunteers perceived fewest time demands. Non-required volunteers had more intrinsic motivation, concern for others, and commitment to the university.

**28**
**Employee Resentment: Its Potential Antecedents and Effects on Organizationally Relevant Outcomes**
Elizabeth Hendricks, Central Michigan University, & Terry A. Beehr, Central Michigan University

Employee’s resentment and organizational commitment can be affected by perceptions of equity, alienation, and psychological contract violation, and resentment might result in counterproductive work behaviors and employee withdrawal. A model of employee resentment developed in the Netherlands (Guerts Schaufeli, & Rutte, 1999) was supported, providing strikingly similar results across different settings.

**29**
**External Validation of the Runco Ideational Behavior Scale**
Scores on the Runco Ideational Behavior Scale (RIBS) did not correlate with scores on another ideation measure, the figural Torrance Test of Creative Thinking, as expected. Rather, its scores correlated with How Do You Think scores, a biographical creativity inventory. This brings into question the construct measured by the RIBS.

### 30
**Predicting Energy Conservation Behaviors of Undergraduates Using the Theory of Planned Behavior**
KRISTEN M. MORE, Ohio University, RYAN J. YODER, Ohio University, KEVIN B. TAMANINI, Ohio University, & SCOTT FINLINSON, Ohio University
km143903@ohio.edu
Costs associated with energy consumption are a growing concern for organizations. The current study was designed to use Azjen’s (1988, 1991) Theory of Planned Behavior to predict energy conserving behaviors among college students living in residence halls. Results support the usefulness of the TpB in predicting organizational energy conserving behaviors.

### 31
**Assessing the Existence of Seasonal Affective Patterns in Non-Clinical/Organizational Settings**
PAULA M. POPOVICH, KEVIN B. TAMANINI, KRISTEN M. MORE, Ohio University
popovich@ohio.edu
A scale was developed to assess Seasonal Affective Patterns in a non-clinical/organizational setting. A sample of 820 undergraduates revealed the existence of seasonal variations in relation to both time of year (i.e., season) and level of lighting, as well as a positive relationship between SAP score and productivity.

### 32
**Using Cultural Consensus to Test Cultural Differences of Perceived Hair Color Preferences**
JARED L. LADBURY, North Dakota State University, & VERLIN B. HINSZ, North Dakota State University.
Verlin.Hinsz@ndsu.nodak.edu
Cultural Consensus Theory is used to evaluate and describe cultural differences in perception of preferences for blonde, brown, and black hair among students living on the northern and southern prairie. Cultural differences are found because northern students use a secondary criterion when making their ratings that southern students do not.

Invited Address
Mind Bugs: The Psychology of Ordinary Prejudice

MAHZARIN BANAJI, Harvard University

Friday, 1:30-3:00  
Monroe Room

PATRICIA DEVINE, University of Wisconsin, Madison, Moderator

MPA Presidential Address
Mechanisms and Moderators of Stereotyping in Social Judgment

GALEN BODENHAUSEN, Northwestern University

Friday, 3:00-4:00  
Monroe Room

MARILYNN BREWER, The Ohio State University, Moderator

MPA BUSINESS MEETING

Friday, 4:00-5:00  
Monroe Room

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

***SOCIAL HOUR***
Friday, 5:00-7:00  
Adams Room
### SATURDAY, MAY 7

**Symposium**

**What Leads to Forgiveness? Exploring Potential Predictors and Consequences of Forgiveness**

*Saturday, 8:30-10:30   Salon IV*

JENI L. BURNETTE, Virginia Commonwealth University, Organizer and Moderator, and ELI J. FINKEL, Northwestern University, Organizer

**But Do They Work? A Meta-Analysis of Group Interventions to Promote Forgiveness**

JULIA E. MEYER, Iowa State University, NATHANIEL G. WADE, Iowa State University, and EVERETT L. WORTHINGTON, JR., Virginia Commonwealth University

**An Educational Intervention Using Forgiveness as the Goal with At-risk Adolescents**

SUZANNE FREEDMAN, University of Northern Iowa

**Betrayals in Interpersonal Relationships: Does Attachment Style influence Propensity to Forgive?**

JENI L. BURNETTE, KELLI TAYLOR, and EVERETT L. WORTHINGTON, JR., Virginia Commonwealth University

**Implicit theories and forgiveness. The moderating role of partner perception.**

ELI J. FINKEL, Northwestern University, and JENI L. BURNETTE, Virginia Commonwealth University

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**Informal Papers - II**

*Saturday, 8:30-10:30   Salon I*

DAVID WERTSHAFTER, Moderator
The Neonatal Injury-Induced Learning Deficit in Adult Spinal Rats
ERIN E. YOUNG, KYLE M. BAUMBAUER, JESSICA HILLYER, & ROBIN L. JOYNES, Kent State University
eeyoung1@kent.edu
Previous research has shown that a neonatal hindpaw injury results in long-lasting changes to mechanical sensitivity that survives spinal cord transection and is accompanied by a spinal instrumental learning deficit. The current set of studies explores the pathways and cellular population underlying this learning deficit. Results will be discussed.

The Role of Neurokinin Receptors in Spinally Mediated Instrumental Learning
KYLE M. BAUMBAUER, ERIN E. YOUNG, KEVIN C. HOY, & ROBIN L. JOYNES, Kent State University
kbaumbau@kent.edu
Previous research has shown that spinal rats given hindleg shock whenever that leg is extended (contingent shock) will learn to maintain a flexion response. However, prior exposure to noncontingent shock results in a learning deficit. The current set of studies examined the role of neurokinin receptors in this effect.

New Approaches to Research in Biological Movement
MATTHEW MARGRES, JENNA HUMPERT, CANDACE BUBLITZ, & AFTON JENNINGS, Saginaw Valley State University.
margres@svsu.edu
Original research in biological movement used 12 points of light on the vertices. Our literature reviews have shown little challenge to this method, yet we obtain interesting results when the lights aren’t on the vertices. We will present our results to date, and demonstrate our development of lighted suits for the research.

Reporting the Ongoing Research of the Schematic and Gendered Nature of Scene Perception
MATTHEW MARGRES, MARGARET MURPHY, JOSEPH KIDD, & KYLE O’ROURKE, Saginaw Valley State University.
margres@svsu.edu
Presently we are completing a manipulation check on our operational definitions of what constitutes not only schematic, but also gendered scenes. By May, we will report preliminary results on the differential perception and recall of these scenes, depending upon their schematic and gendered natures.

9:30
**Influence of Personality on Role Identification: Using the Neo and Rbi to Predict Coping Style.**
LINDA VERONIE, Slippery Rock University, & DAVID B. FRUEHSTORFER, Kent State University
linda.veronie@sraru.edu
The RbI consists of four scales: Hero, Scapegoat, Mascot and Lost Child. It is hypothesized that assumed family role is influenced by personality and is a better predictor of coping preference than personality. Results suggest that the family role identification better predicts health impairing coping behaviors such as substance use.

**Psycholinguistics**

*Saturday, 8:30-10:30*  
Salon II

ZENZI GRIFFIN, Georgia Tech, Moderator

8:30
**Priming Time: An Examination of Sentence Frame Development through Structural Priming of Time Expressions**
STEFANIE E. KUCHINSKY, University of Illinois at Urbana-Champaign, & J. KATHRYN BOCK, University of Illinois at Urbana-Champaign
kuchinsk@s.psych.uiuc.edu
The formulation of structural frames was examined with a priming paradigm involving time telling. Participants were more likely to use relative time expressions after hearing relative primes (e.g., twenty till three) than absolute primes (e.g., two forty). The priming effect was strongest when two filler trials separated primes from targets.
8:45
Investigating the Phonological Neighborhood Effect in the Phonological Lexical Decision Task
LAWRENCE LOCKER, JR., University of Kansas, GREG B. SIMPSON, University of Kansas, & PAUL MATTSON, University of Kansas
gsimpson@ku.edu
Previous research has shown that phonological neighborhood influences performance in visual lexical decision. In the present study, a phonological neighborhood effect was observed in a phonological lexical decision task (i.e., does the letter string sound like a word?). The results are discussed in relation to current models of word recognition.

9:00
On the Use of Multilevel Modeling as an Alternative to Items Analysis in Psycholinguistic Research
JAMES A. BOVAIRD, University of Kansas, LAWRENCE LOCKER, JR., University of Kansas, LESA HOFFMAN, Pennsylvania State University, & GREG B. SIMPSON, University of Kansas
gsimpson@ku.edu
Multilevel modeling (MLM) is proposed as an alternative items analysis procedure in psycholinguistic research. Advantages include simultaneous generalizations to subject and item populations and software accessibility. MLM and standard two-step procedures produced similar results, but MLM simultaneously controls experiment-wise error. Results support MLM as a tenable alternative to current practice.

9:15
Order Effects in the Semantic Priming of Homographs: An Application of the Activation-Selection Model
VINCENT R. BROWN, Hofstra University, DAVID S. GORFEIN & HARRIETT AMSTER University of Texas- Arlington
psyvrb@hofstra.edu
Judgments of relatedness of a homograph are slower and less accurate when the prior occurrence of a homograph was in the context of the alternative meaning. This effect is attenuated when the related word precedes the homograph on second occurrence. A model assuming meaning selection is based on active “attributes” associated with a meaning, accounts for the results.
9:30
The Structure of Graphemic Representations: Evidence from Shadowing
ANGELA C. JONES, Kent State University, & JOCELYN R. FOLK, Kent State University (Sponsor: JOCELYN R. FOLK, Kent State University)
acanda@kent.edu
We examined the nature of abstract orthographic representations using a secondary task to disrupt the graphemic buffer in unimpaired spellers. Error patterns mirrored patterns from graphemic buffer patients. Results provide evidence for multidimensional hypotheses of orthographic representation. We will discuss implications for theories of orthographic representation and graphemic buffer functioning.

9:45
Should the English Grammar Rule Be, “Feel Free to End Your Sentence in a Preposition?”
APRIL FUGETT, University of Kansas, MICHAEL J. CORTESE, College of Charleston, & GREG B. SIMPSON, University of Kansas
gsimpson@ku.edu
Two experiments distinguished between stative and eventive verbs in relation to pied-piping (PP) and preposition stranding (PS). In the context of two reading tasks, the observed differences converge with other language studies. This suggests the methodology is useful and can be employed in future endeavors to examine sentence processing.

10:00
Speech Errors Reflect Newly Learned Phonotactic Patterns
JILL A. WARKER, University of Illinois
warker@s.psych.uiuc.edu
The acquisition of artificial phonotactic constraints (e.g. /f/ is an onset if the vowel is /i/) was investigated by examining speech errors that occurred when subjects recited strings of syllables during a four-day experiment. The errors reflected the newly learned phonotactic patterns but not until the second day of training.

Attitudes and Persuasion

Saturday, 8:30-10:30
Salon III
GARY BRASE, University of Missouri-Columbia, Moderator
8:30 Invited Talk
Resistance and Persuasion
ERIC S. KNOWLES, University of Arkansas
eknowles@uark.edu
Resistance is the key element in persuasion. Yet little is known about the dynamics of resistance during persuasion. I report studies using an online “resistometer” to assess resistance to persuasive messages and standard compliance techniques. On-line measurement allows testing assumptions about the processes involved with persuasion.

9:00
Affective and Cognitive Attitude Components in Behavioral Prediction
MARK F. STASSON, Metropolitan State University, SHANNON BOURQUIN, Metropolitan State University, & JASON HART, Christopher Newport University
mark.stasson@metrostate.edu
Affective and cognitive attitude components were investigated within the Theory of Planned Behavior. Behavioral intentions were predicted from attitude, subjective norms, and perceived behavioral control, with the attitude measure being framed in terms of either affect or cognition. Results supported the distinction between affective and cognitive bases of attitude.

9:15
The Past Matters: Using the Theory of Planned Behavior to Examine the Influence of Past Behavior on Future Smoking Behavior
MARCELLA B. BOYNTON, University of Connecticut, BLAIR T. JOHNSON, University of Connecticut, & KIANDRA HEBERT, University of Connecticut (Sponsor: BLAIR T. JOHNSON, University of Connecticut)
marcella.b.boynton@uconn.edu
A meta-analytic review is presented that examines the efficacy with which the Theory of Planned Behavior (TPB) and the Theory of Reasoned Action (TRA) predicts smoking behavior. Analyses point to a potentially powerful direct relation between past behavior and future behavior, even when controlling for intentions and perceived control.

9:30
Attitude Generalization: The Effects of Valence and Extremity
NATALIE J. SHOOK & RUSSELL H. FAZIO, Ohio State University
shook.20@osu.edu
Attitude generalization was explored as a function of valence and extremity. Participants in a computer game formed attitudes toward positive and negative, mild or extreme stimuli. How well these attitudes generalized to similar, novel stimuli was then examined. Attitudes toward extreme stimuli were found to generalize more than mild, especially when negative.

9:45
A Meta-cognitive Revision: Perceived Amount of Thought Provides a Mechanism Behind Attitude Certainty
JAMIE BARDEN, Ohio State University & RICHARD E. PETTY, Ohio State University
barden.5@osu.edu
A new meta-cognitive mechanism is proposed to explain the relationship between thought and certainty. In two studies, perceived amount of thought explained the impact of actual thought or a contextual bias on attitude certainty. Thus, perceived thought is an important and proximal antecedent of attitude certainty.

10:00
Task Preferences in the Induced Compliance Paradigm: Evidence Supporting an Action-Based Approach
SEAN E. MOORE, Mount Saint Vincent University, & ROBERT C. SINCLAIR, Laurentian University
sean.moore@msvu.ca
Under high or low choice, participants wrote counterattitudinal essays and then rated and ranked tasks offering direct (i.e., attitude change) or indirect (i.e., ego-repair, distraction, etc.) strategies for reducing dissonance. Under high choice, all tasks were rated most positively. Implications are discussed in terms of the motivation underlying dissonance reduction.

10:15
Positive Audience Cues are Interpreted Differently than Negative Audience Cues by Cue Recipients: Happy Audiences Must be Smiling because They are Happy People
ALEXANDER S. SOLDAT, AGNIESZKA G. SOLDAT, & HEATHER M. WITT, Idaho State University
soldalex@isu.edu
Participants presented speeches and solved logic problems in front of smiling or serious audiences and were affected in the usual way (positive cue, less systematic processing; negative cue, more systematic
processing). However, the less systematically processing participants perceived the audience smiles as unrelated to their performance, while participants in front of the serious audiences perceived the frowns as feedback on their performance.

**Issues in I/O Psychology**

*Saturday, 8:30-10:30*  
**Salon V**

SUSAN SHEFFER, Lewis University, Moderator

**8:30 Invited Talk**  
**Female Students in IT Majors: Special Challenges**  
SYLVIA BEYER, University of Wisconsin-Parkside  
beyer@uwp.edu

I will discuss research on variables affecting the dearth of women in the Information Technology (IT). These findings suggest avenues for increasing women’s representation in IT. To increase recruitment and retention of women, role models and a gender-inclusive departmental atmosphere are important. IT departments also have to dispel negative stereotypes about their field.

**9:00**  
**The Influence of Gender and Aspirations on Career Interest**  
CLIFFORD D. EVANS, Miami University, & AMANDA B. DIEKMAN, Miami University (Sponsor: AMANDA B. DIEKMAN, Miami University)  
evanscd1@muohio.edu

This study examined gender differences in life aspirations and their relationship to the gender-stereotypicality of career interests. Ratings of importance for family and community aspirations differed by sex; achievement aspirations were similar. Endorsement of achievement aspirations predicted male-stereotypical career interests, and endorsement of family aspirations predicted female-stereotypical career interests.

**9:15**  
**Managing Impressions in Employment Interviews: The Effect of Gender and Self-Focused Impression Management on Evaluations**  
SANJA LICINA, DePaul University, & ALICE F. STUHLMACHER, DePaul University  
astuhlma@depaul.edu
The effects of applicant gender and the magnitude of impression management in a job interview were examined. Impression management increased perceptions of competence. Higher amounts of impression management, especially for women, had a negative influence on perceptions of social attractiveness and hiring.

9:30
Gender and Extra-Role Helping in the Workplace
CHRISTINE H. JAZWINISKI, VICTORIA JADWINSKI & JAMIE SKIPPER, St. Cloud State University
chjazwinski@stcloudstate.edu
Likelihood of helping and asking a coworker for extra-role help were investigated as a function of gender. Helping was reported as more likely than asking for help, and asking for help was less likely with male coworkers. Results are interpreted in the context of gender roles.

9:45
The “Think Manager-Think Male” Phenomenon: A Meta-analysis
ANNE M. KOENIG, Northwestern University, ALICE H. EAGLY, Northwestern University, ABIGAIL A. MITCHELL, Northwestern University, JANINE BOSAK, University of Mannheim, & TIINA I. RISTIKARI, Connecticut College
a-koenig@northwestern.edu
A meta-analysis of the “think manager-think male” phenomenon (Schein, 1973, 1994) shows that participants rated managers as more similar to men than women. The effect was moderated by sex of rater, occupation of rater, and country. The effect also decreased over time in the U.S. and Canada.

10:00
The Ethics of Downsizing: Effects of Firm Performance and Support for Displaced Workers
STEVEN J. KARAU, Southern Illinois University at Carbondale
skarau@cba.siu.edu
Participants (N=44) evaluated scenarios that manipulated both the cause of poor firm performance necessitating downsizing (mismanagement or industry conditions) and company support for displaced workers (low or high). Downsizing was viewed as less fair and ethical when the company was mismanaged, whereas support for workers had minimal impact on perceptions.
10:15
Psychometric Properties of the Stress in General Scale
SARAH R. HEIMERDINGER, North Dakota State University &
VERLIN B. HINSZ, North Dakota State University
Verlin.Hinsz@NDSU.nodak.edu
Using workers from a food processing plant, we investigate the factor
structure of the Stress in General Scale, and how the measure relates to
other variables important in the workplace. Results suggest a three factor
structure. Greater stress was associated with greater fatigue and less
attention to ones duties.

Spatial Cognition and Embodiment

Saturday, 8:30-10:30  Salon VI
DAVID H. UTTAL, Northwestern University, Moderator

8:30
Sensory-Motor Learning and Its Impact on Spatial Perception
MATTHEW HUNSINGER, Illinois State University, Sponsor: J. SCOTT
JORDAN, Illinois State Univeristy, Sponsor
mrhunsi@ilstu.edu
Twenty-one participants indicated the perceived vanishing point of a
moving stimulus whose movements were controlled by another
participant. After 40 trials participants switched roles. Those with control
experience saw the dot vanish further ahead than those not having control
experience. Apparently, more experience allows one to get perceptually
further ahead.

8:45
On the Embodiment of Expert Knowledge: Is Sensorimotor
Experience Necessary to Form Detailed Mental Representations of
Action?
LAUREN E. HOLT & SIAN L. BEILOCK, Miami University
holtle1@muohio.edu
Expert and novice hockey players read hockey and non-hockey-related
sentences and judged whether pictures (matching the sentence-implied
action or not) had appeared in the sentence. Everyone responded faster to
non-hockey picture matches than mismatches. Only experts responded
faster to hockey matches. Sensorimotor experience aids the formation of
detailed action representations.
9:00
Moving Through Space: Effects of Prior Knowledge and Distance
GABRIEL A. RADVANSKY, University of Notre Dame, & DAVID E. COPELAND, University of Southern Mississippi
Radvansky.1@nd.edu
This study looked at the availability of event information in situation models as a function of prior knowledge and spatial distance. The spatial gradient observed in narrative comprehension studies was assessed in a desktop virtual reality environment. Instead, a suppression effect for recently visited locations was observed.

9:15
As “Far” as I know: Interpreting Proximity Terms Involves Computing Distance and Direction
AARON L. ASHLEY, University of Notre Dame & LAURA A. CARLSON, University of Notre Dame
aashley1@nd.edu
It is typically assumed that the interpretation of spatial prepositions requires setting parameters associated with their meaning, such as “left” setting direction and “near” setting distance. The present research examines whether additional parameters not explicitly conveyed in their meaning are also set, such as “near” setting direction.

9:30
Interpreting Spatial Descriptions of Scenes with Multiple Objects
PATRICK L. HILL, University of Notre Dame & LAURA A. CARLSON, University of Notre Dame
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Spatial descriptions typically specify the location of a target with respect to a single reference object selected from available objects. We demonstrate that the spatial relation between a nonselected object and the reference object is sometimes computed, and impacts interpretation of the spatial description relating the target and reference object.

9:45
Children’s Gestures Provide Insight into Their Mental Representations of Space
AMANDA G. SCHAAAL, Northwestern University, DAVID H. UTTAL, Northwestern University, SUSAN LEVINE, University of Chicago, & SUSAN GOLDIN-MEADOW, University of Chicago
a-schaal@northwestern.edu
Children’s gestures were analyzed to assess their mental representations of a space that they had navigated, following either a sequential or random path. The gestures they produced when asked to describe the space revealed whether they had formed a route or survey representation of the space.

Social Psychology Poster Session

Saturday, 9:00-11:00
Upper Exhibit Hall
PENNY VISSER, University of Chicago, Moderator

1  Casino Ads Appeal to Gamblers’ False Beliefs
GRACE B. DYRUD, Augsburg College
dyrud@augsburg.edu
Statements in casino ads were compared to clinicians’ lists of false beliefs showing a substantial correspondence between the two. While gamblers may bring cognitive beliefs to the casino, statements in casino ads appear to appeal to the false beliefs of pathological gamblers.

2  Confirmation Bias and the Sexual Double Standard
MICHAEL J. MARKS, University of Illinois at Urbana-Champaign, & R. CHRIS FRALEY, University of Illinois at Urbana-Champaign
mjmarks@uiuc.edu
Empirical research suggests the sexual double standard is not as pervasive as many people believe. To elucidate this disparity, we conducted two experiments in which people were asked to recall information about sexually active men and women. Results reveal a confirmation bias toward information consistent with a double standard.

3  Comparison-Induced Anchoring Effects
MARK W. TAWNEY & JESSICA M. CHOPLIN, DePaul University (Sponsor: JESSICA M. CHOPLIN, DePaul University)
mtawney@depaul.edu
When participants compare unknown values (e.g., height of the Sears Tower) to arbitrary values (anchors) and then estimate the unknown values, estimates are typically biased toward the anchors. We propose, test, and find support for an account of these anchoring effects inspired by Comparison-Induced Distortion Theory (Choplin & Hummel, 2002).
Dissipation of Framing Effects with Reduction of Frame Salience

LESLEY A. HITE, Gannon University
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Research examined decisions and explanations in a framing effect paradigm to determine whether considering both frames leads to dissipation of framing effects. Results suggest dissipation of framing effects may be due to a reduction in the salience of the original frame, which occurs when individuals consider both sides of problems.

Counterfactual Thinking and Abstract Thought

MATT J. LINDBERG, Ohio University, & KEITH D. MARKMAN, Ohio University
ml226204@ohiou.edu
Generating additive counterfactuals (the addition of alternative events) relative to subtractive counterfactuals (the removal of antecedent events) following the recall of a negative academic event was found to enhance performance on a creative insight task. These results deepen our understanding of the relationships between counterfactual thinking, regulatory focus, and creativity.

Counterfactual Thinking, Self-Esteem, and the Consideration of Future Consequences

MELISSA BERRY CAHOON, University of Dayton, TARIKA DAFTARY, University of Dayton, KATHRYN L. MUSKOVICH, University of Dayton, RAHAN ALI, Penn State University, EMILY WILSON, Penn State University, & ERIC PRAGER, Penn State University
melissa.cahoon@notes.udayton.edu
Investigations of individual difference variables and counterfactual thinking have yielded mixed findings. This study contributes to our understanding of these issues by exploring counterfactual thinking with respect to self-esteem and the Consideration of Future Consequences. Although others have reported associations between these variables, we found no evidence of such relationships.

Beliefs About Chance and Simulated Gambling Behavior in University Students
This laboratory study demonstrated that Drake Beliefs about Chance scores predicted specific gambling behaviors in a simulated game of chance. Results showed that individuals with greater misconceptions about games of chance played longer and played more individual spins on a simulated slot machine than did those with fewer misconceptions.

8

2 in 1: When the Format Effect Brings a Bonus Order Effect
MARIA AUGUSTINOVA, Miami University, DOMINIQUE OBERLE, & DIMITRI VASILJEVIC, University of Paris 10-Nanterre (Sponsor: GAROLD L. STASSER, Miami University)
augustm3@muohio.edu
It was hypothesized that the base-rate sensitivity demonstrated within the lawyers-engineers problem presented in the list format is contingent on the position of base-rates: introduced at the beginning of the list. The results suggest that this format effect was indeed, at least partly due to the “bonus” order effect.

9

The Effect of Product Placement on Implicit and Explicit Product Attitudes
BRYAN GIBSON, Central Michigan University
bryan.gibson@cmich.edu
Product placement involves having actors use brands in television or movies to promote a product. The current research demonstrates that product placement impacts both implicit and explicit attitudes; and that attitude change may proceed differently depending on whether the viewer remembers the product after viewing the show.

10

Sins of the Father: Implicit and Explicit Attitudes of Children from Divorce
ASHLEY K. RANDALL, Indiana University, FREDERICA R. CONREY, Indiana University, & ELIOT R. SMITH, Indiana University (Sponsor: CHARLES R. SEGER, Indiana University)
akrandal@indiana.edu
People view incompleteness, such as divorce, aversive. We predicted that participants would view individuals from divorced families more negatively than those from intact families, both implicitly and explicitly
measured. We expected participants’ attachment styles to moderate this effect. Analysis showed a significant explicit preference for targets from intact families over targets from divorced families, and some implicit preference in the same direction. Overall, attachment styles were unrelated to these preferences. Implications suggest that there could be continued negative opinions of children coming from divorced families purely because they are not ‘intact’ or ‘undamaged.’

11
Implicit Egotism and Close Relationships: The Name Letter Effect Extended to Relationship Partners
ALISON M. LUBY, The Ohio State University, OLESYA GOVORUN, The Ohio State University, & KENNETH G. DEMARREE, The Ohio State University
luby.6@osu.edu
Based on research on the inclusion of others in the self and on implicit egotism, we predicted that the Name Letter Effect would extend to a relationship partner’s initials. Results supported this prediction, indicating that implicit egotism extends to our relationship partners.

12
The Impact of Nonconscious-goal Pursuit on the Perception of Ongoing Behavior
JENNIFER J. RATCLIFF, Ohio University, G. DANIEL LASSITER, Ohio University, & KRISTIN BELL, Ohio University
ratcliffjen@frognet.net
Individuals whose conscious observational goal is to memorize an actor’s behavior register a different set of action units than do individuals whose goal is to form an impression of the actor (Cohen & Ebbesen, 1979). The current study revealed that the induction of nonconscious observational goals produces similar perceptual patterns.

13
Nonconscious Affiliation Goals Alter Perceptual Processes
JENNIFER J. RATCLIFF, Ohio University, G. DANIEL LASSITER, Ohio University, FRANK S. BELLEZZA, Ohio University, TIMUR SKEINI, Ohio University, DANA PREWITT, Ohio University, & KEVIN MAHAFFEY, Ohio University
ratcliffjen@frognet.net
Research has demonstrated that the attitude that an individual holds toward another person can lead to corresponding biased feature selection at the perceptual level (Powell, 1990). The current study revealed that a
nonconscious induction of differential attitudes produced a similar perceptual bias that importantly was distinct from a reporting bias.

14
**Social Balance Theory Online**
MARY E. NEFF, University of Northern Iowa, JULIE WREN, University of Northern Iowa (Sponsor: JOHN WILLIAMS, University of Northern Iowa)
neffmary@uni.edu
Heider’s (1946) social balance theory; individuals strive to create cognitively balanced network of likes and dislikes. Participants asked to rank liking 1 to 9 in triadic relationship. Results in expected direction; amount of liking individual felt toward John depended on feelings toward Bill, and Bill’s feelings toward John.

15
**Need-For-Cognition Affects Extremity of Attitudes Towards Mother’s Role**
VALERIE K. PILLING, Kansas State University, & LAURA A. BRANNON, Kansas State University
vpilling@ksu.edu
The Elaboration Likelihood Model of persuasion was applied to increasing appreciation of stay-at-home mothers in order to improve their psychological well-being. Children of stay-at-home mothers and children of mothers who worked outside the home were differentially persuaded by rational and emotional message. Children’s need-for-cognition affected the extremity of their attitudes.

16
**Promoting Fitness: The Value of Short-term versus Long-term Benefits of Exercise**
LIANNE M. MCLELLAN, Queen’s University, & ANNE E. WILSON, Wilfrid Laurier University
2lm15@qlink.queensu.ca
We investigated the relation between how people value short-term and long-term benefits of exercise, and ratings of exercise promotional messages emphasizing short-term or long-term gains. Participants rated messages as more effective when they were congruent with their pre-existing values. Implications for appealing to audiences with different health priorities are discussed.
17 Temporal Stability and Criterion Validity of Subjective Ambivalence Toward Smoking
KAREN WILSON, Saint Louis University, KATHLEEN W. WYRWICH, Saint Louis University, NICOLE R. CONOVER, Saint Louis University, MEGAN K. JAMES, Saint Louis University, & KIARA J. WEAVER, Saint Louis University
wilsonk@slu.edu
Test-retest reliability ($r = .563$) and criterion validity of a measure of subject ambivalence toward smoking was assessed (Lipkus et al., 2001). Criterion validity was demonstrated by significant correlations with general attitudes toward smoking and intentions to quit. Attitude-behavior consistency and attitude stability in terms of ambivalent health attitudes will be discussed.

18 Potential Moderators of Emotional Contagion and Reported Subjective Feelings
ZHANSHENG CHEN & JANICE R. KELLY, Purdue University
kelly@psych.purdue.edu
Recent research on emotional contagion has found that people unconsciously mimic others’ facial expression, as indicated by facial muscle reactions. In the current study, we find that people high in Emotional Contagion and low in Self-Monitoring were more likely to experience emotions in consistent with their facial mimicry behaviors.

19 Intra-Individual Emotion Regulation: Facilitating and Debilitating Effects of Mismatches Between Current Mood and Dispositional Affect
ERIC E. JONES, Purdue University, JENNIFER R. SPOOR, Purdue University, & JANICE R. KELLY, Purdue University
kelly@psych.purdue.edu
We examined the consequences of matches and mismatches between participants’ dispositional affect and manipulated mood on task performance. We hypothesized that mismatches would create a need for mood regulation, therefore interfering with task performance. Results show that the performance of females, but not males, was adversely affected by these mismatches.
20
The Effect of Temporal Comparisons on Favorable Social Comparisons of General and Specific Physical Characteristics
CYNTHIA M. BANE, Wartburg College, JILL WAGAMAN, Wartburg College
cynthia.bane@wartburg.edu
A sample of 98 men and 125 women made temporal and/or social comparisons regarding general and specific health characteristics. Participants perceived fewer declines for general than specific characteristics. Participants showed more self-bias in social comparisons of general than specific characteristics, but only if they did not make temporal comparisons first.

21
Reigning Cats and Dogs: The Pet-Enhancement Bias and its Correlates
AMANI EL-ALAYLI, SARA ADAMS, JEN CIOLLI, STACI HOLLINGSWORTH, & AMY LYSTAD, Eastern Washington University
amani@ewu.edu
Research has shown that people have positively distorted views of themselves, their friends, and their possessions. We extended this work by showing that people also rate their pet’s personality better than that of the average person’s pet. Pet attachment, pet-self similarity, and self-enhancement were positively correlated with this pet-enhancement bias.

22
Are Some People Better at Thinking of Opposites: An Explanation of the Endorsement Bias Effect
DAN D. RINER, University of Arkansas, ERIC S. KNOWLES, University of Arkansas, LYNN STEINBERG, University of Houston
driner@uark.edu
An Endorsement Bias (Knowles & Condon, 1999) occurs when people endorse opposite traits (I’m happy, I’m sad) and deny negations of those traits (I’m not happy, I’m not sad). In this research, biased individuals had more difficulty generating opposites for traits, suggesting that they treat traits categorically, rather than dimensionally.

23
Symptom Reporting during a Feigned Chemical Release
MOTOHIRO NAKAJIMA, University of Wisconsin-Milwaukee & RAYMOND FLEMING, University of Wisconsin-Milwaukee
mundo@uwm.edu
This experiment replicated and extended Lang-Ybarra and Fleming’s (2004) findings by adding the presence of an ambiguous “odor” as in Dalton (1999). Findings support MacGregor and Fleming’s model of symptom perception, which argues that both somatic change and cognitive risk perception are necessary for illness interpretation.

24
Self-Discrepancies and Emotional Experience: A Latent Variable Analysis
ANN G. PHILLIPS, University of North Carolina at Greensboro, PAUL J. SILVIA, University of North Carolina at Greensboro, & MATTHEW PARADISE, University of North Carolina at Greensboro
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Self-discrepancy theory (Higgins, 1987) predicts that ideal-self discrepancies predict depression and that ought-self discrepancies predict anxiety. Latent-variable analyses in two samples (total n > 550) did not support these predictions. Instead, predictions made by alternative self-theories, particularly objective self-awareness theory (Duval & Silvia, 2001), were supported.

25
The Effects of Playing with Action Figures on the Body-Esteem of Males
CHRISTOPHER P. BARLETT, Kansas State University, RICHARD J. HARRIS, Kansas State University, & SARA J. SMITH, Kansas State University
cpb6666@ksu.edu
This study investigated the effects of playing with action figures on male’s self-image. Participants (N=123) were given action figures with different muscularity levels to manipulate for twenty minutes. Results indicate that there was a significant decrease in body-esteem for the participants manipulating the most muscular action figures compared to the least muscular action figures (p=.000).

26
Assessing Body Investment Among African-American Students
JAVACIA JACKSON & W. RICHARD WALKER, Winston-Salem State University
walkerr@wssu.edu
The Body Investment Scale (BIS) was used to assess the attitudes that African-American athletes and non-athletes had about their bodies. Forty-two students were assessed using the BIS. The results indicated that athletes are more likely to put their bodies at risk. The results are discussed in terms of African-American health.

27
Subjective-Overachievement, Self-Presentational Tactics, and Self-Monitoring
CHERYL BECKER, Washington State University, & SARA RASQUE, University of Wisconsin-Stout
cheryl.becker@verizon.net
This study explored associations between the subjective-overachievement subscales, self-presentational tactics, and self-monitoring. Supplication, an assertive tactic, was negatively related to concern for performance scores, and positively related to self-doubt scores. Primarily, however, self-doubt scores were positively associated with tactics that are considered to be more defensive in nature.

28
The Effects of Stigma: The Labeling of Troublemakers in School
JENNA M. PERKINS, Castleton State College
Jenna.Perkins@castleton.edu
The present study examined teacher responses to students labeled as “troublemakers.” A 2 (gender) x 2 (disciplinary standing: “good” vs. “troublemaker”) x 3 (offense: late to class, skipped class, fight) ANOVA indicated that females with a prior history were given community service more frequently. No differences were observed for males.

29
Stereotype of Homeless Persons: Developing a New Measure
DIANE BARTKOWIAK, DePaul University, ANNE COLLAR, DePaul University, & HAROLD RODINSKY, DePaul University
hrodinsk@depaul.edu
This study collected 2500 words, and terms tapping stereotypes about homeless persons. The data was rated and aggregated into categories. Questions within each category were developed. Using selection criteria a measure was developed from these questions. Results from reliability testing were encouraging with an initial unadjusted a = .8952.
30
The Effects of Empathy Induction on Attitudes of Mental Illness
Stigma and Helping Behavior
AMANDA L. HARRELL Chicago School of Professional Psychology,
(Sponsor: CHRISTOPH LEONHARD, PH.D., ABPP, Chicago School of
Professional Psychology)
aharrell@csopp.edu
By instructing participants to empathically view a video of a man telling
his story of mental illness; participants’ empathic feelings towards the
individual significantly improved in contrast to controls. Results are
important for future efforts that seek to eradicate the stigma of mental
illness.

31
Adults’ Empathic Responding for Youth Victims of Community
Violence
DEBORAH A. BURKOWSKI, University of Wisconsin- Milwaukee,
ROBYN C. RIDLEY, University of Wisconsin- Milwaukee, & W.
HOBART DAVIES, University of Wisconsin- Milwaukee
debbieb2@uwm.edu
Adults’ empathic responding towards an adolescent victim of violence
presented in a hypothetical vignette was assessed. The victim’s
socioeconomic status and behavior at the time of the victimization were
manipulated. Results indicated a significant interaction for participants’
feelings of sympathy. Clinical implications of the findings are discussed.

32
Now That I’m Out in the Field: Student Teaching and Valuing
Diversity
JACQUELINE POPE & JOYCE WILDER, Western Kentucky
University
jacqueline.pope@WKU.edu
The present study assessed preservice teachers’ perceptions and attitudes
regarding issues of cultural diversity, once the student had moved from
the traditional college classroom. Results revealed a wide range of
perceptions and attitudes, with some students expressing a higher value
for diversity, and working in an environment with diverse students.

33
Understanding Our Reactions to Diversity
Diversity is currently a topic of much debate: do people think it is good or bad? This study found that people’s reaction to diversity is dependent upon the type of diversity in question (e.g. personal, social, moral) and the context in which it is encountered (e.g. close vs. distant contact).

34 Race, Crime, and the Symbolic Racism 2000 Scale
CLIFFORD E. BROWN, DIANNA M. YONKOF, LA'TOYA N. VAUGHN, EVAN C. SENTER, DORIAN C. DIXON, & ELIZABETH L. ASTA, Wittenberg University
clifford.e.brown@wittenberg.edu
Participants with high SR2K scores rated armed robbery as more serious than embezzlement, particularly when the criminal was Caucasian rather than African American. Participants with low SR2K scores tended to rate the crimes as more serious when committed by an African American than by a Caucasian, suggesting subtle (aversive) racism.

35 Manipulating Outgroup Size Affects Heterosexist Attitudes: Strength in Numbers?
JUSTIN J. LEHMILLER, Purdue University, & MICHAEL T. SCHMITT, Purdue University
justin@psych.purdue.edu
We examined whether presenting individuals with differing estimates of the number of gays and lesbians in the population affects heterosexist attitudes. Results indicated that males expressed less anti-gay sentiment when presented with larger estimates compared to smaller estimates. Females’ attitudes did not differ as a function of estimate size.

36 Changing Perceptions about Racism
MARY INMAN, MAEGAN HATFIELD, KATIE KRESNAK, & JULIA VARGAS, Hope College
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Caucasian Ps used exemplar-matching when classifying racist events (Study 1). They labeled an event as “racism” when it matched classic
instances of racism (KKK brutality). Study 2 showed that explaining why atypical events reflect racism increased guilt and was more effective in enlarging definitions of racism than focusing on White privilege.

37
Power & Stereotyping: The Role of Regulatory Focus
ANN E. HOOVER, STEPHANIE A. GOODWIN, & ANN BLAKELY,
Purdue University
ahoover@psych.purdue.edu
Participants primed with power roles (powerful, powerless) completed a memory task along with measures of regulatory focus. As predicted, priming people to think about being powerful resulted in more stereotypic memory distortion. This effect was partially mediated by regulatory focus. Higher levels of prevention focus were associated with less stereotyping.

38
Perceptions of Domestic Violence in Lesbian Relationships: Stereotypes and Gender-Role Expectations
BETSI M. LITTLE & CHERYL TERRANCE, University of North Dakota
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In light of evidence suggesting that violence between lesbian couples is often times dismissed, heterosexist perception were examined in the present study. Results indicated that victims abused by partners of the same gender role (i.e. masculine or feminine) were less believed in their claim. Implications of this research are discussed.

39
The Content and Function of Gender Self-Stereotypes
DEBRA L. OSWALD, Marquette University, & KARA LINDSTEDT,
Marquette University
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This research examined the content and function of gender self-stereotypes. Results demonstrated that participants selectively self-stereotype in a way that maintains a positive personal and group image. For men, selectively self-stereotyping on masculine cognitive stereotypes was positively associated with math academic self-schema and negatively associated with English academic self-schema.

40
Quality of Care Attributions to Employed Vs. Stay-at-Home Mothers
This study explored whether knowledge of a mother’s employment status affects participants’ judgment regarding mother-infant interactions. Participants rated videotapes of mothers, labeled ‘at-home’ or ‘working,’ interacting with their children. Results revealed that when quality of care was high, ‘at-home mothers’ were rated as providing better care than ‘working mothers.’

41
Attributions about the Characteristics of Five Different Types of Sports Fan
PHILLIP FINNEY, Southeast Missouri State University
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This study examined the characteristics attributed to five different types of sports fan (homer, displaced, distant, shift, and bandwagon). Disloyal fans (bandwagon and shift) consistently received much more negative evaluations than were the more loyal fans. Reasons for the cause of disloyalty, particularly in the bandwagon fan, are considered.

42
Perceived Threat, Blind Patriotism and Policy Acceptance in a Post 9/11 World
EAARON I. HENDERSON-KING, Grand Valley State University, LISA M. VALENTINE, Grand Valley State University, & DONNA HENDERSON-KING, Grand Valley State University
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We examined perceived threat and blind patriotism as predictors of the acceptance of government policies related to terrorism. Blind patriotism was consistently related to the acceptance of government policies. It was also found that blind patriotism moderated the relationship between perceived threat and accepting the use of military force.

43
Assessment of Attitudes Toward Homosexuality on a Midwestern Regional College Campus
JAMES GECKLER, Kent State University Stark Campus & LEE FOX-CARDAMONE, Kent State University Stark Campus
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Researchers assessed attitudes toward homosexuality on a Midwestern regional college campus using LaMar and Kite (1998)’s Components of
Attitudes toward Homosexuality. Participants were 223 college undergraduates. Results indicated that those individuals with more negative attitudes towards homosexuality were male, conservative, and Protestant.

44
Attitudes Toward Lesbians and Gay Men: A Test of the Subordinate Male Target Hypothesis
BERNARD E. WHITLEY, JR., Ball State University
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Heterosexuals, especially men, show greater prejudice against gay men than against lesbians. This research tested the hypothesis that this difference would be larger for people higher in social dominance orientation. Using affective responses and self-reported behavior as indicators of prejudice, the hypothesis was supported for men but not for women.

45
Religious Hierarchy Adherence, Authoritarianism, and the Distinction between Hostile and Benevolent Sexism
NATHANIEL D. KRUMDICK, Loyola University Chicago, VICTOR C. OTTATI, Loyola University Chicago, & REBECCA C. JOINES, Loyola University Chicago
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The present research investigates the relation between religiosity and sexism. Results indicate that adherence to hierarchical religious structures is specifically associated with benevolent (but not hostile) sexism. Moreover, this effect is distinct from the effect of authoritarianism, which exhibits a more general association with both hostile and benevolent sexism.

46
Gender Differences in the Effects of Sexual Arousal on Perception and Attention
JORDAN E. RULLO, CHRIS ECHTERLING, & ERICK JANSSEN, Indiana University- Bloomington (Sponsor: ERICK JANSSEN, Indiana University-Bloomington)
jrullo@indiana.edu
This study assessed the effects of sexual arousal on attention and perception, with an emphasis on the exploration of possible gender differences in such effects. Tasks included: 1) Attractiveness ratings (AR); 2) A sexual/neutral word association test (WAT); 3) A cross-modal
visual-auditory task (CMVAT); and 4) A vigilance reaction time task (RT). Arousal inductions were effective; however, no gender differences in arousal were found. Possible explanations are given; regardless, the absence of gender differences is highly interesting in and of itself.

47
Construct Validation of the Gender Typed Scale with an American Sample
FELIX J. THOEMMES, Indiana State University, CHRISTINE ALTSTOETTER-GLEICH, University of Koblenz-Landau, Veanne N. Anderson, Indiana State University
pyvande@isugw.indstate.edu
This study was a validation of a translated version of the German Gender Typed Scale on an American sample. Factor analysis and latent class modeling demonstrated support for a two-factor model of masculinity/instrumentality and femininity/expressivity. Only minor differences were noted between the German and American samples.

48
Looking for Love: Anticipated Gender-Stereotypic Roles Correlate with Mate Preferences
Allison L. Truax & Amanda B. Diekman, Miami University of Ohio
Truaxal@muohio.edu
According to social role theory, sex differences in the qualities desired in a partner stem from the traditional division of labor (e.g., Johannesen-Schmidt & Eagly, 2002). This study found that preferences for a mate with male-stereotypic qualities were positively associated with participants’ anticipated success in female-traditional roles.

49
Political Perception: Gender and Military Experience
Amanda Kirkpatrick, University of Minnesota at Morris, Jaime Richert, University of Minnesota at Morris, Dennis D. Stewart, University of Minnesota at Morris
stewartd@mrs.umn.edu
We examined whether participants would be more likely to vote for a female candidate with military experience than a male candidate with military experience. Although our hypothesis was supported, it appeared to have more to do with depressed scores for the male candidate than elevated scores for the female candidate.
Relationships among Collectivism, Individualism, Relative Deprivation and Perceived Fairness
JASON D. YOUNG, Wayne State University (Sponsor: ROBERT W. HYMES, University of Michigan-Dearborn) jdyoung@wayne.edu
This study examined whether collectivism and individualism (C-I) would predict relative deprivation (RD) and perceptions of fairness. Results indicated C-I to be weak predictors of these variables. However, regression analyses revealed theoretically meaningful mediating effects of RD on the relationship between a prize manipulation and perceived distributive and relational fairness.

Adults’ Perceptions of Children’s Rights: An International Perspective
ISABELLE D. CHERNEY, Creighton University, & BRITTANY G. TRAVERS cherneyi@creighton.edu
This study investigates adults’ perceptions of children’s rights. Participants from Western countries completed questionnaires (either over the internet or on paper) that presented participants with scenarios about conflict situations between children and adults. Results suggest that adult’s perceptions of children’s rights significantly vary with religion, ethnicity, and political stance.

Children’s Socioeconomic Status and the Perception of their Rights
ISABELLE D. CHERNEY, Creighton University, & LEAH C. SKOVRA, Creighton University cherneyi@creighton.edu
This study examines the effects of culture and SES on children’s perceptions of their rights. European, Malaysian, and the American 12-year-olds were interviewed. They showed an ability to distinguish between those rights they believe they are entitled to exercise and those they felt they are not yet ready to handle.

The Cultural Basis of Behavioral Intentions
SUSAN E. POLANCO, Grand Valley State University & JOHN ADAMOPoulos, Grand Valley State University adamopoj@gvsu.edu
The relationship between individualism-collectivism and intentionality was explored using a model that included attitudes, norms, and moral obligations as determinants of intentions. Individual weights on these variables were predicted from individualism and collectivism scores. The results imply a more complex relationship between culture and intentionality than is currently assumed.

54
Sh*t Happens Then You Die: The Association Between Defecation and Death
CURTIS S. DUNKEL, Illinois Central College
cdunkel@icc.edu
Two studies were conducted examining the relationship between feces and death. The results of the studies were consistent; suggesting a tendency toward keeping thoughts of feces and death separate. The results may reflect a defense mechanism protecting the sacred aspects of death from contamination.

55
Death Terror and Religious Prejudice
CHRISTOPHER J. FERGUSON, University of Wisconsin - Whitewater
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Prejudice, intolerance and discrimination are topics that have received a great deal of attention and scientific inquiry over the past several decades. Although a great deal of attention has focused on racial and gender discrimination and prejudice, relatively little attention has focused on religious prejudice. Religious beliefs are an area of deep importance for many people (Myers, 2000). Further, as religious beliefs come in many forms, with doctrines and beliefs which may be incompatible across religions, religious beliefs are a potentially rich area for prejudice and hostility (Jackson & Hunsberger, 1999). The present paper will explore the empirical research on religious prejudice and discuss religious prejudice as a phenomenon that results from the struggle for survival among competing world-views and philosophies on death and the afterlife.

56
Bigfoot, Biology, and the Bible: Relationships between Pseudoscience, Science Knowledge, Bible Knowledge, Religious Beliefs, and Evidence-Based Thinking
ERIC MCKIBBEN & DOUGLAS S. KRULL, Northern Kentucky University
Researchers have had some difficulty identifying factors that are at odds with a belief in pseudoscience (e.g., astrology, palm-reading, crystal balls). In the current research, both evidence-based thinking and Bible knowledge were negatively related to a belief in pseudoscience.

57
Measuring Gender Differences in Reactions to Infidelity: Importance of Administration Medium
JEREMY D. HEIDER, CORY R. SCHERER, BRAD J. SAGARIN, & JOHN E. ELDUND, Northern Illinois University
jheider1@niu.edu
Participants (N = 266) responded to a forced-choice infidelity question (choosing sexual or emotional infidelity as more distressing) either on computer or on paper. A significant gender difference emerged for participants who responded on paper (p = .001) but not for those who responded via computer (p > .2).

58
A Content Analysis of Causal Factors Provided on the Attributional Style Questionnaire
RANDALL A. GORDON, RYAN P. MCCARTY, & STACY L. SEMINARA, University of Minnesota, Duluth
rgordon1@d.umn.edu
Equivocal findings for the relationship between attributional style (optimism) and academic performance led to an examination of causal explanations provided on the Attributional Style Questionnaire (ASQ; Peterson et al., 1982). Results suggest that “defensive” pessimists (Norem & Cantor, 1986) may be responsible for previous outcomes showing superior performance among pessimists.

Invited Address
A Terror Management Theory Perspective on Terrorism and Political Extremism
TOM PYSZCZYSKISHI, University of Colorado
Saturday, 9:30-11:00 Wabash Parlor
KIPLING D. WILLIAMS, Purdue University, Moderator
Invited Address
Bodies and Souls
PAUL BLOOM, Yale University

Saturday, 11:00-12:30
Wabash Parlor
AMANDA WOODWARD, University of Chicago, Moderator

Symposium
Strategies of Information Processing in Groups
Saturday, 11:00-1:00
Salon I

ERNEST S. PARK, Organizer and Moderator, TORSTEN REIMER, Organizer, and VERLIN B. HINSZ, Organizer, North Dakota State University

The Strategic Use of Transactive Memory Systems in Groups
RICHARD MORELAND, University of Pittsburgh

Hypothesis Generation in Groups
RICHARD P. MCGLYNN, Texas Tech University

Strategic Choices in Collective Information Sharing
GWEN M. WITTENBAUM, Michigan State University, and ANDREA B. HOLLINGSHEAD, University of Illinois at Urbana-Champaign

Shared Conversational Norms and Group Performance in Syllogistic Reasoning
SCOTT TINDALE, Loyola University, CHRISTINE SMITH, Grand Valley State University, AMANDA DYKEMA-ENGBLADE, Loyola University, SARAH STAWISKI, Loyola University, ERIN WITTKOWSKI, Loyola University, and HELEN MEISENHELDEN, United States Air Force Academy

The Approach of Fast and Frugal Group Heuristics
TORSTEN REIMER, North Dakota State University and University of Basel, Switzerland, and ULRICH HOFFRAGE, Max Planck Institute for Human Development, Berlin
Stigma and Stereotypes

Saturday, 11:00-1:00  
Salon III

JOHN PRYOR, Illinois State University, Moderator

11:00  
Psychological Reactions to Perceived Stigma  
JAMIE HUGHES, ERIC WESSELMANN, ANDREA BALL, CHARLES COEY, LISA DAVIDSON, ELLEN HERION, ANNA LASKOWSKI, REBECCA LYNNMICHAEL STRANG, JOHN PRYOR, GLENN D. REEDER, Illinois State University & MARIA DEL PRADO SILVAN FERRERO, UNED Madrid, Spain

pryor@ilstu.edu

Psychological reactions to perceived stigmas were explored across a variety of stigmas. Interacting with stigmatized persons evoked positive (e.g., empathy), negative (e.g., fear, irritation, disgust, etc.), and uncertain emotions (e.g., anxiety). Perceived onset-controllability of the stigmas was an important determinant of emotional reactions.

11:15  
Barriers to Mental Health Care in Rural and Frontier Counties  
STEPHANIE M. HARRIS, Boise State University, LONNIE J. PAUL, Boise State University, KELLY C. BREWER, Boise State University, ELIZABETH A. LEMESURIER, Boise State University, NANETTE M. BYERLY, Boise State University, & THEODORE W. MCDONALD, Boise State University (Sponsor: ERIC LANDRUM, Boise State University)

smharris48@hotmail.com

Surveys assessing barriers to mental health care were sent to all registered mental health practitioners in rural and frontier counties of a state. Common barriers to such care and strategies to reduce these barriers were documented. Implications for provision of mental health care in underserved areas are discussed.

11:30  
The Role of Gender Stereotypes in Mental Illness Stigma: A National Experiment  
JAMES H. WIRTH, Purdue University, & GALEN BODENHAUSEN, Northwestern University

jwirth@psych.purdue.edu
This study investigated the impact of gender stereotypes on the expression of mental illness stigma. Male and female targets were presented as having stereotypically masculine or feminine mental illness symptoms. Gender atypical targets elicited less anger and greater helping, apparently because their symptoms were seen as more biologically based.

11:45
Affective Cues in Epilepsy Education
APRIL M. WHALEY, ALEXANDER S. SOLDAT, Idaho State University
whalapri@isu.edu
Does a smiling face lead to more positive attitudes than a neutral face? Is personal information more persuasive than statistical information in improving attitudes? This study explored how these issues influence attitudes towards epilepsy. Results indicate that personal information led to more positive attitudes, with a strong gender effect.

12:00
Causal Uncertainty and Efficient Avoidance of Stereotype Usage, Ruling Out Alternative Explanations
H. ANNA HAN, Ohio State University, STEPHANIE TOBIN, University of Houston, & GIFFORD WEARY, Ohio State University
han.85@osu.edu
Previous research has found that individuals high in causal uncertainty (CU) avoided making stereotypic judgments about a target. By examining the stereotype activation, the current study sought to rule out an alternative explanation that past findings are due to the differential stereotype activation for high and low CU individuals.

12:15
Correction of Thoughtful Versus Non-thoughtful Stereotypic Biases
JASON K. CLARK, Purdue University, DUANE T. WEGENER, Purdue University, & RICHARD E. PETTY, Ohio State University
jclark@psych.purdue.edu
Past research has shown that stereotypes can lead to equally stereotype-consistent judgments through relatively thoughtful and non-thoughtful means. Furthermore, relatively thoughtful stereotypic judgments have been shown to be more resistant to external attempts at change. The current research extends these findings to internal corrections for thoughtful versus non-thoughtful stereotyping.
Social Identity Effects on Motivation to Control Prejudice and Out-group Bias
BRIAN E. ARMENTA & JENNIFER S. HUNT, University of Nebraska-Lincoln, CAREY S. RYAN & JUAN CASAS, University of Nebraska-Omaha
barmenta@earthlink.net
Social identity theory states that social identity threat may lead to increased out-group bias. We tested this assertion using path analysis. As predicted, perception of threat was related to out-group bias. Additionally, perception of threat was related to motivation to control prejudice, which in turn was related to out-group bias.

How Stereotypes Guide Judgments of Incompetence: Implications for Methods of Evaluation
KATHLEEN FUEGEN & MARIANNE K. BUTLER, The Ohio State University
fuegen.1@osu.edu
“Slipping up” has more serious consequences for stereotyped individuals. Participants who reviewed performance feedback from a Black target were more likely to record negative information formally, paving the way for termination. In contrast, poor performance by a White target was noted informally, increasing the opportunity for helpful feedback.

Anxiety and Perfectionism

Competitive Anxiety, Test Anxiety, Coping, and Alcohol Use among Football Players
ESTHER Y. STRAHAN, Heidelberg College
estrahan@heidelberg.edu
47 college football players completed instruments measuring test anxiety, competition anxiety, coping, alcohol intake, and the Winning Profile Athlete Inventory (WPAI). The WPAI Commitment subscale was positively correlated with total alcohol intake ($r=.348$, $p<.05$), while
other WPAI subscales (e.g. Conscientiousness) were negatively related with total test anxiety.

11:15
Anxiety as a Neurotoxin
NICOLE D. LORENZ, Rosalind Franklin University, MAUREEN STRESS, Loyola University, MEGGHAN SMITH, Hope College & LAWRENCE C. PERLMUTER, Rosalind Franklin University
Lawrence.Perlmutter@rosalindfranklin.edu
Response to postural change from supine to upright requires increased systolic blood pressure to maintain cerebral perfusion. Higher anxiety in the child as well as in the mother adversely affect blood pressure regulation to orthostatic challenge in the child. Poorer regulation is associated with cognitive as well as mood problems.

11:30
Social Anxiety, Neurotic Perfectionism, and Parental Criticism and Expectations
CAITLIN REESE & MIA W. BIRAN, Miami University
biranmw@muohio.edu
In spite of the many studies performed to examine social anxiety, maladaptive perfectionism, and parental criticism and expectations, these variables are rarely examined together. In the present study it was found that these variables were positively correlated when assessed in 57 college students.

11:45
Negative Interpretation Bias, Perfectionism, and Obsessive-Compulsive Tendencies
CHRISTINE A. RUFENER, Saint Louis University, MICHAEL J. ROSS, Saint Louis University, TERRI L WEAVER, Saint Louis University, BARRY M. KATZ, Saint Louis University
rufenerc@slu.edu
This study investigated the presence of a negative interpretation bias within obsessive-compulsive tendencies and perfectionism. Results suggest that those high on either or both constructs are more likely to interpret ambiguous situations as negative and less likely to interpret them as positive. Implications for cognitive interventions for OCD are discussed.
12:00
Perfectionism and Fear of Failure: Effects on both Claimed and Behavioral Self-handicapping
JESSICA E. ROHLFING, DePaul University, SHEILA C. RIBORDY, DePaul University, (Sponsor: JOSEPH R. FERRARI, DePaul University)
jrohlfin@depaul.edu
A strong body of literature demonstrated that people engage in self-handicapping tendencies. In the present study, participants with self-identified perfectionistic tendencies chose both behavioral and claimed handicaps after receiving non-contingent success or no performance feedback. Results demonstrated sex differences among persons high vs. low in perfectionism and fear of failure dispositions.

12:15
Dysfunctional Cognitions, Maximization, and Associations with Perfectionistic Thinking Utilizing the Positive and Negative Perfectionism Construct
JENNIFER E NYLAND & LAWRENCE BURNS, PHD, Grand Valley State University
nylandj@student.gvsu.edu
Distinctions between positive and negative perfectionists were confirmed using cognitive distortions, anxiety, regret, dysfunctional attitudes, and depression. Maximization was expected to be related to only negative perfectionism; however, results show correlations between maximization and positive perfectionism, indicating that positive perfectionists are a group of non-dysfunctional maximizers, contrary to previous findings.

12:30
Imposters Tendencies as Predictors for Perfectionistic Self-Presentation
M. RACHEL AMBROZEWSKI, SHAUN COWMAN, JOSEPH R. FERRARI, DePaul University (Sponsor: JOSEPH R. FERRARI, DePaul University)
mrachelambrozewski@hotmail.com
Clance & Imes’s (1978) imposter phenomenon refers to individuals who believe their successes are not because of their intellect nor ability, but attributed to luck, charm, and/or the notion that they are hard-working (Cowman & Ferrari, 2002). This study’s purpose was to examine imposter tendencies as predictors for perfectionistic self-presentation.
Applied Social Psychology

Saturday, 11:00-1:00
Salon V
MARY PRITCHARD, Boise State University, Moderator

11:00 Invited Talk
Determining Relative Importance Through Dominance Analysis
DAVID V. BUDESCU, University of Illinois at Urbana-Champaign
dbudescu@cyrus.psych.uiuc.edu
An important problem in non-experimental designs is to determine the relative importance of various variables that predict the behavior of the response variable. In this talk, I will outline the principles of Dominance Analysis, a technique developed specifically for this goal, and will illustrate its usefulness with several examples.

11:30
The Effects of Examinee Motivation on Test Performance in a Low-Stakes Testing Situation
GARY M. ALLEN, Ontario Institute for Studies in Education - University of Toronto
gary-m-allen@rogers.com
Examinee motivation can have significant effects on performance when consequences for performance are absent, as in test-development situations. This research examined the relationship among examinee motivation, face validity and test performance in a test development context. Results indicated a strong examinee motivation – performance relationship. Implications for test development are discussed.

11:45
Pre-Post Course Assessment of a Required Orientation to the Major Course
GEORGE A. GAITHER & ALISHEA HAWKINS, Ball State University
ggaither@bsu.edu
This presentation will examine changes in 82 psychology majors’ perceived knowledge of major requirements and postbachelor’s degree options after participating in a required course focusing on career exploration and planning. Students perceived significant gains on 16 of 19 items, with large effect sizes on 13.
12:00

**Awareness and Management of Arousal: Correlates of Flow in Athletic Performance**  
IAN BIRKY, JESSICA MCCARTHY, & AIMEE ADAMS, Lehigh University  
itb0@lehigh.edu

This study explored beliefs and how the related experiential and intentional modulation of arousal states affect disposition for “flow” performance in athletes. Athletes most aware of and successful at controlling their energy scored highest on dispositional “flow state” status. Suggestions are given to assist sport psychologists in applying these findings.

12:15

**Informing about the Norming of Recycling**  
PAUL A. STORY, Virginia Commonwealth University, & DONELSON R. FORSYTH, Virginia Commonwealth University (Sponsor: AMIE ASHCRAFT, Virginia Commonwealth University)  
storypa@vcu.edu

In two local neighborhoods, households were presented with descriptive (“is” of behavior) or injunctive (“ought” of behavior) normative messages regarding recycling behavior. Additionally these messages either encouraged (prescriptive) recycling behavior or discouraged (proscriptive) wasteful behavior. Households that received prescriptive normative message were found to increase the amount of material recycled.

12:30

**Cultural factors (Individualism-Collectivism) and Conflict Management Styles**  
MEERA KOMARRAJU & STEPHEN DOLLINGER, Southern Illinois University at Carbondale  
meerak@siu.edu

622 undergraduates at a Midwestern university completed the ROCI-II measuring five conflict management styles and Triandis’s Individualism-Collectivism Scale (including horizontal and vertical aspects). Correlation analyses indicate highly reliable relationships between cultural tendencies and conflict management styles. For example, collectivists prefer an obliging and avoiding style while individualists clearly prefer a dominating style.
The Impact of Victims on Legal Judgments
AMANDA L. SCOTT, The Ohio State University
scott.665@osu.edu
This study explores the impact of stereotypes about victims on legal judgments. As predicted, compensations were higher when an African American was injured in a way that made them less athletically capable or when an Asian American was injured in way that made them less intellectually capable.
Council of Teachers of Undergraduate Psychology (CTUP)
**********************************************************
Thursday, May 5
**********************************************************

Creative Classroom Presentations

10:00 - 11:00  
PDR 17

Introducing Introduction to Psychology
HEATHER PARK HATCHETT, Ph.D. and KIM CASE, Ph.D., Northern Kentucky University
We will present several activities designed to increase student enthusiasm and interest for introductory psychology. These teaching techniques are used during the first lecture of the semester. After demonstrating the techniques, attendees will be encouraged to share other ideas and activities found helpful for capturing student attention.

11:00 - 12:00  
PDR 17

Pour the Foundation, Build the House: The Integration of the History of Psychology as Essential to Intellectual Development in a Liberal Education
JOSIAH P. PEEPLES, IV & ALLEN H. KENISTON, University of Wisconsin - Eau Claire
Contemporary theories of development and perspectives on the place of history in the major suggest that the course is ideally suited as a capstone to the major. However, the history of psychology also provides opportunities to teach contents, skills, and applications of psychology.

1:00 - 2:00  
PDR 17

Creating and Using a Taxonomy of Multiple-Choice Questions
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.”
What Does Academic Freedom Mean for the Student Researcher?
DANIEL P. CORTS, Augustana College, (Participants: JANE STOUT, Augustana College, MARK A. KRAUSE, University of Portland, JENNIFER SICILIANI, University of Missouri, St. Louis)
Recent emphasis and enthusiasm for undergraduate research experiences have resulted in a growing number of student projects. Faculty supervisors must examine the rights and responsibilities granted to student researchers in terms of risks to participants, benefits of the project, and how research can teach the ethos of the discipline.

Content Areas in Introductory Psychology and the Development of an Assessment Tool for Psychology Majors
DALE SMITH, Auburn University, (Participants: DALE SMITH, Auburn University, RYAN SINEY, Auburn University)
Part One: Content Areas in Introductory Psychology Textbooks
RYAN SINEY, DALE SMITH, WILLIAM BUSKIST
This study looked at 16 introductory textbooks and assessed similarity of content in language and memory chapters. Key researchers in these fields were then asked to report areas they felt were most pertinent for introductory level knowledge. Implications for instruction and recent literature on the similarity of introductory textbooks will be addressed.

Part Two: An Assessment Tool for Psychology Majors
DALE SMITH, JULIE BRANDT, LEWIS BARKER
The APA has recently addressed the need for locally developed tests for psychology majors. This research developed a recognition test based on key psychology terms from different content areas in psychology. Researchers will address the theory behind creation of the test and preliminary findings concerning relationships between performance and other measures.

Qualitative Causal Diagrams in the Psychology Curriculum
MICHAEL DONNELLY, Ph.D., UW-Stout
What are some of the uses and misuses of qualitative causal diagrams in psychology courses? I will examine the pros and cons of textbook and classroom uses of causal diagrams. Do they succeed in helping students understand causal relations? Can they help students achieve insight? Why should you care?
Friday, May 6

9:00 - 10:00 PDR 17

**Working Alliances, Emotional Bonds, and Building Relationships within the Classroom: More Important than Even Content?**

EDMUND M. KEARNEY, Ph.D., Lewis University, (Participants: ANN WESTCOT BARICH, Ph.D., Lewis University, KATHERINE HELM, Ph.D., Lewis University)

The traditional teaching formats which emphasized discipline expertise and lecture style are being challenged by experiential and dialogic methods. In applying the therapeutic construct of working alliance, we explore whether the emotional bond, agreement on goals, and agreement on relevant tasks predict success, in this case in the classroom.

10:00 - 11:00 PDR 17

**From Beginning to End: Enhancing the Undergraduate Experience of Psychology Majors**


Departmental colleagues present a systematic process where students are engaged in a learning community from their first semester to their last. By integrating key components across the curriculum, we make connections that are not otherwise made. The benefits and challenges of such an approach are discussed.

11:00 - 12:00 PDR 17

**Basic Tenets of Psychology Students’ Beliefs about Psychology from the First to the Fourth Year**

LIVY CHANG, MARLA R. WOJTANOWICZ, & ALLEN H. KENISTON, University of Wisconsin - Eau Claire

Robert Watson’s “psychological prescriptions” provide a useful tool for describing students’ orientations toward their discipline. Data from 300 students indicate little change in orientation to the field from first through
fourth years in the major, some impact of a history of psychology course, and weak associations with their faculty’s perspectives.

CUPP Creative Department or Program Poster Session

Friday, 1:00- 3:00  Upper Exhibit Hall

LINDA WALSH, University of Northern Iowa, Moderator & Organizer

For the second year CTUP has graciously allowed the Council of Undergraduate Psychology Programs (CUPP) to sponsor the second annual Creative Classroom session. CUPP will again sponsor an award to the winning poster in this category ($100 and a one-year free department membership in CUPP).

40
Coffee-Mate
LEANNE OLSON, Wisconsin Lutheran College, LAWRENCE KOSZEWSKI, Rehabilitation Center- Central Milwaukee County Behavioral Health Division, ELIZABETH SANCHEZ, Concordia University, JENNIFER CARRAN & JESSICA JONES, Wisconsin Lutheran College
leanne_olson@wlc.edu
To enrich the quality of life for residents with severe and persistent mental illness at a county mental health complex, the students from the Wisconsin Lutheran College Psychology Club instituted a Coffee Shop in order to transplant a small portion of the community into a residential treatment center.

41
Automating IRB Submission and Review at an Undergraduate Institution
BRIAN C. CRONK, Missouri Western State College
cronk@mWSC.edu
Missouri Western State College has implemented an automated IRB submission and review system which has allowed the institution to monitor undergraduate research without imposing a bureaucratic burden on the faculty or the students. This system allows exempt or expedited review research projects to be approved within 24 hours of being submitted, and allows for better dissemination of details of the projects being conducted.
Encouraging Career Exploration and Planning for Psychology Majors
ALISA M. PAULSEN, Ohio State University
paulsen.10@osu.edu
Career education initiatives including the Psychology Career and Graduate School Fair, Career of the Month bulletin board, and Ask-an-Alum/Career Mentoring Program aim to promote career exploration and planning for psychology majors. Program goals include encouraging early planning for life after college and promoting connections between volunteer opportunities, internships, graduate school, and careers.

Attending the MPA Convention from a Student and Teacher’s Perspective
DERRICK L. PROCTOR, ALISA WILLIAMS, HERBERT HELM, JONATHAN COOK, DAVID H. WHATTON, & REBECCA TURK, Andrews University
proctor@andrews.edu
Every year Andrews University takes students to MPA. It has enhanced our undergraduate department because students compare their research with that of others, and they are exposed to people they hear about in class. Students and teachers reflect on how attending the convention has improved their educational experience.

Early and Often: Using Research Experiences in Introductory Psychology to Prepare Students for the Research Methods Course
PRESTON R. BOST, Wabash College
bostp@wabash.edu
The methodology unit of Introductory Psychology has traditionally been delivered through lecture sequence near the beginning of the semester. These concepts were spread across a set of six in-class “recitations” embedded in content units. Each recitation requires students to work with data, understand methodology, and generate appropriate conclusions from results.

Using a Research Ethics Committee to Teach Research Ethics
GWEN MURDOCK, TONY ADAMOPOULOS, CHRISTIE CATHEY, KEITH COCHRAN, AMYKAY COLE, CASEY COLE, BETSY GRIFFIN, LOREEN HUFFMAN & BOB MCDERMID, Missouri Southern State University - Joplin
Murdock-g@mssu.edu
Students learn APA ethical standards for human research by completing a Departmental Research Ethics review. The reviewers include faculty members in and outside of the department. Experimental and controversial projects are reviewed more extensively than correlational projects. This system is efficient, yet properly oversees the research and develops students’ skills.

CTUP Creative Classroom Poster Session
Friday, 1:00- 3:00 Upper Exhibit Hall

DONNA DAHLGREN, Indiana University Southeast, Moderator & Organizer dahlgre@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.

46
A Comprehensive Approach to Teaching Operant Conditioning for Introductory Students
HAIG KOUYOUMDIJIAN, University of Nebraska-Lincoln
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 application-oriented writing assignment.

47
Evaluation of PowerStudy Multimedia Software in an Introduction to Psychology Course
HAIG KOUYOUMDIJIAN, University of Nebraska-Lincoln
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.

**48**  
**Student evaluation of faculty research mentors: Exploring the instrumental vs. interpersonal distinction**  
CECILIA M. SHORE, Miami University  
shorec@muohio.edu  
The first purpose was to determine whether undergraduate students’ evaluation of their faculty research mentors represent two dimensions, one which is task-focused, and another which is relational. Secondly, a short questionnaire for evaluating faculty mentors of undergraduate research was constructed that evidenced high internal consistency.

**49**  
**Guiding Questions Enhance Student Learning From Educational Videos**  
TIMOTHY LAWSON, JAMES H. BODLE, MELISSA A. HOULETTE, & RICHARD R. HAUBNER, College of Mount St. Joseph  
Tim_Lawson@mail.msj.edu  
Summary: We tested a procedure designed to enhance psychology students’ learning from educational videos. Introductory psychology students (n = 127) watched a social psychology video with or without eight guiding questions to answer while watching the video. Students who received guiding questions scored higher on quiz questions related to the video.

**50**  
**“That Test Was So Unfair!” Psychology Students Do Quantitative Item Analysis on Data from Their Own Exams to Explore the Psychometric Properties of Achievement Tests**  
RENEE ENGELN-MADDOX, Loyola University Chicago  
rengeln@luc.edu  
This poster describes a demonstration designed to teach quantitative item analysis techniques by allowing students to analyze data from their own exams. Student feedback indicated that this was a valuable exercise for
teaching about the psychometric properties of achievement tests and techniques for evaluating the validity of individual test items.

51
Benjamin Bloom in the Psychology Classroom
JOAN M. SCHILLING; MEGHAN A. KIMBALL; & MOLLY C. SIMKINS, Edgewood College, Madison, WI
schillin@edgewood.edu
This study investigated students’ learning levels, according to Bloom’s Taxonomy, in a psychology course. It also investigated whether learnings at higher levels of the taxonomy, including critical thinking, would increase over the duration of a semester. Preliminary content analyses revealed partial support for the hypotheses. Implications for increasing thinking levels in psychology courses were discussed.

52
Informative Testing and Team Learning: Successful Use in a Cognitive Psychology Course
ELIZABETH J. MEINZ, Southern Illinois University Edwardsville, emeinz@siue.edu
Informative testing involves testing students on material before it is covered in class. This technique was used along with team learning. Examples of the technique and materials are provided. Data indicates students enjoyed the class format, completed more reading than in other classes, and believed they mastered the course material.

53
Predicting and Improving Learning in Large Cognitive Psychology Lecture Courses
JORDAN LIPPMAN, & JAMES PELLEGRINO, University of Illinois at Chicago
jlippman@uic.edu
As part of an ongoing redesign effort driven by theories of how people learn and the design of powerful learning environments, different constellations of course components are being used in a large lecture course on Cognition. Data to be presented include student reactions, learning outcomes, and predictors of course performance.

54
Student Generated Questions Promote Expectations and Excitement On the First Day of Introduction to Psychology
K. DESIX ROBINSON, Tarrant County College
KARL.ROBINSON@tccd.edu
Introduction to Psychology Students are prompted to ask broad questions on the first day of class that relate to the many facets of psychology. After the students attempt to answer the questions, a psychological explanation is provided. This activity results in learning, excitement and increased expectations about the course.

55
Ethics of Scholarship of Teaching and Learning: Students as Subjects and Professor as Researcher
DIANE E. WILLE, Indiana University Southeast
dville@ius.edu
Ethical considerations suggest that professoors should be performing Scholarship of Teaching and Learning, however, concerns about the ethical treatment of student/subjects pose special problems. This study explored the current ethical treatment of student/subjects at universities across the United States. A large variability in the treatment of student/subjects was found.

56
Do the Low Levels of Reading Course Material Continue? An Examination in a Forensic Psychology Graduate Program
MICHAEL A. CLUMP & JASON DOLL, Marymount University
michael.clump@marymount.edu
To examine if previously found low levels of reading in undergraduate courses is altered when only investigating individuals who show continued interest in higher education, we assessed the reading levels of students in graduate forensic psychology courses. Unfortunately, the reading levels of these students, who recently graduated from college, are still disappointing.

57
An In-Class Demonstration of the Collective Information Sampling Bias
DENNIS D. STEWART & JEFFREY RATLIFF-CRAIN, University of Minnesota, Morris
stewartd@mrs.umn.edu
We report the results of an in-class demonstration of the collective information sampling bias (Wittenbaum, Hubbell, & Zuckerman, 1999), which is the tendency for groups to mention more shared information
(information known by all group members) than unshared information
(information known by only one group member).

58
**Emerging and Fading Concepts Used in Introduction to Psychology Textbooks**
DERRICK L. PROCTOR & ALISA WILLIAMS, Andrews University
proctor@andrews.edu
Glossary terms from 44 introductory psychology texts copyrighted from
1998 to 2003 were compared with those found in 33 texts copyrighted
from 2003 to 2005. Forty new or emerging concepts and 26 old or fading
concepts were identified.

59
**Beyond the Obvious: an Innovative Use for Turnitin Plagiarism Software**
MARCEL S. YODER, University at Springfield
myode1@uis.edu
Turnitin is an online plagiarism service that checks papers for originality
but that can also be used to assess the extent to which students revise
their papers. By examining the Originality report created by Turnitin for
the student’s later draft the instructor can quickly and accurately assess
the student’s revisions.

60
**Using Portfolios in an Undergraduate Social Psychology Course**
MARCEL S. YODER, University of Illinois at Springfield
myode1@uis.edu
Students created portfolios that focused primarily on popular media
coverage of a social psychological topic that students chose. In general,
students had positive reactions to the portfolio project and their
performance on it was related to their scores on a multiple choice tests
taken in the class.

61
**Using Microsoft Excel in Introductory Statistics**
BEVERLY J. DRETZKE, KATIE A. LEY, & EMILY E. HYNEK
University of Wisconsin-Eau Claire
dretzkbj@uwec.edu
Students in an introductory statistics course use Microsoft Excel to
construct tables and graphs and to carry out t-tests and one-way ANOVA.
Because most students are experienced Excel users, no special training
sessions are required. Students report that they enjoy using Excel for statistical applications.

62  
**Can a Paper Assignment Raise Awareness of Male Privilege and Reduce Sexism?**  
KIM CASE & CARI BISANG, Northern Kentucky University  
casek@nku.edu  
This study quantitatively assesses the effect of an assigned paper on students’ modern sexism, ambivalent sexism, and male privilege awareness levels. For this paper, students defined male privilege, identified several examples from their own lives, and considered the psychological impact of privilege on their interactions with both men and women.

63  
**Hands-On Research Activities for the Physiological Psychology Course**  
PHIL WANN, Missouri Western State College  
wann@mwsc.edu  
This poster describes three simple research activities that can be used in the physiological psychology course. The activities include a survey of common myths and misconceptions about brain function, a study of the relationship between digit ratio and cognition, and an examination of lateral inattention and academic performance.

64  
**Understanding Asperger’s Syndrome via an Instant Messaging Buddy System**  
DIANNE R. MORAN & MONICA SIUTA, Benedictine University  
dmoran@ben.edu  
This experiential learning project was designed to allow students an opportunity to learn about Asperger’s Syndrome (AS). Upon completion of classroom instruction on AS, students were paired with an adolescent with AS and participated in 8 weekly IM chats. At the conclusion of the project, students evaluated their learning in a reflection paper.

65  
**Test First Ask Questions Later: An Instructional Technique to Enhance Students’ Application of Content Material**
SUSANNE M. MEEHAN, REBECCA M. STULTZ & ERIN K. GARDNER, University of Akron - Wayne College Orrville
pumapuma@earthlink.net
This technique uses computer assisted testing. Students demonstrate their understanding of the assigned text material before class. As a result, students are prepared for class, and prior to lecture, the instructor has information regarding the material that they do and do not understand. Thus, the lecture can evolve from a “content centered - teaching the text” format to targeted explanation of difficult concepts and a discussion of the application of concepts, theories and principles.

66
Operant Conditioning in the Classroom: Should Psychologists Teach Just Like Everybody Else?
JOE HATCHER, Ripon College
hatcher@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.

Creative Classroom Presentations

3:00 - 4:00
Studying for Introductory Psychology Exams: Lessons Learned from Successful and Unsuccessful Students
JEFFREY RATLIFF-CRAIN & KATHRYN GONIER KLOPFLEISCH, University of Minnesota, Morris
We compared exam preparation techniques among successful (A to B) and less successful (C or below) students in an introductory psychology class. From the results we developed study skill tutorials that have proven to be useful tools for assisting students to learn effective study skills and improve test performance.

4:00 - 5:00
Career Planning for Psychology Majors
JAMES H. THOMAS, Northern Kentucky University, (Participants: ROBIN BARTLETT, Northern Kentucky University, CYNDI R. MCDANIEL, Northern Kentucky University)
Designed for undergraduate students and faculty advisors, this session is based on a career planning course taught by the presenters. It includes information about preparing for graduate school and becoming a psychologist as well as opportunities for psychology majors in other helping professions and in the business world.

********************************************************
Saturday, May 7
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9:00 - 10:00  PDR 17
**The Three C’s of Motivation: Facilitating Students’ Control, Competence, and Connection**
KRISTINE M. KELLY, Western Illinois University, (Participants: ROBIN A. ANDERSON, St. Ambrose University, KRISTIN K. LARSON, Monmouth College, LAURIE L. COUCH, Morehead State University, MARY WATERSTREET, St. Ambrose University, KRISTINE M. KELLY, Western Illinois University)
Applying the concept of organismic psychological needs, we suggest several methods to improve student motivation. Specific presentations will address locus of control in the classroom, fostering competence through the use of application-based assignments, instructor feedback, and stimulating “flow” experiences, and giving students a sense of interpersonal connection.

10:00 - 11:00  PDR 17
**Preparing New Psychology Instructors to Teach Undergraduates**
STEVEN A. MEYERS, PhD, Roosevelt University, (Participants: STEVEN A. MEYERS, PhD, Roosevelt University, JESSICA M. KIERES, MA, Roosevelt University, JASDEEP S. HUNDAL, MA, Roosevelt University, MARTI LIVINGSTON-LANSU, MA, Roosevelt University, STACY K. LEKKOS, MA, Roosevelt University)
We review approaches to prepare new and future psychology faculty for their teaching responsibilities. We summarize data regarding new instructors’ confidence in their ability to perform teaching-related tasks, and highlight perceived strengths and challenges. Graduate student co-authors will elaborate on their first teaching experiences. We culminate with training suggestions.
Roundtable Discussion:
Balancing Needs of Researchers and Participants in Community-Based Interventions

Friday, 9:00-9:50am  
Salon I

SUSAN R. TORRES-HARDING, DePaul University
LAVOME ROBINSON, DePaul University
LEONARD A. JASON, DePaul University
RENEE TAYLOR, University of Illinois at Chicago
JENNIFER PENPA, DePaul University
MARY GLORIA NJOKU, DePaul University
KARINA CORRADI, DePaul University
TARA A. LATTA, DePaul University
MARY CASE, DePaul University
RACHELLE COOPER, DePaul University
MICHELE MORGAN, DePaul University
LARAE HOLLIDAY, DePaul University
YUKIKO SHIRAISHI, University of Illinois at Chicago
ORSON MORRISON, University of Illinois at Chicago

Roundtable Discussion
Partnering with Community-Based Organizations:
Mutually or Exclusively Beneficial

Friday, 9:00-9:50am  
Salon II

BRIGIDA HERNANDEZ, DePaul University
JAY ROSEN, DePaul University
MARY JOYCE A. COMETA, DePaul University
JESSICA VELCOFF, DePaul University
KRISTAL BAILEY, DePaul University
RENE DAVID LUNA, Access Living Chicago
OMAR B. JAMIL, DePaul University
ALEJANDRO RODRIGUEZ, DePaul University
MARCO HIDALGO, DePaul University
RODRIGO SEBASTIÁN TORRES, DePaul University
BIANCA WILSON, M.A., DePaul University
GARY W. HARPER, DePaul University
VERLENA JOHNSON, Center on Halsted
NADEJA WESLEY, Center on Halsted
CHRISTOPHER SMITH, Center on Halsted

Roundtable Discussion
Challenges in Consultation to Community Based Organizations: Fieldwork Stories

Friday, 10:00-10:50am
Salon I

SHIRA BENHORIN, DePaul University
KARINA CORRADI, DePaul University
JOSEPH R. FERRARI, DePaul University
ANDREA FLYNN, DePaul University
GARY W. HARPER, DePaul University
ELIZABETH V. HORIN, DePaul University
GAYLE IWAMASA, DePaul University
SUSAN D. McMATHON, DePaul University
MARY GLORIA NJOKU, DePaul University
OLYA RABIN-BELYAEV, DePaul University
TERRINIEKA WILLIAMS, DePaul University
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<th>Symposium</th>
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<td>NAIDA SILVERTHORN, University of Illinois at Chicago</td>
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<td>NATALIE GRAVES, Big Brothers Big Sisters of Metropolitan Chicago</td>
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<td>KRISTIN BALFANZ-VERTIZ, Schwab Rehabilitation Hospital</td>
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APA Division 27 Poster Session

Friday, 11:00-12:30pm 
Upper Exhibit Hall

57
School Tobacco Policies: Enforcement, Environment, and Student Tobacco Use
MONICA ADAMS, ERIC HOY, AMANDA TAYLOR, STEVEN B. POKORNY, & LEONARD A. JASON, DePaul University

58
Recidivism in African American Juvenile Males Involved in Drug Trafficking
MARK COE, University of South Carolina

59
Opportunities for Psychologists in Prevention of Obesity through Media Interventions
JENNIFER DANIELEWICZ, ANNA MESINA, & LEONARD A. JASON, DePaul University

60
African American Oxford House Residents: Drug Abstinence Self-efficacy Promotion
ANDREA FLYNN, JOSEFINA ALVAREZ, LEONARD A. JASON, JOSEPH R. FERRARI, & BRADLEY D. OLSON, DePaul University

61
Factors Affecting Sense of Community in Oxford Houses
RENATA GARCIA, MARGARET I. DAVIS, LEONARD A. JASON, & JOSEPH R. FERRARI, DePaul University

62
Family and Social Conflict Histories Among Substance Abuse Treatment Populations
TERESA HSU, BRADLEY D. OLSON, LEONARD A. JASON, & JOSEPH R. FERRARI, DePaul University

63
Using Geographical Information Systems to Facilitate Community Based Interventions
DANIEL J. KRUGER, University of Michigan; JAN BRADY, University of Michigan-Flint; SUSAN MORREL-SAMUELS, University of Michigan; PETER HUTCHISON, Youth Empowerment Solutions; THOMAS M. REISCHL, University of Michigan; LAUREN SHIREY, Genesee County Health Department; & MARC ZIMMERMAN, University of Michigan

64
Assault Injuries and Perceptions of Neighborhood Crime and Safety
DANIEL J. KRUGER, THOMAS M. REISCHL, SUSAN MORREL-SAMUELS, & MARC ZIMMERMAN, University of Michigan

65
The Presence of Children: How Does it Impact the Climate of Recovery Communities?
CASSANDRA NELSON, MARGARET I. DAVIS, LEONARD A. JASON, JOSEPH R. FERRARI, & BRADLEY D. OLSON, DePaul University

66
Real Life Application of Life Skills Training Program in School Setting
LUIS D. QUINTERO, Emory University; DONALD SCHROEDER, ROBERT CLEMONS, & CONSTANCE WEST, Fulton County Juvenile Court, Mental Health Clinic

67
The Impact of Employment and Financial Characteristics on Recovery
OLYA RABIN-BELYAEV, BRADLEY D. OLSON, LEONARD A. JASON, & JOSEPH R. FERRARI, DePaul University

68
Individual and Regional Influences on Hiv Risk Behaviors among Gay/bisexual/questioning Male Youth
ALEJANDRO RODRIGUEZ, MARCO A. HIDALGO, OMAR B. JAMIL, SEBASTIÁN TORRES, BIANCA WILSON, & GARY W. HARPER, DePaul University
69 Employment Status Change and its Effect on Feelings of Competence  
SUZANNE L. ROSENBERG, JOSEFINA ALVAREZ, MARGARET I. DAVIS, LEONARD A. JASON, & JOSEPH R. FERRARI Ph.D., DePaul University

70 Environmental Influences on Self-Run Recovery Homes  
TODD SHAGOTT, BRADLEY D. OLSON, LEONARD A. JASON, & JOSEPH R. FERRARI, DePaul University

71 Examining How Senior Academic Officers Perceive University Mission: Engaged or Unconcerned?  
JESSICA VELCOFF, EDWARD UDOVIC, THOMAS DREXLER, & JOSEPH R. FERRARI, DePaul University

72 Academic Success and Perceptions of University Mission Among Ethnic Students  
JACLYN A. CAMERON, JOSEPH W. FILKINS, & JOSEPH R. FERRARI, DePaul University

Symposium  
Performance Measurement in Community-Based Organizations  
Friday, 12:00-12:50pm Salon I

SANDHYA KRISHNAN, University of Illinois at Chicago  
SUSAN LONG, University of Illinois at Chicago  
GILLIAN MASON, University of Illinois at Chicago  
STEPHANIE RIGER, University of Illinois at Chicago  
SUSAN STAGGS, University of Illinois at Chicago

Roundtable Discussion: Unique Perspectives Concerning a Collaborative Evaluation Project  
Friday, 12:00-12:50pm Salon II

JUDAH J. VIOLA, DePaul University
M. RACHEL AMBROZEWSKI, DePaul University
YARI COLON, DePaul University
RONALD D. CROUCH, DePaul University
PATRICIA ESPARZA, DePaul University
CHRISTOPHER B. KEYS, DePaul University
SHEENA MANALEL, DePaul University
SUSAN D. MCMAHON, DePaul University
KANEY O’NEILL, Northwestern University,
SANGEETA PARIKSHAK, DePaul University
ANNA PARNES, DePaul University
CYNTHIA SANDERS, Chicago Public Schools
PAMELA WELLS, Chicago Public Schools
TERRINIEKA WILLIAMS, DePaul University

Roundtable Discussion: Collaborating with Participants: Program Fidelity Issues and Recommendations

Friday, 1:00-1:50pm  Salon I

JOSEPH DURLAK, Loyola University, Moderator
STEVEN B. POKORNY, DePaul University
MONICA ADAMS, DePaul University
REBECCA BOLT, DePaul University
SHANNON KENNEDY, DePaul University
CHARLOTTE KUNZ, DePaul University
JILLIAN LEE, DePaul University
KATHLEEN MULDOWNEY, DePaul University
JULIE SANEM, DePaul University
MELISSA VÉLEZ, DePaul University
TERRINIEKA WILLIAMS, DePaul University
LEONARD A. JASON, DePaul University
MARY UTNE O’BRIEN, University of Illinois at Chicago
JENNIFER AXELROD, University of Illinois at Chicago
ELIZABETH DEVANEY, University of Illinois at Chicago
ED DULANEY, University of Illinois at Chicago
KRISTY OGREN, University of Illinois at Chicago
MANOLYA TANYU, University of Illinois at Chicago
ROGER WEISSBERG, University of Illinois at Chicago
Roundtable Discussion: Stakeholder-Based Evaluation:  
A Conversation of Implementation Challenges  

Friday, 1:00-1:50pm   
Salon II  

JENNIFER WATLING NEAL & MANOLYA TANYU, University of Illinois at Chicago, Chairs  
ERIN REEVES, University of Illinois at Chicago, Discussant  
SHANIKA BLANTON, University of Illinois at Chicago  
GILLIAN MASON, University of Illinois at Chicago  
KATHERINE MCDONALD, University of Illinois at Chicago  
TINA TAYLOR RITZLER, University of Illinois at Chicago  

Roundtable Discussion  
Psychology of Poverty Summit  

Friday, 2:00-2:50pm   
Salon I  

BRADLEY D. OLSON, DePaul University, Chair  
ADERONKE ADEBANJO, DePaul University  
JOSEFINA ALVAREZ, DePaul University  
JORDAN BRACISZEWSKI, Wayne State University  
DANIEL COOPER, University of Illinois at Chicago  
JENNIFER DANIELEWICZ, DePaul University  
MARGARET I. DAVIS, DePaul University  
JOSEPH A. DURLAK, Loyola University  
RENEATA GARCIA, DePaul University  
DAVID GROH, DePaul University  
ELIZABETH HORIN, DePaul University  
TERESA HSU, DePaul University  
LEONARD A. JASON, DePaul University  
CHRISTOPHER B. KEYS, DePaul University  
JOHN MAJER, DePaul University  
CASSANDRA NELSON, DePaul University  
OLYA RABIN-BELYAEV, DePaul University  
TODD SHAGOTT, DePaul University  
RENEE TAYLOR, University of Illinois at Chicago,  
MARK VINCENT, Augustana College  
JUDAH J. VIOLA, DePaul University  

208
Psi Chi Program
**********************************************************
Thursday, May 5
**********************************************************
Psi Chi Poster Session I

Thursday, 9:00 - 10:30
Upper Exhibit Hall
JEFF SMITH, Mount Union College, Moderator

1
Motivated Changes in Implicit Theories of the Self
ASHLEY ALLEN, PETAL MORAIS & CHARMAINE NAVALTA.
Wittenberg University (DR. JENNIFER BUTLER, Faculty Sponsor)

2
The Effect of Thimerosal Exposure on Behavior and Anatomical Changes in the Brain of Rats
CANDACE M. BAKER & LINDSAY MORGART, Mount Union College (JEFFREY SMITH, Faculty Sponsor)

3
Integrated Model of Racism: Race versus Validation of Traditional Values
SOPHIE BANWARTH, RYAN WEIPERT, & ABBIE CLOSE,
University of Northern Iowa (HELEN C. HARTON, Faculty Sponsor)

4
Me, My Peers, or My Family: Examining the Moderating Influence of Third-parties on Romantic Relationships
TAMIKA BARKLEY, University of Missouri - Columbia (COLLEEN SINCLAIR, Faculty Sponsor)

5
Barbiturate Use Among College Students
SUSAN E. BASSFORD, University of Missouri-Columbia (KENNETH J. SHER & PATRICIA C. RUTLEDGE, Faculty Sponsors)
6
“Simon Says Jump!”-An Investigation of the Relationship between Gross Motor Skills/ Language Ability in Children with Language and Articulation Delay
BETH BENNETT, Saint Mary’s College (REBECCA STODDART, Faculty Sponsor)

7
Fictitious Story Effects on Trait Judgments
ASHLEY BIELEWICZ & STEPHANIE SHEAR, Ashland University (DR. MITCHELL METZGER, Faculty Sponsor)

8
The Relationship between Adult Attachment and Multiple Dimensions of Psychological Wellness
CHARLES T. BLOCK, Edgewood College (J. DAVID LAMBERT, Faculty Sponsor)

9
Personal Need for Structure and the Formation of Interpersonal Attraction
LAUREN BOLLING, North Park University (ELIZABETH GRAY PhD, Faculty Sponsor)

10
WM (em): Interaction between Working Memory Span and External Memory Access in Problem Solving
JAMES M. BROADWAY, Southern Illinois University Edwardsville (JONATHAN PETTIBONE, Faculty Sponsor).

11
The Power of Positive Thinking: The Effects of Self-Efficacy on Memory
CHRISTAL BUCHTA, MOLLY MEUSER, & TARA HAYS, Southern Illinois University Edwardsville (JONATHAN PETTIBONE, Faculty Sponsor)

12
The Relationship between Parents’ Marital Status and Perceived Marital Satisfaction with Adult Attachment Style and Relationship Satisfaction
SARA BYCZEK, University of Michigan Dearborn (ROBERT HYMES, Faculty Sponsor)

13
Psychometric Properties of the Short Form of the Comprehensive Personality and Affect Scales with the Elderly
CONNIE S. H. CHEN & EMILY B. RUSSELL, University of Missouri - Kansas City (ROD VAN WHITLOCK, Faculty Sponsor)

14
The Effects of Age and Ethnicity on the Likelihood of Helping Others
JENNIFER COLE, Eastern Illinois University (CARIDAD BRITO, Faculty Sponsor)

15
Applicant Hiring Procedures: The Role of Family-Friendly Organizational Policies and Gender-Stereotyped Jobs
ALLISON COOK, Purdue University (JESSICA FOSTER, Faculty Sponsor)

16
Qualities Associated With Female Adolescent Leadership in a Camp Setting
TASIA COWAN & TRICIA CALLAHAN, Hanover College (ELLEN ALTERMATT, Faculty Sponsor)

17
Can Profanity Affect Estimates of Magnitude?
CRAIG DAMROW, Augustana College (DANIEL P. CORTS, Faculty Sponsor)

18
The Study of Acknowledgement in Association with Gender and Age
TARA DELONG & LINDSAY LIVECCHIE, University of Wisconsin Eau Claire (BLAINE PEDEN, Faculty Sponsor)

19
A Longitudinal Investigation of Consensus of Personality Judgments
TIFFANY DISMUKE, Monmouth College (JON E. GRAHE, Faculty Sponsor)
20 Semantic Interference and Color Priming in Stroop Tasks
ROBYN DYKSTRA, Dakota Wesleyan University (ANNE WESSELS KELLY, Faculty Sponsor)

21 Social Evaluations of Juvenile Victims of Childhood Sexual Abuse
TROY W. ERTELT, Minnesota State University Moorhead (GARY S. NICKELL, Faculty Advisor)

22 Stars, Stripes and Swing Voters: The Role of Thought and Political Ideology in Voting Behavior
SARA ESKER, SUSIE BROWER, DEBBIE LEMOND, & KATHY SCHMOELLER, Southern Illinois University Edwardsville (DR. SUSAN THOMAS, Faculty Sponsor)

23 Judging a Book by its Cover: Belongingness Needs and Accuracy in Judging Personality
STEPHANIE L. FERRY, ANGELA J. TEE, and JENNIFER HARMON, Western Illinois University

24 Reasons for Cohabitation and Marital Satisfaction among Couples
ALEXIS GARLOTTE, Avila University (LISA WOOLERY, Faculty Sponsor)

25 Sex, Guilt, and Attitudes: How Parents and Religion Influence Sexual Attitudes and the Experience of Guilt
ANNIE GINZKEY, DePaul University (RALPH ERBER, Faculty Sponsor)

26 The Effect of ADHD Diagnosis on Teacher Expectations
LAURA HANKINS, Eastern Illinois University (ASSEG HAILEMARIAM, Faculty Sponsor)
The Influence of Personal Relevance of College Students’ Attitudes about Abortion
BRIANNE HARCOURT, Adrian College (DR. SUZANNE HELFER and DR. THOMAS NELSON, Faculty Sponsor)

Negative Self-Focus Leads to Cheating Behaviors
TRICIA HEFNER, Wittenberg University (JENNIFER L. BUTLER, Faculty Sponsor)

Impact of Ambivalent Sexism and Relationship on Juror’s Decisions in Sexual Assault Cases
AMY HOLT, St. Cloud State University (CHRISTINE JAZWINSKI, Faculty Sponsor)

The Effect of Music Training on Memory Span Capacity in College Students
THOMAS HUESMAN, Northern Kentucky University (DAVID E. HOGAN, Faculty Sponsor)

Born to React: Influence of Family Structure on Psychological Reactance
MEGAN K. JAMES, JILL M. DRURY, KRISTINA J. CAMBA & JENNIFER M. PRUDENCIO, Saint Louis University (DAVID MUNZ, Faculty Sponsor)

Professors Versus Students: Do Pictures Make a Difference in Text Appeal?
AMY JOBE, Simpson College (SAL MEYERS, Faculty Sponsor)

Interpretations: Stereotype Effects
AMANDA JOHNSTON, University of Iowa (PAUL WINDSCHITL, Faculty Sponsor)
34
Enacted Diversity and Group Performance over Time
EMILY J. KEMPF & JENNIFER L. RIPPY, Missouri Western State College (DR. KELLY HENRY, Faculty Sponsor)

35
Eating Disorder Characteristics in Male Fraternity and Athletic Team Members
MELISSA KING & HEATHER RYAN, University of Missouri-St. Louis (DR. JENNIFER SICILIANI, Faculty Sponsor)

36
Apology, Future Inclusion, and Recovering from Rejection
KATERINA KOSCOVA & KASEY L. KESSLER, Western Illinois University (KRISTINE M. KELLY, Faculty Sponsor)

37
Women’s Self-Concept and the Effects of Positive or Negative Labeling Behaviors
CASSANDRA KRUEGER & KELLY TRUSSONI, University of Wisconsin - LaCrosse (DR. MATTHEW TAYLOR, Faculty Sponsor)

38
Effects of Alcohol on Memory and Hippocampal Function
SUZANNE LANGE, The Ohio State University (BEN S. GIVENS, Faculty Sponsor)

39
Associations among Schizotypy, Stress and Coping in a College Student Sample
ALICIA LEE, Truman State University (JEFFREY VITTENGL, Faculty Sponsor)

40
Individual Differences in Social Perception
ASHLEE LIEN, North Park University (ELIZABETH GRAY, Faculty Sponsor)

41
Attitudes and Outcome Expectancies about Driving after Alcohol and Marijuana Use
ANDREA LYNCH, University of Missouri-Columbia (DENIS MCCARTHY, Faculty Sponsor)

42
**Body Satisfaction and Importance: Athletes vs. Non-athletes**
LANE R. MADSEN, Morningside College (DR. SUSAN BURNS, Faculty Sponsor)

43
**Explanatory Style and Emotional Intelligence**
RACHAEL MARQUARD, Beloit College (SUZANNE COX, Faculty Sponsor)

44
**Color Effects on Affect: Survey Paper Color Affects Self-Reported Mood**
LAURA MARTIN, University of Missouri-Kansas City (MARNE SHERMAN, Faculty Sponsor)

45
**Anxiety in an Intergroup Context: How Positive and Negative Reasons for Anxiety Influence the Interaction**
REBECCA MCGILL, University of Missouri - Columbia (ANN BETTENCOURT, Faculty Sponsor)

46
**Behavior in Captive North American Black Bears**
GWENDOLYN MEINECKE, Washburn University (DR. JOANNE ALTMAN, Faculty Sponsor)

47
**The Relationship between Stress, Self Esteem, and Eating Disordered Behaviors in Division I Athletes**
BREEANN MILLIGAN, PAUL RUSH, JENNA ELGIN, & MAUREEN SHEA, Boise State University (DR. MARY PRITCHARD, Faculty Sponsor)

48
**Attributional Style and Romantic Attachment as Predictors of Loneliness and Self-pity Feelings**
TRACY N. NEEDHAM, Central College (EDMOND E. WILLIS, Faculty Sponsor)

49
Flow Theory, Activities and Personality
JASON NICHOLAS, Minnesota State University Moorhead (ELIZABETH NAWROT, Faculty Sponsor)

50
Applying Psychological and Business Principles to Customer Call Center Training
BRIANA OLSON, Minnesota State University Mankato (ANDREA LASSITER, Faculty Sponsor)

51
If You Cheat in Class, Do You Cheat in Bed: The Correlation between Academic Dishonesty and Fidelity
MELANIE OTTENBACHER, BETH PETERS, SHARLEEN BUSH, NICOLE PRITCHARD, ALICIA BOWER, & ELI STINES, University of South Dakota (DOUGLAS PETERSON, Faculty Sponsor)

52
Perceived Self-Efficacy of Dementia Family Caregivers as a Predictor of Nursing Home Placement
WILLIAM M. PALMER, University of Missouri-St. Louis (ANN STEFFEN, Ph.D., Faculty Sponsor)

53
An Investigation of the Convergent Validity of the Sexual Victimization Attributions Measure
MONICA M. PERRY, Northern Kentucky University (KIMBERLY HANSON BREITENBECHER, Faculty Sponsor)

54
Attention Deficit Hyperactivity Disorder in Adults: Processing Gains to Statistically Correlated Events
ERICA PRENTKOWSKI, Purdue University (ROBERT MELARA, Faculty Sponsor)

55
Women’s Opposite-Sex Friendships and Sexual Permissiveness
SHAUNA RADEL & STEPHANIE DRANE, Western Illinois University  
(KRISTINE M. KELLY, Faculty Sponsor)  

56  
Effects of Environmental Factors on the Health of College Students  
KRISTEN ROBINSON, John Carroll University (JANET LARSEN,  
Faculty Sponsor)  

57  
Maternal Directiveness as a Moderator of the Effect of Child  
Behavior on Injury Rate and Severity  
JENNIFER ROMAY, University of Missouri-Columbia (CHARLES  
BORDUIN, Faculty Sponsor)  

58  
Health Behaviors in High School Athletes  
PAUL RUSH, BREEANN MILLIGAN, JENNA ELGIN, & MAUREEN  
SHEA, Boise State University (DR. MARY PRITCHARD, Faculty  
Sponsor)  

59  
Writing about Traumatic Events: Coherent vs. Incoherent Writing  
JULIE SAMPSON, University of Missouri-Columbia (LAURA A.  
KING, Faculty Sponsor)  

60  
Will the Verbal Overshadowing Effect Differ in the Recognition of  
Distinct versus Typical Faces?  
ERIN SCHLACKS & ELIZABETH GREEN, Ashland University (DR.  
MITCHELL METZGER, Faculty Sponsor)  

61  
Mechanisms by Which Metabotropic Glutamate Receptor 5  
Influences Inhibitory Avoidance Learning  
NANCY SHANAHAN, AMINATA P. COULIBALY, MARSHA M.  
DOPHEIDE, & PHULLARA B. SHELAT, University of Missouri,  
Columbia (TODD R. SCHACHTMAN & AGNES SIMONYI, Faculty  
Sponsors)
Parents and Adolescents with Cystic Fibrosis: Effect of Behavioral Family Systems Therapy on Observed Family Interactions
STACEY L. SIMON, Case Western Reserve University (DR. DENNIS DROTAR, Faculty Sponsor)

Does Personality and Current Mood Predict Music Preference?
ADAM SNOW, Hamline University (DOROTHEE DIETRICH, Faculty Sponsor)

The Effect of Perceived Taste on Low Carbohydrate Labeling
KELLI STILES, AMANDA BAGBY, REBECCA GOTTMAN, & CORTNEY MEYER, Culver-Stockton College (GREG BOHEMIER, Faculty Sponsor)

The Effect of Age and Misleading Information on Episodic Memory
JENNIFER STUMPF, University of Missouri-Columbia (MOSHE NAVEH-BENJAMIN, Faculty Sponsor)

Undergraduate Teaching Assistants and Ethics
MEGHAN SWANSON, University of Wisconsin-Eau Claire (BLAINE PEDEN, Faculty Sponsor)

Environmental and Physiological Factors that Influence College Students Perception of Stress
KYLE THOMAS, Eastern Illinois University, (CARIDAD BRITO, Ph.D., Faculty Sponsor.)

Top Heavy? Weight Discrimination among Fortune 100 Executives
JEFFREY VANDLEN, Hope College (DR. PATRICIA ROEHLING, Faculty Sponsor)
69 Affective Responses to Complex Audio-Visual Stimuli are Better Predicted by Simple Response Pools than by Individual or Pooled Expert Predictors
PASCAL WALLISCH, University of Chicago (HOWARD C. NUSBAUM, Faculty Sponsor)

70 Effects of Monitoring on Task Performance, Mood, and Stress Level
BETHANY M. WATTS, & AMANDA J. WEIGLE, University of Wisconsin Oshkosh (KATHLEEN R. STETTER, Faculty Sponsor)

71 Gender Differences in Self-Disclosure through Various Communication Mediums
ALISA WILLIAMS, JACQUELYN GIEM, & REBECCA TURK, Andrews University (HERBERT W. HELM, JR., Faculty Sponsor)

72 Factors Distinguishing Parents of Home-schooled Versus Public-schooled Children
MEGAN WOLVIN, University of Michigan- Dearborn (ROBERT HYMES, Faculty Sponsor)

73 The Effects of Conversational Dominance during Self-Disclosure among Adolescents
KAREN NICOLE ZDAZINSKY, University of Missouri - Columbia (AMANDA ROSE, Faculty Sponsor)

74 Parenting Styles and Achievement Motivation: Role of Educational Level
JESSICA ZINCHUK, Wartburg College (SHAHEEN MUNIR, Faculty Sponsor)

75 The Effect of ADHD Diagnosis on Teacher Expectations
LAURA HANKINS, Eastern Illinois University (DR. ASSEGE HAILEMARIAM, Faculty Sponsor)
Psi Chi Poster Session II

Thursday 10:45 - 12:15pm  Upper Exhibit Hall
DANIEL CORTS, Augustana College, Moderator

1 Breathing is Believing: The Role of Locus of Control and Type of Technique on Stress Reduction
JUSTIN ALLEN, CHAD HARRISON & MOLLY MEUSER, Southern Illinois University Edwardsville (DR. SUSAN THOMAS, Faculty Sponsor)

2 Family Members’ Satisfaction with Components of Care and Environment in a Long-Term Care Unit
JENNIE J. BANDSTRA, Central College (MARIA CARLA CHIARELLA, Faculty Sponsor)

3 Decision Making Styles Associated with Adolescent Risk Taking Behavior
LINDSAY BARBER, The Ohio State University (THOMAS E. NYGREN, Faculty Sponsor)

4 Clarification of the Roles of Exposure Frequency and Duration on the Mere Exposure Effect
KARI BARNETT, KEVIN SCEGO & JOHN DI STEFANO, Southeast Missouri State University (PHILLIP FINNEY, Faculty Sponsor)

5 Recovery of Phonological Awareness Skills in Aphasics
AMY BECKIUS, Dakota Wesleyan University (ANNE WESSELS KELLY, Faculty Sponsor)

6 The Effect of Secondary School Environment on Self-Efficacy for Self-Regulated Learning
JESSICA S. BERGMANN, Washburn University (JOANNE ALTMAN, Faculty Sponsor)
7
The Effects of Ethnicity on Decisions about Drug Policy
CARI BISANG, Northern Kentucky University (ROBIN BARTLETT and PERILOU GODDARD, Faculty Sponsors)

8
Social Interaction as a Function of Perceived Self Attractiveness and Rated Attractiveness
ERIN BLOCK & MORGAN QUERNHEIM, University of Missouri- St. Louis (JENNIFER SICILIANI, Faculty Sponsor)

9
Comparison of Gestures in Literal Versus Analogical Speech
LAUREN BOUCHARD & LAUREN GOLOMBEK, Augustana College (DANIEL P. CORTS, Faculty Sponsor)

10
The Effects of Gender Stereotypes on Object Memory
ASHLEY BROOKOVER & ROBERTA TOY, Ashland University (DR. MITCHELL METZGER, Faculty Sponsor)

11
Why Do Women Hate Each Other? An Investigation of the Relationship Between Relational Aggression, Current Perceptions of Women and Satisfaction with Friendships
MELINDA BULLOCK, ANA CAMAROTTI-CARVALHO, TRACY CLOUSE, KATIE DUNKELBURGER & EMILY NURRE, Mount Mercy College (MELODY GRAHAM, Ph.D., Faculty Sponsor)

12
Stigmatization and Self-Esteem in High School and College Learning Disabled Students
LAURA CARPENTER, Anderson University (DR. LINDA SWINDELL, Faculty Sponsor)

13
Hammer Time: The Role of Locus of Control in the Acquisition of Superstitious Behaviors
ROBIN POKOJSKI, ALICIA CASAGRANDE & ERIN HIGGS, Southern Illinois University at Edwardsville (DR. SUE THOMAS, Faculty Sponsor)
14
How Political Party Membership Relates to Social Values
KA MAN CHEUNG, University of Missouri-Columbia (KENNON M. SHELDON, Faculty Sponsor)

15
Predicting Adjustment to College in First-Semester Freshmen: Personality, Career Indecision, and Campus Integration
MELINDA BULLOCK, MELINDA COLLINGWOOD & ANA CAMAROTTI-CARVALHO, Mount Mercy College (RON FELDT, PhD, Faculty Sponsor)

16

17
Cognitive Effects of Phytoestrogens on Young Women and Men
KAYLA DE LORME, Hamline University (KIM GUENTHER, Faculty Sponsor)

18
The Impact of Spirituality and Religiosity on Psychological Well-Being
SUSANNE DESMOND, Hamline University (ROBIN PARRITZ, Faculty Sponsor)

19
The Effects of Sleep Apnea in Children on Language Skills
JULIE K. DREISBACH, Indiana University Southeast (DR. ROBERT LENNARTZ, Faculty Sponsor)

20
Predictors of Eating Disordered Behavior in Undergraduates
JENNA ELGIN, MAUREEN SHEA, PAUL RUSH, & BREEANN MILLIGAN, Boise State University (DR. MARY PRITCHARD, Faculty Sponsor)

21
The Effects of Emotional Content on Encoding and Retrieving Auditory Information
TROY W. ERTELT & ANGELL M. VOLLMER, Minnesota State University (MAGDALENE H. CHALIKIA, Faculty Sponsor)
22
Gender Similarities and Differences in Potential Mate Evaluation when Same and Different Sex audiences are Present
KRISTEN EVANS, University of Missouri-Columbia (GARY BRASE, Faculty Advisor)

23
Older Adults’ Associative Deficit in Episodic Memory: Implications for Eyewitness Testimony
JENNY FLATT, University of Missouri, Columbia (MOSHE NAVEH-BENJAMIN, Faculty Sponsor)

24
Comparison of Decision-Making, Anxiety, and Sensation Seeking Styles
RIKKI GARREN & BECKY WHITE, The Ohio State University (THOMAS E. NYGREN, Ph.D, Faculty Sponsor)

25
Personality, Driving Anger, and Aggressive Driving Behavior
MICHELLE GRYCZKOWSKI, University of Wisconsin - River Falls (TRAVIS TUBRÉ and BRYAN D. EDWARDS, Faculty Sponsors)

26
Group Identification and Performance Feedback
CHRISTIN B. HANNA & MARGARET E. NEUMANN, Missouri Western State College (KELLY HENRY, Faculty Sponsor)

27
Does Team-level Conscientiousness Predict Team Performance? The Role of Task Context and Group Process
JEN HARVEL, University of Missouri-Columbia (CHRISTOPHER ROBERT, Faculty Sponsor)

28
The Effectiveness of Provocative and Non-provocative Magazine Advertisements
BRITTINA HELGESON, Ashland University (DR. MITCHELL METZGER, Faculty Sponsor)
29
Using a Mirror-Writing Self-Assessment Technique to Diagnose Self-Aggrandizement
NICHOLAS SEAN HOLTZMAN, Loyola University New Orleans
(ELIZABETH YOST HAMMER, Faculty Sponsor.)

30
The Effects of Initial Value Frame and Usage of a Commodity on Sunk Costs
TOM HUESMAN, Northern Kentucky University (JEFFREY SMITH & WILLIAM ATTENWEILER, Faculty Sponsors)

31
The Negative Impact of Rumors: The Effect of Evidence
LAUREN JANSEN, Hastings College (JEANNETTE M. WHITMORE, Faculty Sponsor)

32
Temperament and Language: How Temperament Affects Word Learning
ANGELA JOHNSON Purdue University (GEORGE HOLLICH, Faculty Sponsor)

33
Effects of Violent and Non-Violent Cartoons on Curiosity
JOSHUA H. JONES, Adrian College (DR. SUZANNE HELFER & DR. THOMAS NELSON, Faculty Sponsors)

34
A Study of the Perception of the Mentally Ill
SARAH KELLERH, Saint Mary’s College (REBECCA STODDART, Faculty Sponsor)

35
Time Out! An Investigation of Disciplinary Practices in Juvenile Detention
JESI KINKIN & KELLY WATT, University of Illinois at Urbana-Champaign (CAROL DIENER, Faculty Sponsor)

36
The Persistence of Self-Evaluation Maintenance Effects
CHRISTINE A. KOSOBUCKI, Alverno College (JOYCE TANG BOYLAND, Faculty Sponsor)

37
Close Relationships vs. Strangers: Influence of Social Value Orientation (SVO) on Negotiation Patterns
LINDSAY LAFRAMBOISE, The Ohio State University (DR. ANN RUMBLE, Faculty Sponsor)

38
The Sport of Drinking: Alcohol Use among College Student-Athletes
LYDIA LANZ, Dakota Wesleyan University (ANNE WESSELS KELLY, Faculty Sponsor)

39
Effect of Questionnaire Format on Reported Beliefs about Seven Core Issues of Personality
ERIC J. LEE, JUSTINE J. MAJERES, ROBIN L. PANSKE, LUKE A. HOWARD, REBECCA L. RINGERSMA. University of Wisconsin-Eau Claire (LORI A. BICA, Faculty Sponsor)

40
“Out of My League?” A Study on Conformity in Respect to Self-Esteem
ELIZABETH LISZEWSKI, SUMMER FINKBINER, KATIE SABO & LAURA NAUMANN, Southern Illinois University Edwardsville (SUE THOMAS, Faculty Sponsor)

41
Labels for Older Adults: How Generation, Exposure, and Ageism Affect Preferences and Connotations
ANGELA MACDONALD, ALISON K. GILLINGS, AMANDA HENRY, KRISTIN J. STEGE, SYBIL SULLIVAN, & EMELIA K. ZERKEL, Southern Illinois University Edwardsville (ELIZABETH J. MEINZ, Faculty Sponsor)

42
Effect of the Personality Trait Openness to Experience on Changes in College Students’ Thinking about Seven Core Issues of Personality
JUSTINE J. MAJERES, REBECCA L. RINGERSMA, LUKE A. HOWARD, ERIC J. LEE, ROBIN L. PANSKE, University of Wisconsin-Eau Claire (LORI A. BICA, Faculty Sponsor)

43
Gender Stereotypes in Mathematics: The Effects of Stereotype Threat and Anxiety on Expectancy and Performance
TESIA T. MARSHIK, John Carroll University (JANET LARSEN, Faculty Sponsor)

44
Middleborns’ Attitudes toward Familial and Social Relationships
MELISSA MATTSON & KARRINA AHO, University of Wisconsin, Superior (DAVID CARROLL, Faculty Sponsor)

45
Effects of Diversity and Interracial Experiences on Social Support and Friendships at a Predominantly White College
JODI A. MCKAY, Central College (JAMES T. SCHULZE, Faculty Sponsor)

46
Performance on a Two-Action Test by Budgerigars: Imitation or Affordance Learning?
ANDREW MEYER, KAREN MASON, & JENNIFER POLCYN, Augustana College (DR. BRIGETTE DORRANCE, Faculty Sponsor)

47
The Romeo & Juliet Effect Revisited: Re-examining the Influence of Familial and Peer (Dis)approval on Romantic Relationship Quality
HEATHER MITCHELL, University of Missouri - Columbia (COLLEEN SINCLAIR, Faculty Sponsor)

48
Effects of Attachment Style and Obligation on Caregiver Strain, Filial Anxiety, and Burden in Caregivers
TRACY N. NEEDHAM, Central College (EDMOND E. WILLIS, Faculty Sponsor)

49
Development in Child Reasoning Using Various Syllogisms
KRISTEN NOWAK, Ashland University (DR. MITCHELL METZGER, Faculty Sponsor)

50
The Impact of Childhood Traumatic Events on College Adjustment
SCOTT ORR, IFE ASHABO, INSON LOVING, & NIKI HESS, John Carroll University (JOANNE RUTHSATZ, Faculty Sponsor)

51
Gender Differences in Perceptions of Infants and Children
BARBARA OUDEKERK, TISHA WILEY, MARGARATE STEVENSON, LIAT SHETRET, University of Illinois at Chicago & ALISON PERONA, Inspector General, Chicago Transit Authority (BETTE L. BOTTOMS, Faculty Sponsor)

52
Cats vs Dogs: A Comparison of Dogs and Cats as Moderators of Stress
SARA PEARCE, Avila University (LISA WOOLERY, Faculty Sponsor)

53
Befriending Diversity: The Effect of Ingroups and Outgroups on Racial Diversity in Friendships
JENNIFER PITZER & MATTHEW GOOD, Greenville College (JIM ZAHNISER, Faculty Sponsor)

54
English Language Productions and Cognitive Dissonance
JESSICA PUGH & JAIMEE ZEYZUS, University of Pittsburgh at Johnstown (DEREECE D. SMITHER, Faculty Sponsor)

55
The Effects of AOL Instant Messenger as a Retroactive Interference on Working and Short Term Memory
JANAE RENTERIA, St. Mary’s College (REBECCA STODDART, Faculty Sponsor)

56
Pediatric Health Differences: Implications of Coping Style, Control Beliefs, and Social Anxiety
KRISTEN ROBINSON, John Carroll University (JANET LARSEN, Faculty Sponsor)

57
Body Image Satisfaction among Latinas and Non-Latinas in Western Culture
CYNTIA RODRIGUEZ, Saint Mary’s College (REBECCA STODDART, Faculty Sponsor)

58
Predicting Eating Disordered Behavior in Female College Students From Need to Control and Locus of Control
JESSICA ROREBECK, Central Missouri State University (DAVID KREINER, Faculty Sponsor)

59
Does the Need for Affiliation Lead to Differing Rationales for Cheating Behaviors Between Men and Women?
RACHEL SALANIK, NOELLE PONDER, ANN PETERSON & NATHANIAL SCHUBERT, Southern Illinois University Edwardsville (SUSAN L. THOMAS, Faculty Sponsor)

60
Female Body Esteem as a Function of Viewing Underweight and Overweight Female Physiques
CATELIN SAPPINGTON & LISA SCHROETER, University of Missouri-St. Louis (DR. JENNIFER SICILIANI, Faculty Sponsor)

61
Moral Development in Adult Male Offenders versus Adult Male Non-offenders
KATE A. SCHNEIDER, Edgewood College (J. DAVID LAMBERT, Faculty Sponsor)

62
Problem Drinking Behavior Among Binge Drinkers: The Role of Drinking Motives
CATHRINE M. SHARTZER, DANIEL P. EVATT, MARISSA C. YATES, & JON D. KASSEl, The University of Illinois at Chicago (JON D. KASSEl, Faculty Sponsor)
63  
Perception of College Students in Long Distance Relationships  
BREEANA SKINNER, University of Wisconsin - LaCrosse (CARMEN WILSON VANVOORHIS, Faculty Sponsor)

64  
The Effects of Pragmatic Content on Syllogistic Reasoning  
BENJAMIN STEFONIK, University of Wisconsin-Eau Claire (ALLEN H. KENISTON, Faculty Sponsor)

65  
I Think I Can, I Think I Can: Effects of Self-Talk During Problem Solving  
ANNA STORNANT, Saint Mary’s College (REBECCA STODDART, Ph.D., Faculty Sponsor)

66  
Sociotropy and Autonomy as Predictors of Depression in College Students  
MICHAEL A. SULLIVAN and JAMES T. SCHULZE, PhD, Central College (JAMES T. SCHULZE, Faculty Sponsor)

67  
Attractiveness as a Function of Menstrual Cycle Phase  
ASHLEY SWIFT & ANDREA KEENE, University of Missouri-St. Louis (DR. JENNIFER SICILIANI, Faculty Sponsor)

68  
The Importance of Communication, Uniform Execution, and Proper Training During Implementation of a Performance Management Process  
CONNIE R. THOMPSON, Edgewood College (J. DAVID LAMBERT, Faculty Advisor)

69  
Work Ethic and Location: Effect of Size of Town on Hard Work, Non-Leisure, Asceticism, and Independence  
JILL WAGAMAN, Wartburg College (CYNTHIA M. BANE (Ph.D), Faculty Sponsor)
70
The Epistemological Development of First-Year College Students
JENNIFER L. WALSH, Grinnell College (DAVID LOPATTO, Faculty Sponsor)

71
Integrated Model of Racism: Dating Preferences and Political Orientation
RYAN WEIPERT, SOPHIE BANWARTH, & ABBIE CLOSE, University of Northern Iowa (HELEN C. HARTON, Faculty Sponsor)

72
The Effects of Fast ForWord on Achievement and Proficiency Test Scores
KARA A. WILLIAMS, Wittenberg University (JEFFREY B. BROOKINGS, Faculty Sponsor)

73
Can Religious Beliefs Protect Against Intentions to Engage in Sexual Risk Behavior in African-American Adolescents?
NICHOLE YARBROUGH, University of Missouri-Kansas City (KATHY GOGGIN, Faculty Sponsor)

74
Gender and Racial Differences in Anticipated Jealousy
ANA ZIEGLER, University of Northern Iowa (HELEN C. HARTON, Faculty Sponsor)

75
Attractiveness and the Selection Process: Female Applicant Success as a Function of Hair Length and Color
KATIE MEHNER & LARISSA HODO, University of Missouri-St. Louis (DR. JENNIFER SICILIANI, Faculty Sponsor)

Psi Chi Poster Session III

Thursday 12:30 - 2:00pm
Upper Exhibit Hall
KRISTINE KELLY, Western Illinois University, Moderator

1
What is Musical Intelligence?
IFE ASHABO & CHINELO NONYEM ENWONWU, John Carroll University (JOANNE RUTHSATZ, Faculty Sponsor)

2
Assessment of College-Age Students’ Stressors, Help Sources, and Attitudes Toward Counseling
DIANE BALES, Central College (MARIA CARLA CHIARELLA, Faculty Sponsor)

3
Pretrial Publicity, Gender, and Self-Defense: Do They Affect Perceptions of Guilt?
SUZANNE BARDASZ, John Carroll University (JANET LARSEN, Faculty Sponsor)

4
The Effect of Body Weight on Perceptions of Physical Attractiveness and Intelligence
PAIGE BARNETT, Hastings College (JEANNETTE M. WHITMORE, Faculty Sponsor)

5
Racial Attitudes over Time: The Effects of Empathy and Presentation Style
KATARINA BENGTSSON & LINDSEY ZDYCHNEC, University of Wisconsin-River Falls (CYNDI KERNAAHN, Faculty Sponsor)

6
Trend Analysis of the Mere Exposure Effect for Social Stimuli
CARIANN BERGNER, GREG CHANDLER, LADALE WOODS, & MIAH SHELFORD. Southeast Missouri State University (PHILLIP FINNEY, Faculty Sponsor)

7
Cross-Cultural Analysis of Features Associated with Infant Cuteness
TERI BLAUSER, Hamline University (ROBERT GUENTHER, Faculty Sponsor)

8
Mattering as a Parent Scale: Validation of a Measure of Parents’ Perceptions of Significance to their Children
9
Social Maladjustment, Sociotropy and Body Dissatisfaction as Predictors of Depression and Dieting Expectancies in College Students
JACLYN BOETTCHER, Wittenberg University (STEPHANIE LITTLE, Faculty Sponsor)

10
Visitor Interaction as Enrichment in Captive Gorilla
CASSANDRA BRENKMAN, Washburn University (JOANNE ALTMAN, Faculty Sponsor)

11
The Effect of Exposure to Gender Stereotypes in Advertising on Egalitarianism
LAUREN BROWN, Avila University (LISA WOOLERY, Faculty Sponsor)

12
Low Socioeconomic Status and the Health Benefits of Writing
MISTY R. DEMOSS, Avila University (DR. LISA WOOLERY, Ph.D., Faculty Sponsor)

13
The Stigma of Schizophrenia: (Mis)Perceptions of Schizophrenic Individuals
LEANNE CAVANAGH, John Carroll University (JOHN H. YOST, Faculty Sponsor)

14
Differential Pattern of Acute Biological Response to Trauma in Children with Disruptive Behavior
TANYA L. CHURCH, NICOLE R. NUGENT, Kent State University, & NORMAN C. CHRISTOPHER, Akron Children’s Hospital (DOUGLAS L. DELAHANTY, Faculty Sponsor)

15
The Effect of Olfaction on Cognition
MARY PAT COMES, Ashland University (DR. MITCHELL METZGER, Faculty Sponsor)

16
Friendship Quality: Associations with Smoking Status Over Time
CASEY CUTTILL, Eastern Illinois University (DANEEN DEPTULA, Faculty Sponsor)

17
Cerebral Hemispheric Specialization of Emotion: Identification of Happy versus Sad Faces
KEVIN R. DEARWESTER, Wittenberg University (JOSEPHINE F. WILSON, Faculty Sponsor)

18
Is College Right For You? Development of the Student Motivation Scale
NICOLE DEPRON, RAZAN FARAMAND, KELLY HOOPER, CHRISTOPHER HOLT, ERICA LEE, & KRYSTLE WATERS, Augustana College (DANIEL P. CORTS, Faculty Sponsor)

19
Stressors and College Success
JOSH DICKEY, Avila University (DR. LISA WOOLERY, Faculty Sponsor)

20
Attitudes toward Individuals with Visible Tattoos and Facial Piercings
CHRISTINE M. DUNN, JADWIGA SZWAJ, Lewis University (MARY VANDENDORPE, Faculty Sponsor)

21
Evaluating an Intervention Based on Specific Family Caregiver Target Complaints
SHAUN ENGLISH & JACYLN ABBOTT, University of Missouri-St. Louis (ANN STEFFEN, Faculty Sponsor)

22
Homesickness among Minorities and Caucasians
DAISY CRUZ, Saint Mary’s College (REBECCA STODDART, Faculty Sponsor)

23
Relationship Between Exercise Intensity and Frequency, Body Dissatisfaction, and SPA
SARAH B. FEDOR, Southern Illinois University Edwardsville (SUSAN THOMAS, Faculty Sponsor)

24
Effects of Cohabitation, Sexual Intimacy, and Participants’ Gender on Perceptions of the Likelihood of a Successful Marriage
MARIANNE FRY, College of Mount Saint Joseph (TIMOTHY LAWSON, Faculty Sponsor)

25
Physiological Effects of Motion Sickness on the GI System
DIANA E. GIESKE, Northern Kentucky University, MARY E. MARTINI, Hartwick College & TALISSA A. FRANK, Clemson University (PERILOU GODDARD, Faculty Sponsor)

26
Men’s Studies: Sex Role Strain
SARAH GURA, Lewis University (DR. CHWAN-SHYANG JIH, Faculty Sponsor)

27
The Relationship between Factors in the Work Environment and Happiness
MELISSA A. HARBESON & AMY J. BARRON, Indiana University Southeast (ROBERT LENNARTZ, Faculty Sponsor)

28
Factors Associated with Self-Defense Verdicts in Situations Where Battered Women Kill
LYNDSEY HAVILL, Purdue University (JANICE R. KELLY, Faculty Sponsor)

29
Digit Ratio and Gender Differences in Cognitive Performance of College Students
BRYNN HOLLOWAY, Missouri Western State College (PHIL WANN, Faculty Sponsor)

30
Predicting Mood in Everyday Situations
JENNIFER HOPPER, CHEYLYNNE BOSLEY, CHINAKA AGWU, WHITNEY FANCHER, ALICIA LEE & KATE PICKETT, Truman State University (JEFFREY VITTEGL, Faculty Sponsor)

31
The Effects of Group Size and Gender on Verbal Participation
SHELLY INGWERSON, Hastings College (JEANNETTE M. WHITMORE, Faculty Sponsor)

32
Effect of Lobeline on Morphine-induced Hyperactivity
JOHN JANY JR., COLIN CUNNINGHAM, & JIM POLSON, University of Missouri Columbia (DENNIS MILLER, Faculty Sponsor)

33
Gender Differences in Hemispheric Asymmetries for Recognition of Emotions
TERRIN JOHNSON, Dakota Wesleyan University (ANNE WESSELS KELLY, Faculty Sponsor)

34
Room Temperature and Task Effects on Arousal, Comfort, and Performance
JONATHAN KAHL, University of Wisconsin, La Crosse (BART VAN VOORHIS, Faculty Sponsor)

35
Attitude Adjustments: Examining the Effectiveness of Diversity Courses on College Students
ADAM KEPKA, ROBIN POKOJSKI & ROBYN KORITZ, Southern Illinois University of Edwardsville (DR. JAMECA FALCONER, Faculty Sponsor)

36
Positive Effects of Self-Handicapping on Performance
37  The Effects of Eyewear and Gender on the Perception of Personality Traits  
SUSANNE KOWALSKI, Saint Mary’s College (REBECCA STODDART, Faculty Sponsor)

38  Seasonality and Sensitivity to Phototherapy: Testing the Melatonin Hypothesis  
JENNIFER LAMPLEY, Eastern Illinois University (JEFFREY STOWELL, Faculty Sponsor)

39  The Effects of Teacher Attractiveness and Vocal Enthusiasm on Student Learning  
ABBY LAUSIN & AMBER MCPHERSON, Ursuline College (CHRISTOPHER EDMONDS, Faculty Sponsor)

40  Failure Leads to Changes in Implicit Theories of the Self  
ANDREW LEISTER & NATALIE METZ, Wittenberg University (JENNIFER L. BUTLER, Faculty Sponsor)

41  Individual Differences in Alcohol and Tobacco Users: Self-Classification and Problem Recognition  
ANDREW LITTLEFIELD, University of Missouri (KRISTINA JACKSON, Faculty Sponsor)

42  When to Say When: A Cross-College Analysis of Binge Drinking Behavior  
LANE R. MADSEN & CONNIE S. FRANK Morningside College (SUSAN R. BURNS & MICHAEL ICHIYAMA, Faculty Sponsors).

43  Anxiety as a Function of Driving Hassles
JENNIFER MARINO, ELIZABETH ELLIOTT, & ERICA GRUS, University of Missouri-St. Louis, (JENNIFER SICILIANI, Faculty Sponsor)

JESSICA MARTIN, JENNIFER ALLAN, CASSIE HULL, & BRENNA MAHER, Simpson College (SAL MEYERS, Faculty Sponsor)

45 The Relation Between Children’s Social Anxiety and Behavior in a Social Performance Task
KRISTINA MAVERS, University of Missouri- Columbia (DEBORA BELL, Faculty Sponsor)

46 The Effect of Perceived Intelligence and Social Class on Impression Formation
STACY MCKINNON & ERIN MEIGHAN, University of Wisconsin La Crosse (BETSY MORGAN, Faculty Sponsor)

47 Time Required for Drug Induced Place Preference to Fade
BILL MEYER & CRYSTAL KOZORA, Muskingum College (LARRY NORMANSELL, Faculty Sponsor)

48 Effects of Motivation of Self-Regulation
WHITNEY MORRISON, RYAN TEETER & CASEY BARNES, Wittenberg University (JENNIFER L. BUTLER, Faculty Sponsor)

49 Earwitness Identification: Influences of Regional and Language Accents on Identification Accuracy
AMANDA K. NEIL & TROY W. ERTEL, Minnesota State University Moorhead (MAGDALENE H. CHALIKIA, Faculty Sponsor)
50
Can Infants Use Emotional Messages in Music to Guide their Behavior?
KATIE NYLANDER & BETH TWEET, Minnesota State University Moorhead (ELIZABETH NAWROT, Faculty Sponsor)

51
Correlates of Deliberate Self-Harm Behaviors in College Students: Family-of-Origin and Personal Risk Factors
JESSICA OSTERHAUS, Edgewood College (J. DAVID LAMBERT, Faculty Sponsor)

52
Effect of Enriched Environment on Recovery of Function Following Medial Frontal Cortex Contusion
JESSICA OWENS, ANDREA GOFFUS, & ANGIE PATTON, Mount Union College (JEFF SMITH, Faculty Sponsor)

53
The Perfect Excuse: Procrastination in Perfectionists
KIMBERLY PERRY & ALICIA STACHOWSKI, St. Cloud State University (ZOA ROCKENSTEIN, Faculty Sponsor)

54
The Influence of Gender, Race, Age, and Attractiveness on Occupational Stereotyping
MEGAN M. POLUDNIAK & MARY JASZCZAK, Lewis University (DR. CHWAN-SHYANG JIH, Faculty Sponsor)

55
The Stability of the Affective Simon Effect
DAVID J. PURPURA, Purdue University (DR. ROBERT W. PROCTOR, Faculty Sponsor)

56
Gender Bias and Emotion Perception
HEATHER RICHESON, Purdue University (STEPHANIE A. GOODWIN, Faculty Sponsor)

57
Integrative Complexity in Learning Communities
JENNIFER ROETHER & ERIN WILSON, Missouri Western State College (KELLY HENRY & BRIAN C. CRONK, Faculty Sponsors)

58
Effect of Defendant’s Race and Sex on Mock Jurors’ Perceptions of Those who Commit Internet Fraud
COLLEEN RUDISELL, College of Mount St. Joseph (TIMOTHY LAWSON, Faculty Sponsor)

59
Transition to College: Identity Change and Ego Development in First Year College Students
CARA SAMPSON, University of Missouri-Columbia (LAURA A. KING, Faculty Sponsor)

60
The Effect of Stress on Injury Potential in College Athletes
SARA BRAATZ & BECKY BULLERT, Saint Cloud State University, (DR. LESLIE VALDES, Faculty Sponsor)

61
Mood Induction and its Effects on the Recognition of Emotionally-Valenced Words
JAMIE SCHRAUTH & KIMBERLY DYER, University of Wisconsin Oshkosh (KATHLEEN STETTER, Faculty Sponsor)

62
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JULIE ANN TEPKE, North Park University (ELIZABETH K. GRAY, PhD., Faculty Sponsor)

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70
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71
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JAMES WOEHRLE, University of Missouri-Columbia (JONATHAN KING, Faculty Sponsor)

What is the Suicide Rate in Muslim Countries? Cross-National Predictors of Suicide Rates
ZOREL ZAMBRANO, Beloit College (LAWRENCE T. WHITE, Faculty Sponsor)

College Recruitment and Perceptions of Work-Family Issues
KRISTI ZIMMERMAN, Purdue University (JESSICA FOSTER, Faculty Sponsor)

Psi Chi Distinguished Speaker
Social Isolation, Cognition, Emotion, and Health
JOHN CACIOPPO
University of Chicago

Thursday, 2:30 - 3:45 Wabash Parlor
KELLY HENRY, Missouri Western State College, Moderator

The Results of the First National Survey of Psi Chi Alumni
DREW APPLEBY, Indiana University - Purdue University Indianapolis & JOSEPH R. FERRARI, DePaul University

Thursday, 4:00 - 5:00 PDR 16
VIRGINIA ANDREOLI MATHIE, Psi Chi Executive Officer, Moderator
Friday, May 6

Psi Chi Regional Research Award
Paper Presentation I

Friday 8:00 - 9:00  PDR 16
DANIEL CORTS, Augustana College (IL), Moderator

1 Mood Elicited by Negative TV News and Its Effect on Helping Behavior
AMY BOSSMANN & KATARINA POPOVIC, Elmhurst College (DR. HELGA NOICE, Faculty Sponsor)
Participants watched either a negative TV news video or a neutral instructional video. Group moods were equal before manipulation, but significant disparity was observed afterward. Moreover, those in a more negative mood engaged in more subsequent helping behavior. This finding is consistent with a negative state relief model.

2 Relationships of Psychological Birth Order and Parent-Child Relationships with Campus Involvement
AMBER HINTON, Central Missouri State University (DAVID KREINER, Faculty Sponsor)
We hypothesized that college students who were psychological firstborn and only children would be more involved on campus than laterborns. Firstborn and only children scored significantly higher on two measures of campus involvement than laterborn students. Differences in parental nurturance or achievement pressure were not related to campus involvement.
Distinguishing Optimism and Pessimism in Middle-Aged Adults: Relations to Personality and Subjective Well-Being Probes
YURI KASHIMA, EDWARD CHANG, AVIVA MORADY, VALENTINA IVEZAJ, & JENNY CHUNG, University of Michigan - Ann Arbor (EDWARD CHANG, Faculty Sponsor)
This study examined the associations of dispositional optimism and pessimism with probes assessing for personality and subjective well being in a large sample of middle-aged adults. Results indicated that even after controlling for overlap, optimism and pessimism hold important unique associations with various markers of personality and adjustment.

Boys vs. Girls: Who Actually Makes the Decision to Use Condoms Among African American Youth?
JENNIFER EVANS POWIS, University of Missouri-Kansas City (DR. KATHY GOGGIN, Faculty Sponsor)
This study examined differences regarding condom use and sexual attitudes among African American adolescents in relation to gender and relationship status. While females reported possessing strong suggestion and persuasion power toward condom use, males ultimately determined whether a condom would be used.

Psi Chi Regional Research Award
Paper Presentations II
Friday 9:00 - 10:00 PDR 16
MARIA HUNT, Avila University, Moderator

Quality of Father-Child Relationship as a Predictor of Reactions to Rejection
STEPHANIE DRANE and RYAN HANNINEN, Western Illinois University (KRISTINE M. KELLY, Faculty Sponsor)
Participants completed a questionnaire pertaining to their relationship with their father, then read a scenario depicting someone accepting or rejecting their offer of a date and rated how they would feel. Participants with low quality father relationships were more anxious after being rejected than those with high quality father relationships.
2
Expectations and Attentional Strategies as Joint Determinates of the Placebo Effect
SHANNON HOLLERAN, MARISSA HOMRIGHOUSE, & ANDREW L. GEERS, University of Toledo (ANDREW L. GEERS, Faculty Sponsor)
In this study we manipulated participant’s expectations for a placebo (relaxation) therapy as well as their tendency to focus on consistent or inconsistent information. Changes in systolic and diastolic blood pressure supported our hypothesis that the placebo effect is the joint product of one’s expectations and attentional strategy.

3
Social Support Predicts Posttraumatic Stress Disorder Symptomatology in Women
BETHANY L. PHILLIPS, EVE M. SLEDJESKI, & BETH FISCHER, Kent State University (DOUGLAS L. DELAHANTY, Faculty Sponsor)
This study assessed the relationship between social support and posttraumatic stress disorder (PTSD) in motor vehicle accident (MVA) victims. Higher levels of social support measured 6-weeks post-trauma significantly predicted lower levels of PTSD 3 months following the MVA in women. However, this relationship was not present in men.

4
Effects of Behavioral Couples Therapy on Drug Usage and Relationship Satisfaction: A Meta-Analysis
RACHAEL SCHUSTER, University of Wisconsin (BRUCE WAMPOLD, Faculty Sponsor)
This study uses meta-analytic procedures to investigate the longitudinal effects of behavioral couples therapy on drug use and relationship satisfaction. Results indicate that BCT is more effective than individual-based therapy in decreasing drug usage in the year following treatment.

Psi Chi Regional Research Awards
Paper Presentations III
Friday 10:00 - 11:00
KRISTINE M. KELLY, Western Illinois University, Moderator
1 Effects of Perceived Sexual Orientation on Moral Reasoning
KATHRYN HAUGHT, University of Wisconsin- La Crosse (DR. TRACIE BLUMENTRITT, Faculty Sponsor)
This study examined the impact of varying the sexual orientation of characters depicted in moral judgment dilemmas on participants’ level of moral reasoning. Belief in a just world and attitudes towards homosexuals were also measured. No significant differences were found in levels of moral reasoning between groups.

2 Tantrums and Cortisol in 3-Year-Olds
NICHOLAS SEAN HOLTZMAN, Loyola University New Orleans, & MICHAEL POTEGAL, University of Minnesota (MICHAEL POTEGAL, Faculty Sponsor)
In 3 year olds, we found 1) a significant positive correlation between basal cortisol and tantrum frequency and 2) an acute post-tantrum cortisol surge that was strongest in the morning. Perhaps the increase in basal cortisol associated with higher tantrum frequency relates to the cumulative effect of repeated post-tantrum surges.

3 Hemisphere Differences in Processing Emotion on a Verbal-Matching Task
BENJAMIN P. NORRIS, MILENA KAVUKOVA, & ADDISON NOREEN, Hope College (THOMAS LUDWIG, Faculty Sponsor)
This study investigated the role of the cerebral hemispheres in processing emotion on a verbal-matching task. Participants were presented with stimulus word-pair combinations in three visual-field locations: 1) unilateral-left, 2) unilateral right, and 3) bilateral. Results support proposals of the inhibitory/interference effect as a viable explanation of the RVF superiority.

4 Item Method Directed Forgetting Instructions Prevent False Memories from DRM Lists
JANE STOUT & SARAH TAUBER, Augustana College (DANIEL P. CORTS, Faculty Sponsor)
In two experiments, critical lures occurred more frequently when participants were told to remember DRM word lists than when they were told to forget DRM word lists in an item-based directed forgetting task.
Results support a differential encoding explanation of item based directed forgetting effects.

Psi Chi Regional Research Award
Paper Presentations IV

Friday 11:00 -12:00  PDR 16
JEFF SMITH, Mount Union College, Moderator

1
Investigation of Position Learning Through the Elimination of Response Cues in Animals
TIFFANY N. HENLEY & LAUREN M. YOGGERST, Southeast Missouri State University (RICHARD A. BURNS, Faculty Sponsor)
Rats were runway trained in which response patterns were eliminated by the use of direct placement of the animals into the goal box. Transfer tests to NNN showed results that are not predicted by position learning theories.

2
Early Exposure to Corticosterone Impairs Hippocampal-Mediated Learning in Males but not Females
SARAH J. JENSEN, Wright State University (DRAGANA I. CLAFLIN & MICHAEL B. HENNESSY, Faculty Sponsors)
Long-Evans rats were administered corticosterone or placebo on postnatal day 15 and subsequently trained with either delay or trace eyeblink conditioning on postnatal day 28. Early exposure to corticosterone impaired trace conditioning in males only. Trace conditioned females and delay conditioning were unaffected.

3
The Relationship between Hip Hop Music and Rape Myths
ANGELA PIRLOTT, Marquette University (DEBRA L. OSWALD, Faculty Sponsor)
This study examined the connections between chronic exposure to hip-hop music and rape myth acceptance, sexual conservativism, adversarial sexual beliefs, and acceptance of interpersonal violence. Results suggest that hip hop music is associated with adversarial sexual beliefs and males’ increased rape myth acceptance, thus having theoretical and practical applications.
The Effect of Childhood Social Anxiety on Friendship Perceptions
SALLY CRAIG, Eastern Illinois University (DANEEN DEPTULA, Faculty Sponsor)
This study examined the friendship beliefs of children with social anxiety. Although children with social phobia were just as likely to be desired as friends by their classmates as their non-anxious peers, they inaccurately perceived themselves as having lower friendship desirability, demonstrating a cognitive error with regards to their friendships.

Psi Chi Faculty Advisor Luncheon
Friday 12:00 - 1:15  By Invitation
The French Quarter, Palmer House Hilton

Psi Chi Chapter Exchange:
Ideas for Improving Your Chapter
All Psi Chi officers and active members are invited to attend this session to share ideas about chapter vitality.

Friday 1:00 - 2:00  PDR 16
MARTHA ZLOKOVICH, Southeast Missouri State Univ., Moderator

Tips for Getting into and Surviving Graduate School
“Tips on Preparing Competitive Applications to Graduate School”
VIRGINIA ANDREOLI MATHIE, Psi Chi Executive Officer

“The Importance of Research Experience in Applying to Graduate School”
CHRIS KOCH, Psi Chi National President

Graduate Student Panel Current graduate students will share their experiences and offer survival tips.

Friday 2:00 - 3:15  PDR 17
JEFF SMITH, Mount Union College, Moderator
Finding Employment with an Undergraduate Degree in Psychology

“Psychology Majors and Skills Valued by Employers”
CHRIS KOCH, Psi Chi National President,
George Fox University

“What Employers Want from Psychology Graduates”
ERIC LANDRUM,
Boise State University

Friday 3:15 - 4:30  PDR 17
KELLY HENRY, Missouri Western State College, Moderator

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

Friday 4:30 - 6:00  Psi Chi Hospitality Suite (8th Floor of Hotel)

HOSTS: SCOTT VANDERSTOEP, Hope College (Psi Chi Midwest Vice President), CHRIS KOCH, George Fox University (Psi Chi National President), MARTHA ZLOKOVICH, Southeast Missouri State University (Psi Chi Past President), & VIRGINIA ANDREOLI MATHIE, Psi Chi Executive Officer
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University of Calgary, Calgary – John H. Mueller

Ontario
Carleton University, Ottawa – John Zelenski
Queen’s University, Kingston – Tara MacDonald
University of Guelph, Guelph – Harvey Marmurek
**CONDENSED PROGRAM**

**THURSDAY, May 5**

<table>
<thead>
<tr>
<th>Psi Chi Poster Session I, Upper Exhibit Hall, pg. 209</th>
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<td>9:00-10:30</td>
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259
Invited Symposium, Crystal Room, pg. 10, 10:00-12 noon
Cowen, Engle, Davelaar, Finn & Nairne
On Four Aspects of Working Memory: Causation, Activation, Time, and Decision-Making

Persuasion, Salon III, pg. 10
Bizer, Moderator
10:00 Tormala*
10:30 Hausmann & Levine
10:45 Reed & Wegener
11:00 Shedlosky & Grahe
11:15 Blankenship & Wegener
11:30 Scherer & Sagarin
11:45 Chen, Jeong, Wegener, Petty & Smith

Dynamics of Prejudice, Salon V, pg. 12
Nawrot, Moderator
10:00 Harton*
10:30 Saunders, Skitka & Marks
10:45 Mowbray & Sekaquaptewa
11:00 Packer, Chasteen & Lambert
11:15 Bruce & Graziano
11:30 Biernat*

Culture, PDR 4, pg. 14
Sagarin, Moderator
10:00 Bourgeois*
10:30 Farc & Sagarin
10:45 Karafa, Cozzarelli & Nelson
11:00 Kim-Prieto & Diener
11:15 Livingstone
11:30 Zhang & Dienstbier
11:45 Sagarin, Houle, Sibisi & Commissio

Affect in Group Processes, PDR 5, pg. 16
Kelly, Moderator
10:00 Williams*
10:30 Seger, Smith & Mackie
10:45 Spoor, Jones & Kelly
11:00 Park, Hinsz, Lawrence & Magnan
11:15 Miller
11:30 Neal-Barnett*

Psychopathology-I, PDR 8, pg. 18
Buchanan, Moderator
10:00 Kazmierczak & Meyers
10:15 Gaiher & Bodkins
10:30 Little & Winegarner
10:45 Hailemariam, McDonald & Brito
11:00 Eshbaugh, Luze & Peterson
11:15 Bloechl & Vitacco
11:30 Porter & Porter
11:45 Sanchez, Smith & Ting

CTUP, PDR 17, pg. 188
10:00 Hatchett, Case
11:00 Peeples, Keniston

Psi Chi Poster Session II, Upper Exhibit Hall, pg. 220
10:45-12:15
1 Allen, Harrison, Meuser, Thomas
2 Bandstra, Chiarella
3 Barber, Nygren
4 Barnett, Seego, Di Stefano, Finney
5 Beckius, Kelly
6 Bergmann, Altman
7 Bisang, Bartlett, Goddard
8 Block, Quenheim, Siciliani
9 Bouchard, Golombok, Corts
10 Brookover, Toy, Metzger
11 Bullock, Camarotti-Carvalho, Clouse, Dunkelburger, Hurre, Graham
12 Carpenter, Swindell
13 Pokojski, Casagrande, Higgs, Thomas
14 Cheung, Sheldon
15 Bullock, Collinswood, Camarotti-Carvalho, Feldt
16
17 De Lorme, Guenther
18 Desmond, Parritz
19 Dreisbach, Lennartz
20 Elgin, Shea, Rush, Milligan, Pritchard
21 Ertelt, Vollmer, Chalikia
22 Evans, Brase
23 Flatt, Naveh-Benjamin
24 Garren, White, Nygren
25 Gryczkowski, Tubre, Edwards
26 Hanna, Newmann, Henry
27 Harvel, Robert
28 Helgeson, Metzger
Holtzman, Hammer
Huesman, Smith, Attenweiler
Jansen, Whitmore
Johnson, Hollich
Jones, Helfer, Nelson
Kellerh, Stoddart
Kinkin, Watt
Kosobucki, Boyland
Laframboise, Rumble
Lanz, Kelly
Lee, Majeres, Panske, Howard, Ringersma, Bica
Liszewski, Finkbiner, Sabo, Naumann, Thomas
MacDonald, Gillings, Henry, Stege, Sullivan, Zerkel, Meinz
Majeres, Ringersma, Howard, Lee, Panske, Bica
Marshik, Larsen
Mattson, Aho, Carroll
McKay, Schulze
Meyer, Mason, Poleyn, Dorrance
Mitchell, Sinclair
Needham, Willis
Nowak, Metzger
Orr, Ashabo, Loving, Hess, Ruthsatz
Oudekerk, Wiley, Stevenson, Shetret, Perona, Bottoms
Pearce, Woolery
Pitzer, Good, Zahniser
Pugh, Zeyzus, Smither
Renteria, Stoddart
Robinson, Larsen
Rodriguez, Stoddart
Rorebeck, Kreiner
Salanik, Ponder, Peterson, Schubert, Thomas
Sappinton, Schroeter, Siciliani
Schneider, Lambert
Shartzer, Evatt, Yates, Kassel
Skinner, VanVoorhis
Stefonik, Keniston
Stornant, Stoddart
Sullivan, Schulze
Swift, Keene, Siciliani
Thompson, Lambert
Wagaman, Bane
Walsh, Lopatto
Weipert, Banwarth, Close, Horton
Williams, Brookings

Yarbrough, Goggin
Ziegler, Harton
Mehner, Hodo, Siciliani

Invited Address, Wabash Parlor, pg. 21
11:30- 1:00
McClintock

Embodiment of the Social Mind: Loneliness and Black/White Disparities in Mammary Cancer
Prendergast, Moderator

Symposium, Salon I, pg. 22
12:30- 2:30
Grahe, Duncan, Bernieri, Sherman, Franklin, Welji & Kimbara

Studying Dyadic Interactions and Rapport: “Thin-Slice” and Multi-Modal Discourse Analyses
Gittis, Moderator
12:30 Edison, Rhodes, Bradford & Decoster
1:00 Craig, Bradshaw & Le
1:15 Mitchell & Finkel
1:30 Lehmiller & Agnew
1:45 Cortes, Pearson & Goodfriend
2:00 Tee, Kelly & Ferry
2:15 Ashcraft & Belgrave

Self-I, Salon III, pg. 22
12:30 Hirt*
1:00 Hendrix & Hirt
1:15 Steury & Hirt
1:30 Ruter, Musweiler & Bodenhausen
1:45 Engeln-Maddox
2:00 Johnson & Stapel
2:15 Austin, Remer & Ross

Dynamics of Social Relationships, Salon V, pg. 25
12:30 Wang Erber, Moderator
12:45 Craig, Bradshaw & Le
1:00 Mitchell & Finkel
1:15 Lehmiller & Agnew
1:30 Eastwick & Finkel
1:45 Cortes, Pearson & Goodfriend
2:00 Tee, Kelly & Ferry
2:15 Ashcraft & Belgrave

Higher-Order Cognition, Salon VI, pg. 27
12:30 Wiley, Moderator
12:30 Nokes
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<td>Balcetis, Dunning &amp; Ferguson</td>
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<td>McCaslin, Petty &amp; Wegener</td>
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<td><strong>Group Dynamics, PDR 5, pg. 32</strong></td>
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<td><strong>Recall and Recognition, PDR 7, pg. 34</strong></td>
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Invited Address, Wabash Parlor, pg. 38
1:00-2:30
Park
Neuroimaging the Aging Mind
Diener, Moderator

CTUP, PDR 17, pg. 188
1:00 Appleby
2:00 Corts, Stout, Krause, Siciliani

Individuals, Groups & Relationships
Poster Session, Upper Exhibit Hall, pg. 38
2:00-4:00
Bordens, Moderator
1 Derrick, Murray
2 McDonough, Allgeier
3 Pearson, Taylor, Goodfriend
4 Daniel, Taylor, Goodfriend
5 Daniel, Cortes, Goodfriend
6 Brumbaugh, Marks, Vicary, Fraley
7 Lefebre
8 Ouellette, Ashcraft
9 Knowles, Gardner
10 Couch, Olson
11 Brown, Walker, Messman-Moore
12 Chapleau, Oswald, Russell
13 Saucier, Hoffman, Smith, Craig
14 Capezza, Arriaga
15 Susskind, O’Bryan, Parkin
16 Randolph, Reddy
17 Singh, Scher
18 Larson, Harmon
19 Matz, Cornell
20 Wittkowski, Stawiski, Dykema-Engblad, Tindale, Smith
21 Dykema-Engblad, Stawiski, Wittkowski, Tindale, Smith
22 McKibben, Krull
23 Vanous, White, Matwin, Sandonmatsu
24 Burnette, Forsyth
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Informal Posters, Upper Exhibit Hall, pg. 50
2:00-4:00

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<td>54</td>
<td>Flint, Mulvaney</td>
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Psi Chi Distinguished Speaker, Wabash Parlor, pg. 57, 242
2:30-4:00
Cacioppo
Social Isolation, Cognition, Emotion and Health
Henry, Moderator

Invited Symposium, Salon VI, pg. 56
3:00-5:00
Deloache, Woodward, Smith, Gentner
The Shadow of Similarity in Early Cognitive Development

Symposium, Salon II, pg. 57
3:00-5:00
The Use of Cognitive Technologies and Their Effect on Performance

Symposium, Salon V, pg. 58
3:00-5:00
Shields, Stewart, Greenwood, Reid, Warner
How Can We Best Do Research on the Intersectionality of Social Identities?

Entering the Academic Marketplace, Crystal Room, pg. 55
3:00 - 5:00
Breckler, Diekman, Engle, Finkel, Protolipac, Johannesen-Schmidt

Informal Papers-I, Salon I, pg. 58
Campione, Moderator
3:00 Jones
3:15 McGuire
3:30 Rogers & Pryor
3:45 Huynh & Erber
4:00 Best
4:15 Schmidt
<table>
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<tr>
<th>Implicit Attitudes, Salon III, pg. 60</th>
<th>Psi Chi Alumni Survey Results, PDR 16, pg. 241</th>
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<tr>
<td>Skowronski, Moderator</td>
<td>4:00- 5:00</td>
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<td>3:00 Heider &amp; Skowronski</td>
<td>Appleby &amp; Ferrari</td>
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<td>3:15 Rydell, McConnell, Strain, Claypool, Hugenberg</td>
<td>Mathie, Moderator</td>
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<td>3:30 Cheng, Payne, Govorun, Stewart</td>
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<td>3:45 Bauer &amp; Sherman</td>
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<td>4:00 Gawronski, Deutsch &amp; Seidel</td>
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<td>4:15 Ferguson</td>
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<td>4:30 Evans &amp; Hirt</td>
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<td>4:45 Decoster, Banner, Smith &amp; Semin</td>
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<th>Gender, PDR 4, pg. 63</th>
<th>Social Hour, Empire Room, pg. 69</th>
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<td>Arkkelin, Moderator</td>
<td>5:00- 7:00</td>
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<td>3:00 Etaugh*</td>
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<td>3:30 Wilson &amp; Huynh</td>
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<td>3:45 Seifert &amp; Hunt</td>
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<td>4:00 Cheryan, Plaut, Steele &amp; Davies</td>
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<td>4:15 Sebby &amp; Schaefer</td>
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<td>4:30 Kruger &amp; Fisher</td>
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<td>4:45 Krull</td>
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<th>Psychobiology, PDR 6, pg. 65</th>
<th>Psi Chi/ Psi Beta Social Hour, Psi Chi Hospitality Suite, pg. 242</th>
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<tr>
<td>Cain, Moderator</td>
<td>5:00- 6:30</td>
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<td>3:00 Davidson*</td>
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<td>3:30 Sikorski, Clark &amp; Swain</td>
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<td>3:45 Hoane, Becera, Pak &amp; Murashov</td>
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<td>4:00 Kinsey, Bailey, Avitsur, Sheridan &amp; Padgett</td>
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<td>4:15 Bauer, Richardson &amp; Swain</td>
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<td>4:30 Fountain*</td>
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| Developmental Issues, PDR 8, pg. 67     |                                                  |
|-----------------------------------------|                                                  |
| Bartlett, Moderator                     |                                                  |
| 3:00 Younger*                           |                                                  |
| 3:30 Sifers & Jackson                   |                                                  |
| 3:45 Flanagan & Lambert                 |                                                  |
| 4:00 Goodvin, Hossaini & Fair           |                                                  |
| 4:15 Friedlmeyer                        |                                                  |
| 4:30 Durbin*                            |                                                  |

| CTUP, PDR 17, pg. 189                   |                                                  |
|-----------------------------------------|                                                  |
| 3:00 Smith, Siney, Buskist, Brandt, Barker |                                                  |
| 4:00 Donnelly                           |                                                  |
**FRIDAY, May 6**

**Careers in Psychology, Crystal Room, pg. 70**
8:00 - 10:00
Frincke & Pate, APA

**Stereotypes and Group Affiliation, Salon V, pg. 70**
Depta, Moderator
8:00 Whitley*
8:30 Pierce
8:45 McMinn & Santoriella
9:00 Wade & Brewer
9:15 Claypool, Hugenberg & Mackie
9:30 Allen*

**Reading and Language, Salon VI, pg. 72**
Schweigert, Moderator
8:00 Rapp*
8:30 Bohn & Rapp
8:45 Betjemann & Keenan
9:00 Baker & Dunlosky
9:15 Lawler, Griffin & Kim
9:30 Shore
9:45 Keenan, Betjemann & Roth

**Attitudes, PDR 4, pg. 74**
Hartnett, Moderator
8:00 Skitka*
8:30 Clark & Visser
8:45 Schwab & Bourgeois
9:00 Patton & Visser
9:15 Edwards & Cole
9:30 Bauman & Skitka
9:45 See & Petty

**The Dark Side of Relationships, PDR 5, pg. 76**
Meyer, Moderator
8:00 Misale, Gallaher, Schack & Ellis
8:15 Douchette & Sinclair
8:30 Tehee & Esqueda
8:45 Edlund, Heider, Scherer, Farce, Buller & Sagarin
9:00 Mattingly, Clark, Weaver, James & Conover
9:15 Graupmann & Erber
9:30 Markunas & Erber

**Memory, PDR 7, pg. 78**
Kelley, Moderator
8:00 Skowronski*
8:30 Lyle & Johnson
8:45 Copeland, Radavsky, Zwaan & Goodwin
9:00 McConnell & Hunt
9:15 Lampinen*

**Animal Cognition and Psychobiology Poster Session, Upper Exhibit Hall, pg. 80**
8:00-10:00
Dorrance, Moderator
1 Dopheide, Shanahan, Shelat, Coulibaly, Serfozo, Simonyi, Schachtman
2 Kichnet, Dopheide, Smith, Heyden, Schachtman
3 Smith, Dopheide, Schachtman & Miller
4 Briggs, Morris, Baker, Riccio
5 Briggs, Fitz, Baker, Riccio
6 Bryan, Briggs, Riccio
7 Bryan, Newberry
8 Burns, Bychowski, Goforth
9 Papandrea, Flint
10 Flint, Papandrea
11 Casey, Sleigh
12 Kennedy, Calkins
13 Misanin, kaufhold, Paul, Anderson, Hinderliter
14 Baker, Newman, McFarlane
15 Newman, Baker, McFarlane
16 Blankenship, Simpson, Medina, Reiss
17 Reese, Bardgett
18 Foozer, Griffith, McMurray, Bardgett
19 Burch-Vernon, Bunn, Cenefelt, Czaplewski, Stelter
20 Nishioka, Millin
21 Siebert, Wiltgen, Wilkinson, Palmatier, Bevins
22 Murray, Wilkinson, Berg, Penrod, Li, Wiltgen, Bevins
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<td>Fischer, Shrout</td>
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### Cognitive Experimental Poster Session, Upper Exhibit Hall, pg. 89
8:00-10:00

Stevenson, Moderator

28. Lyon, Williams, Burt, Cleary
29. Jackson, Woods, Cleary
30. Lizaso, Johnson, Niemeyer, Cleary
31. Butler, Marsh, Roediger
32. Karpicke, Roediger
33. Ross, Smith, Mullennix
34. Gallo, Pickel
35. Jameson, Lenhardt, Narter, Pickel
36. Evans, Federmeier
37. Youmans, Oesterreich, Tsui, Ohlsson
38. Brown
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44. Cherney, Basalay, Kelly, Bourek
45. Yeager, Hassebrock
46. McCarthy, Wehle, Hoyert
47. Bell, Limber
48. Cole, Cole
49. Simkin, Vogl, Cox, Cox, Salvaggio, Nicks
50. Vogl, Cox, Workman, Nelson
51. Tell, Davidson, Bryant
52. Durst, Teitelbaum, Hassebrock
53. Nelson, Vallee, Rogers, Fulgiam, Buffs, Prewitt
54. Lawton, Lalevich, Logan, Lightcap
55. Lawton, Akers, Till
56. Westfall, Jasper
57. Jagacinski, Kumar,
58. Bonaccio, McCoy
59. Sturgill, Battrreal
60. Carlson
61. Habashi, Agnew
62. Natarajan, Conners, Codina
63. Glanc, Greene
64. Hugh, Malone
65. Locasto, Skelly, Connine
66. Skelly, Locasto, Pastore
67. Valdes, Foster, Motschke, Chege
68. Taylor, Wagman
69. Langley, Cleary
70. Donovan, La Voie
71. Lippman, Pellegrino, Newman
72. Poole, Kane
73. Higgins, Garoff, Huron, Mitchell, Raye, Johnson
74. Valderrama, Rowe, Hasher
75. Rowe, Hasher, Turcotte
76. Thomas, Hasher, Zacks
77. Bodle, Bossert, Pierce
78. Garaas, Muse, Garlinghouse, Petros, Ferraro
79. Schmidt
80. Fischer, Shrout

### Psi Chi Paper Presentation I, PDR 16, pg. 242
8:00-9:00

Corts, Moderator

1. Bossman, Popovic, Noice
2. Hinton, Kreiner
3. Kashima, Chang, Morady, Ivezaj, Chung
4. Powis, Goggin

### Invited Address, Monroe Room, pg. 106
9:00-10:30
Abramson & Alloy

#### Cognitive Vulnerability to Depression

Weary, Moderator

CTUP, PDR 17, pg. 190
9:00    Kearney, Barich, Helm
10:00    Landrum, McDonald, Anooshian, Seibert

Division 27
Roundtable Discussions, pg. 201
Salon I
9:00    Torres-Harding, Robinson, Jason, Taylor, Penpa, Njoku, Corradi, Latta, Case, Cooper, Morgan, Holliday, Shiraiishi, Morrison
Salon II
9:00    Hernandez, Rosen, Cometa, Velcoff, Bailey, Luna, Jamil, Rodriguez, Hidalgo, Torres, Wilson, Harper, Johnson, Wesley, Smith

Salon I
10:00    Benhorin, Corradi, Ferrari, Flynn, Harper, Horin, Iwamasa, McMahon, Njoku, Rabin-Belyaev, Williams

Symposia, pg. 203
Salon II
10:00    Dubois, Sanchez, Reeves, Pyce, Frochler, Silverthorn, Graves
Salon I
11:00    Viola, Staggs
Salon II
11:00    Meldrum, Suarez-Balcazar, Balcazar, Hayes, Balfanz-Vertiz

Psi Chi Paper Presentation II, PDR 16, pg. 243
9:00-10:00
Hunt, Moderator
1    Drane, Hanninen, Kelly
2    Holleran, Homrighouse, Geers
3    Phillips, Sledjeski, Fischer, Delahaney
4    Schuster, Wampold

 Psi Chi Paper Presentation III, PDR 16, pg. 244
10:00-11:00
Kelly, Moderator
1    Haupt, Blumentritt
2    Holtzman, Potegal
3    Norris, Kavakova, Noreen, Ludwig
4    Stout,-Tauber, Corts

Invited Symposium, Crystal Room, pg. 106
10:30-12:30
Petty, Kruger, Lee, Rucker, Tomala
Meta-cognition and Social Judgment

Self-II, Salon III, pg. 106
Skeen, Moderator
10:30    Molden*
11:00    Igou, Gervy & Trope
11:15    Jaremka, Gabriel, Carvallo & Pelham
11:30    Dewall & Baumeister
11:45    Phillips & Silvia
12:00    McConnell & Rydell

Psychopathology-II, Salon IV, pg. 108
Nelson, Moderator
10:30    Desoto*
11:00    Colon, Anderson, Hahn & Malone
11:15    Shirk, Harrow, Joe, Brossman, Carter & Faull
11:30    Anderson & Post
11:45    Felske & Wierzbicki
12:00    Sanders & Ferrari

Person Perception, PDR 4, pg. 110
Kiviniemi, Moderator
10:30    Epley*
11:00    Rapien & Epley
11:15    Krull, Seger & Silvera
11:30    Seger, Krull, Silver & Conrey
11:45    El-Alayli
12:00    Bernieri & Petty
12:15    Geyer & Butz

Animal Learning and Cognition, PDR 6, pg. 112
Engle, Moderator
10:30    Dugatkin*
11:00    Michalek & Willaman
11:15    Friedrich & Zentall
11:30    Vasconcelos & Machado
Clinical and Developmental Poster Session, Upper Exhibit Hall, pg. 114
10:30-12:30
Blakemore, Moderator
1 Pollina
2 Matthews, Narvaez
3 Leggat, De St. Aubin, Graskamp
4 Carleton, Grant
5 McCleary, Leonhard
6 Bane
7 Shepherd, Smolak, Krieg
8 Essner, Davidson
9 Brookings, Zembar
10 Pawlow, Falconer
11 Oeth, Quick, Svirydzenka, Glick, Pringle, Allison, Rankin
12 Cogswell, Alloy
13 Cogswell, Alloy, Spasojevic
14 Olson
15 Hagin, Perlmuter, Smith, Smithson, Pluskota
16 Hagin, Jackson, Perlmuter, Stein
17 Strickland, Maskowitz, Keenan, Wakschlag, Danis
18 Webster, Krietemeyer, Diener, Leukefeld
19 Bonar, Goddard
20 Ellis, Finn, Rickert, Seger
21 Lucas, Finn, Rickert
22 Ferguson, Averill, Rhoades, Rocha, Gruber, Gummatira
23 Nation, Deputa
24 Wong, McElwain, Halberstadt
25 Noggle, Dumford, Lapsley
26 Deboard, Grych, Wierzbicki
27 Prisco, Kochanska
28 Hatfield, Pilling, Brannon
29 O'Dell, Hannigan, Johnson, Kiner, Rhoda
30 Wright-Phillips, Dilaila
31 Boswell, Silvers
32 Penney, Kochanska
33 Bingham-Tyson, Gerdes, Hoza
34 Phelps, Pempek, Disantis
35 Bowersox, Wierzbicki
36 Casey, Ritzer
37 Klausen, Passman
38 Mamatova, Wille
39 Karakurt
40 Sifers, Jackson
41 Breitenbecher
42 Randolph, Reddy
43 Feeney, Krieg
44 Newman, Niibert, Silver, Gilliam, Meehan-Coussee
45 Attenweiler, Thomas, Mcdaniel
46 Sturm, Cieslak
47 Krause, Jones, Kuhn
48 Reeb
49 Furnari, Reeb
50 Bokholdt, Becker
51 Feinup, Jordan
52 Sharma, Evangelista
53 Stoot, Aroonsavath, Dhein
54 Heavrin, Eby, Hatchett

CTUP, PDR 17, pg. 190
11:00 Chang, Wojtanowicz, Keniston

Division 27-Poster Session, Upper Exhibit Hall, pg. 204
11:00-12:30
57 Adams, Hoy, Taylor, Pokorny, Jason
58 Coe
59 Danielewicz, Mesina, Jason
60 Flynn, Alvarez, Jason, Ferrari, Olson
61 Garcia, Davis, Jason, Ferrari
62 Hsu, Olson, Jason, Ferrari
63 Kruger, Brady, Morrel-Samuels, Hutchinson, Reischl, Shirey, Zimmerman
64 Kruger, Reischl, Morrel-Samuels, Zimmerman
65 Nelson, Davis, Jason, Ferrari, Olson
66 Quintero, Schroeder, Clemons, West
67 Rabin-Belyaev, Olson, Jason, Ferrari
68 Rodriguez, Hidalgo, Jamil, Torres, Wilson, Harper
Ps Chi Paper Presentation IV, PDR 16, pg. 246
11:00-12:00
Smith, Moderator
1 Henley, Yoggerst, Burns
2 Jensen, Claflin, Hennessy
3 Pirlott, Oswald
4 Craig, Deftula

Invited Address, Monroe Room, pg. 132
11:30-1:00
Roediger
The Power of Testing on Memory: Implications for Research and Education
Engle, Moderator

APA Luncheon, PDR 9, pg. 131
11:30-1:00
Comer
Lights, Camera, Action: Videos and Teaching Psychology in the 21st Century, by invitation

Ps Chi Faculty Advisor Luncheon, The French Quarter, pg. 247
12:00-1:15 by invitation

Division 27, Symposium, pg. 206
Salon I
12:00 Krishna, Long, Mason, Riger, Staggs
Roundtable Discussions, pg. 206
Salon II
12:00 Viola, Ambrozewski, Colon, Crouch, Esparza, Keys, Manalel, McMahon, O’Neill, Parkshak, Parnes, Sanders, Wells, Williams

Salon I
1:00 Durlak, Pokorny, Adams, Bolt, Kennedy, Kunz, Lee, Muldowney, Sanem, Velez, Williams, Jason, O’Brien, Axelrod, Devaney, Dulaney, Ogren, Tanyu, Weissberg

Salon II
1:00 Neal, Tanyu, Reeves, Blanton, Mason, McDonald, Ritzler

Symposium, Salon VI, pg. 132
1:00-3:00
Mitchell, Newcombe, Sluzenski, Kovaes, Franklin, Dodson, Henkel, Johnson, Raye, Greene
Approaches to Understanding Source Monitoring

Identity and Well-Being, Salon IV, pg. 133
1:00 McAdams*
1:30 Kruger & Fisher
1:45 Botsford, Greenwald, De St. Aubin & Skerven
2:00 Lazarevic, Schmidt, De St. Aubin & Skerven
2:15 Skidmore, Bailey & Bodenhausen
2:30 Pobst, Snell & Zlokovich
2:45 Palmer, Schroeder, Schultz & Haworth

Counterfactuals and Social Judgments, PDR 4, pg. 135
1:00 Markman*
1:30 Skuczynska
1:45 Petrocelli & Sherman
2:00 Hanco & Gilovich
2:15 Milner & Hirt
2:30 Risen & Gilovich
2:45 Williams & Dunning

Individual Differences and Cognition, PDR 7, pg. 137
1:00 Christman*
1:30 Kane & Miyake
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<th>Time</th>
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<td>2:00</td>
<td>Schmeichel &amp; Baumeister</td>
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<td>Friedman*</td>
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Invited Address, Monroe Room, pg. 149
1:30-3:00
Banaji
Mind Bugs: The Psychology of Ordinary Prejudice
Devine, Moderator

Division 27, Roundtable Discussion, Salon I, pg. 208
2:00 Olson, Adebanjo, Alvarez, Braciszewski, Cooper, Danielwicz, Davis, Durlak, Garcia, Groh, Horin, Hsu, Jason, Keys, Majer, Nelson, Rabin-Belyaev, Shaggot, Taylor, Vincent, Viola

Psi Chi Tips for Grad School, PDR 17, pg. 247
2:00-3:15
Mathie
Tips on Preparing Competitive Applications to Graduate School
Koch
The Importance of Research Experience in Applying to Graduate School
Smith, Moderator

CTUP, PDR 16, pg. 199
3:00 Ratliff-Crain, Klopflieisch
4:00 Thomas, Bartlett, McDaniel

Psi Chi Talk- Finding Employment, PDR 17, pg. 248
3:15-4:30
Koch
Psychology Majors and Skills Valued by Employers
Landrum
What Employers Want From Psychology Graduates
Henry, Moderator

MPA Business Meeting, Monroe Room, pg. 149
4:00-5:00

Meeting of Local Reps, Monroe Room, pg. 149
Immediately following Business Meeting

Psi Chi Awards and Psi Chi/ Psi Beta Social Hour, Psi Chi Hospitality Suite, pg. 248
4:30-6:00

MPA Social Hour, Adams Room, pg. 149
5:00-7:00

MPA Presidential Address, Monroe Room, pg. 149
3:00-4:00
Bodenhausen
Mechanisms and Moderators of Stereotyping in Social Judgment
Brewer, Moderator
**SATURDAY, May 7**

**Symposium, Salon IV, pg. 150**
8:30-10:30
Burnette, Finkel, Meyer, Wade,
Worthington, Freedman & Taylor
**What Leads to Forgiveness?**
Exploring Potential Predictors and Consequences of Forgiveness

**Informal Papers-II, Salon I, pg. 150**
Wertshafter, Moderator
8:30 Young, Baumbauer, Hillyer & Joynes
8:45 Baumbauer, Young, Hoy & Joynes
9:00 Margres, Humpert, Bublitz & Jennings
9:15 Margres, Murphy, Kidd & O'Rourke
9:30 Veronie & Fruehstorfer

**Psycholinguistics, Salon II, pg. 152**
Griffin, Moderator
8:30 Kuchinsky & Bock
8:45 Locker, Simpson & Mattson
9:00 Bovaird, Locker, Hoffman & Simpson
9:15 Brown, Gorfein & Amster
9:30 Jones & Folk
9:45 Fugett, Cortese & Simpson
10:00 Warker

**Attitudes and Persuasion, Salon III, pg. 154**
Brase, Moderator
8:30 Knowles*
9:00 Stasson, Bourquin & Hart
9:15 Boynton, Johnson & Hebert
9:30 Shook & Fazio
9:45 Barden & Petty
10:00 Moore & Sinclair
10:15 Soldat, Soldat & Witt

**Issues in I/O Psychology, Salon V, pg. 157**
Sheffer, Moderator
8:30 Beyer*
9:00 Evans & Diekmann
9:15 Licina & Stuhlmacher
9:30 Jazwinski, Jadwinski & Skipper
9:45 Koenig, Eagly, Mitchell, Bosak & Ristikari
10:00 Karau
10:15 Heimerdinger & Hinsz

**Spatial Cognition and Embodiment, Salon VI, pg. 159**
Uttal, Moderator
8:30 Hunsinger & Jordan
8:45 Holt & Beilock
9:00 Radvansky & Copeland
9:15 Ashley & Carlson
9:30 Hill & Carlson
9:45 Schaal, Uttal, Levine & Golden-Meadow

**Social Psychology Poster Session, Upper Exhibit Hall, pg. 161**
9:00-11:00
Visser, Moderator
1 Dyrud
2 Marks, Fraley
3 Tawney, Choplin
4 Hite
5 Lindberg, Markman
6 Cahoon, Daflary, Muskovich, Ali, Wilson, Prager
7 Wood, Clapham, Eigenbert, Kolker
8 Augustinova, Oberle, Vasiljevic, Stasser
9 Gibson
10 Randall, Conrey, Smith, Seger
11 Luby, Govorun, Demarree
12 Ratcliff, Lassiter, Bell
13 Ratcliff, Lassiter, Bellezza, Skeini, Prewitt, Mahaffey
14 Neff, Wren, Williams
15 Pilling, Brannon
16 McLellan, Wilson
17 Wilson, Wyrewich, Conover, James, Weaver
18 Chen, Kelly
19 Jones, Spoor, Kelly
20 Bane, Wagaman
21 El-Alayli, Adams, Ciolli, Hollingsworth, Lystad
22 Riner, Knowles, Steinberg
23 Nakajima, Fleming
24 Phillips, Silvia, Paradise
25 Barlett, Harris, Smith
26 Jackson, Walker
27 Becker
28 Perkins
29 Bartkowiak, Collar, Rodinsky
30 Harrell, Leonhard
31 Burkowski, Ridley, Davies
32 Pope, Wilder
33 Wright, Cullum, McCulloch, Schwab, Hess, Bourgeois
34 Brown, Yonkof, Vaughn, Senter, Dixon, Asta
35 Lehmliller, Schmitt
36 Inman, Hatfield, Kresnak, Vargas
37 Hoover, Goodwin, Blakely
38 Little, Terrance
39 Oswald, Lindstedt
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53 Polanco, Adamopoulos
54 Dunkel
55 Ferguson
56 McKibben, Krull
57 Heider, Scherer, Sagarin, Edlund
58 Gordon, McCarty, Seminara

Invited Address, Wabash Parlor, pg. 178
9:30-11:00
Pyszczynski
A Terror Management Theory Perspective on Terrorism and Political Extremism
Williams, Moderator

Invited Address, Wabash Parlor, pg. 179
11:00-12:30
Bloom
Bodies and Souls
Woodward, Moderator

Symposium, Salon I, pg. 179
11:00-1:00
Park, Reimer, Hinsz, Moreland, McGlynn, Wittenbaum, Hollingshead, Tindale, Smith, Dykema-Engblade, Stawiski, Wittkowski, Meisenhelder & Hoffrage
Strategies of Information Processing in Groups

Stigma and Stereotypes, Salon III, pg. 180
Pryor, Moderator
11:00 Hughes, Wesselmann, Ball, Coey, Davidson, Herion, Laskowski, Strang, Pryor, Reeder & Ferrero
11:15 Harris, Paul, Brewer, Lemesurier, Byerly, McDonald & Landrum
11:30 Wirth & Bodenhausen
11:45 Whaley & Soldat
12:00 Han, Tobin & Weary
12:15 Clark, Wegener & Petty
12:30 Armenta, Hunt, Ryan, Casas
12:45 Fuegen & Butler

Anxiety and Perfectionism, Salon IV, pg. 182
Bordens, Moderator
11:00 Strahan
11:15 Lorenz, Stress, Smith & Perlmuter
11:30 Reese & Biran

CTUP, PDR 17, pg. 200
9:00 Kelly, Anderson, Larson, Couch, Waterstreet
10:00 Meyers, Kieres, Hundal, Livingston-Lansu, Lekkos
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**Applied Social Psychology, Salon V, pg. 185**

Pritchard, Moderator

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