

PROGRAM

Eightieth Annual Meeting

MIDWESTERN PSYCHOLOGICAL ASSOCIATION

Palmer House Hilton
Chicago, Illinois

Thursday, Friday, and Saturday
May 1-3, 2008

Sessions begin
9:00 a.m.
Thursday, May 1

LOCATIONS OF MEETING ROOMS

All scheduled activities are in the Palmer House. Meeting rooms are located as follows:

Lobby: Empire Room

Third Floor: Private Dining Rooms 4-9; Salons 1-8,
Crystal Room and Wabash Room

Fourth Floor: Upper Exhibit Hall

Fifth Floor: Private Dining Rooms 16, 17, & 18
(accessible by going up a half flight of
stairs on the fourth floor near the stairs
going down to the Upper Exhibit Hall.)

Sixth Floor: Monroe Room and Adams Room

Maps of Floors 3, 4, 5, and 6, showing the locations of the meeting rooms can be found on pages 2 and 3 of the program.

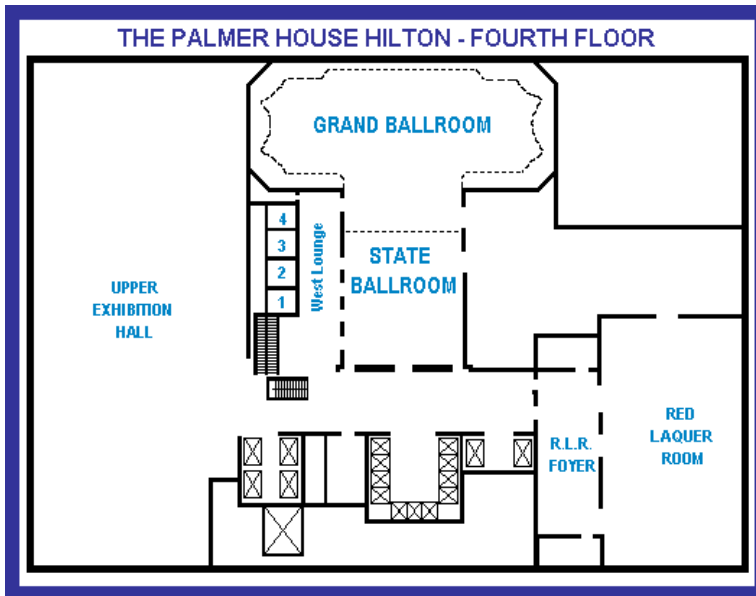
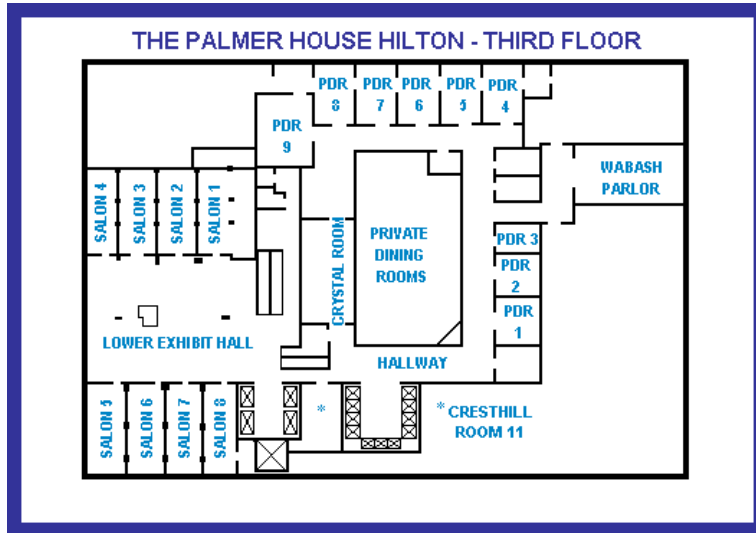
PROGRAM
EIGHTIETH ANNUAL MEETING
2008
MIDWESTERN PSYCHOLOGICAL
ASSOCIATION

Table of Contents

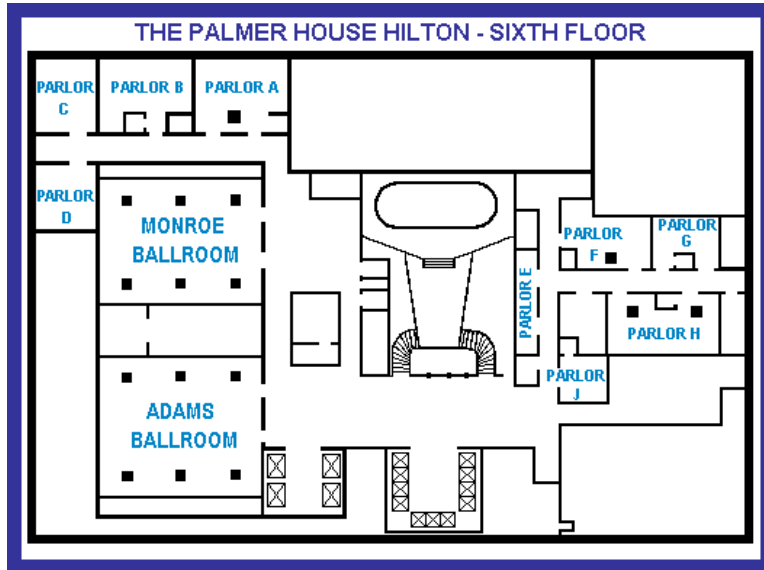
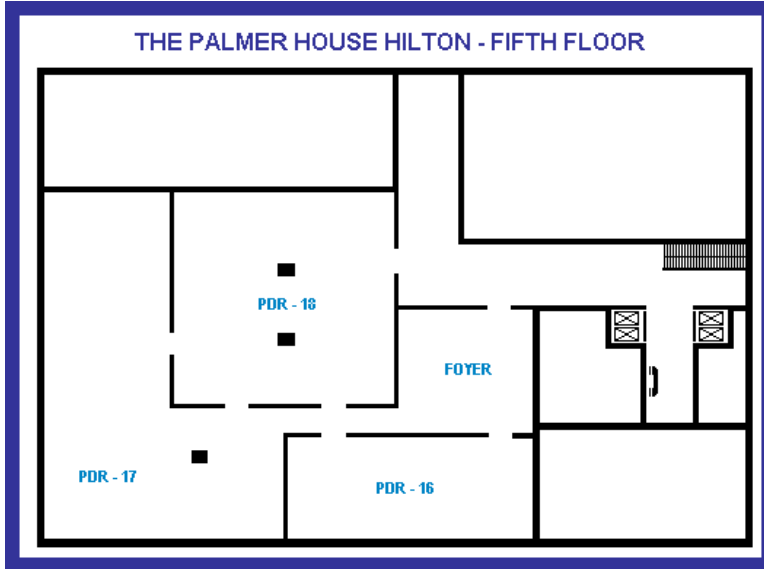
List of meeting rooms	Inside front cover
Maps of meeting rooms	2-3
General Information	4
MPA Program	
Thursday	9
Friday	52
Saturday	123
CTUP Program	167
APA Division 27 Program	175
Psi Chi Program	186
Exhibitors	232
MPA Local Representatives	234
Condensed Program A	241
Condensed Program B	256
Advertising Section	260
Index of Participants	263
Map of downtown Chicago	Inside back cover

FUTURE MEETINGS April 30 - May 2, 2009 April 29 - May 1, 2010 May 5-7, 2011 May 3-5, 2012
--

MAPS OF MEETING ROOMS



MAPS OF MEETING ROOMS



GENERAL INFORMATION

PURPOSE

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

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

MEMBERSHIP

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

LOCATION AND PARKING

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

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

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

AIRPORT CONNECTIONS

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

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

Fares from O'Hare:

1p - \$25 (one way); \$46 (round trip)

2pp - \$18 each (one way); \$34 each (round trip)

3pp or more - \$14 each (one way); \$27 each (round trip)

Fares from Midway:

1p - \$20 (one way); \$36 (round trip)

2pp - \$14 each (one way); \$26 each (round trip)

3pp or more - \$12 each (one way); \$22 each (round trip)

For information about the CTA visit transitchicago.com

The CTA subway/EL trains cost \$2 per trip. Buses are available at \$1.75 per trip.

Taxi fare from O'Hare is about \$40-\$45.

Taxi fare from Midway is about \$30-\$35.

ACCESS FOR PERSONS WITH DISABILITIES

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

INFORMATION & MESSAGES

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

REGISTRATION

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

Persons with doctorates in psychology and graduate students may join MPA at the meeting. Graduate students will need their application endorsed by a faculty member. Undergraduates may not join MPA, but are very welcome to register and attend the meeting. For nonmembers, there is a registration fee of \$50.00 (\$20.00 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

MPA OFFICERS

Scott Tindale, Loyola University Chicago, President
Kipling Williams, Purdue University, Past President
Judith Elaine Blakemore, Indiana University Purdue University Fort Wayne,
President-Elect
Mary Kite, Ball State University Secretary-Treasurer (2007-2010)
Margo Monteith, Purdue University, Council (2007-2010)
John Skowronski, Northern Illinois University, Council (2006-2009)
Penny Visser, University of Chicago, Council (2005-2008)

Assisting the Council

Steve A. Nida, The Citadel, Convention Affairs Coordinator
Donal Carlston, Purdue University, Investment Manager

PROGRAM COMMITTEE

Program Moderator: Maureen Wang Erber, Northeastern Illinois University
Rick Bevins, University of Nebraska, (2007-2009)
Linda Camras, DePaul University (2008-2010)
Laura Carlson, Notre Dame University, (2007-2009)
Amanda Diekman, Miami University (Ohio), (2007-2009)
William Graziano, Purdue University, (2007-2009)
Gary Greenberg, Wichita State University (2006-2008)
Catherine Haden, Loyola University, Chicago (2006-2008)
Jay Jackson, Indiana Purdue University Fort Wayne (2008-2010)
Carey Ryan, University of Nebraska, Omaha (2008-2010)
Robert Weis, Denison University (2007-2009)

Program Moderator for 2009 Meeting: Catherine Haden, Loyola University

CONVENTION MANAGER

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

Dr. Phillip Finney
Department of Psychology
Southeast Missouri State University
One University Plaza
Cape Girardeau, MO, 63701
Phone: (573) 651-2452 Fax (573) 651-2176
E-mail: pfinney@semo.edu

LOCAL ARRANGEMENTS COORDINATORS

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

Volunteers and Public Information
Joseph R. Ferrari
DePaul University

MPA CONTACT INFORMATION

Mary Kite
Secretary-Treasurer
Department of Psychological Science
Ball State University
2000 W. University Ave.
Muncie, IN 47306
Phone: (765) 285-8197
Fax: (765) 285-1702
mpa@bsu.edu

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

THURSDAY, MAY 1

Invited Address
How Remembering Historical Victimization Shapes
Intergroup Behavior in the Present
NYLA R. BRANSCOMBE
University of Kansas

Thursday, 10:00-11:30 *Crystal Room*
DANIEL MILLER, Indiana Purdue University Fort Wayne, Moderator

Association for Psychological Science (APS)
William James Distinguished Lecture

Early Identification and Intervention to
Prevent Reading Difficulties
LINDA SIEGEL
University of British Columbia

Thursday, 11:00-12:30 *Wabash Parlor*
CATHERINE HADEN, Lovola University, Moderator

Exhibitor Session

Thursday, 10:00-11:00 *PDR 5*

Company Sponsor: PSYCHOLOGY SOFTWARE TOOLS

Speakers: TERA STEWART and CINDY CARPER

Title: Using E-Prime and Psychmate: Simplified Solutions for Research and Education

Topics addressed include the use of PsychMate and the accompanying Exploring Research Methods in Psychology, using the PsychMate textbook in undergraduate psychology instruction and the use of E-Prime and associated products (e.g., eye-tracking, brain imaging) for computerized experiment generation.

Thursday, 11:15-12:15 *PDR 5*

Company Sponsor: BEDFORD, FREEMAN, AND WORTH

Speakers: TBA

Title: Products from Bedford, Freeman, and Worth

Representatives of Worth Publishers will discuss and demonstrate new textbooks and innovative new media offered by the company. The opportunity to ask questions will be afforded to the attendees.

Self and Others

Thursday, 10:00-12:00

Salon 8

MARY INMAN, Hope College, Moderator

10:00

Where Do “You” End, and “I” Begin? Self-other Integration Between Potential Relationship Partners

ERICA B. SLOTTER, Northwestern University; WENDI L. GARDNER, Northwestern University
e-slotter@northwestern.edu

Self-other integration is a common consequence of shared experience in romantic relationships. The current study demonstrates preemptive integration with merely desirable potential partners. Individuals incorporated novel attributes of a potential partner presented on a dating website into their own self-concepts, to the extent they wanted to date the individual.

10:15

Social Rejection Increases Discriminability of Duchenne and Pan-American Smiles

MICHAEL BERNSTEIN, Miami University; CHRISTINA BROWN, Miami University; STEVEN YOUNG, Miami University; DONALD SACCO, Miami University; HEATHER CLAYPOOL, Miami University
bernstmj@muohio.edu

We examined the ability of rejection to alter social-perceptual skills. Individuals recalled something neutral, a time they were rejected, or accepted and then discriminated between real and fake smiles. Rejected individuals were better at discriminating than accepted and control participants, and threats to basic needs were correlated with increased discrimination.

10:30

Ostracism Goggles: How the Ostracized Perceive Social Information

JAMES H. WIRTH, Purdue University; DONALD SACCO, Miami University; KURT HUGENBERG, Miami University; ZHANSHENG CHEN, Purdue University; KIPLING D. WILLIAMS, Purdue University
jwirth@psych.purdue.edu

Loss of the fundamental need belonging can increase activation of the social monitoring system. We investigated the effect of ostracism on the categorization of socially relevant information, happy and angry faces. Categorical perception

was stronger for ostracized than included participants. For the ostracized, the perceptual system becomes "tuned," aiding re-inclusion.

10:45

Bending the Rules: Role Flexibility in Men and Women

AMANDA M. JOHNSTON, Miami University; AMANDA B. DIEKMAN, Miami University; JASON R. LANTER, Miami University
johnstam@muohio.edu

This study explored the relationship between perceptions of gender role flexibility and perceptions of external pressures that contribute to traditional social role alignment. Deviation from traditional roles was viewed more negatively for men than women; men were perceived as receiving greater external pressure to adhere to traditional roles.

11:00

Power, Relationship Orientation & Sexual Harassment

ANN E. HOOVER, Purdue University; STEPHANIE A. GOODWIN, Purdue University
ahoover@psych.purdue.edu

Male participants, high or low in exchange orientation, were primed with power or powerlessness and subsequently completed acceptability ratings of sexually harassing behaviors. As predicted, high exchangers perceived sexual harassment as more acceptable than low exchangers when power was primed. Results suggest power activates different goals depending on relationship orientation.

11:15

What Do You See in Him (or Her)? Predictors of Normative Beliefs

NICHOLAS G. HOFFMAN, Southern Illinois University at Carbondale; PAUL E. ETCHEVERRY, Southern Illinois University at Carbondale; BENJAMIN LE, Haverford College
nghoff@siu.edu

This research tested how a person's perceptions regarding a friend's romantic relationship influence approval for the romantic relationship. Perceptions of a friend's satisfaction, alternatives, and investments in a romantic relationship were hypothesized to predict approval for that relationship. Only perceptions of friends' satisfaction and alternatives predicted approval for that relationship.

11:30 Invited Talk

Inferential and Associative Routes to the Acquisition of Trait Information About Informants: Recent Evidence

JOHN J. SKOWRONSKI, Northern Illinois University
TJ0JJS1@wpo.cso.niu.edu

Informants sometimes describe their own behaviors and sometimes describe others' behaviors. Both kinds of descriptions cause informants to become linked to traits implied by behaviors. Results of several studies will be described that

highlight the different cognitive processes that produce those linkages in self-descriptive and other-descriptive circumstances.

Stress and Coping in Clinical & Health Psychology

Thursday, 10:00-11:30

Salon 7

REBECCA MERRITT, Purdue University, Moderator

10:00

Mindfulness Based Stress Reduction in Couples Battling Multiple Sclerosis

VERED M. HANKIN, City University of New York
veredstory@yahoo.com

Multiple Sclerosis (MS) is a chronic illness with an uncertain prognosis, leading to high anxiety. Research argues that interventions should target patient and partner. This study examined using Mindfulness Based Stress Reduction (MBSR), an eight-week intervention, to alleviate anxiety and uncertainty intolerance in 25 couples with a partner battling MS.

10:15

Adjustment Following a Sexual Assault: The Mediating Role of Self-Blame

MICHELLE DUPREY, Ohio University; LINDSAY M. ORCHOWSKI, Ohio University; CHRISTINE A. GIDYCH, Ohio University
md620303@ohio.edu

The current study examined the role of characterological self-blame and behavioral self-blame in mediating the relationship between characteristics of a sexual assault (i.e. assault severity, self-efficacy, rape myth acceptance, alcohol use, clarity of memory, and dissociation) and psychological distress. Implications for clinicians will be presented.

10:30

Comparing Coping Strategies in an Interactional Context

JOHN P. BAKER, University of Wisconsin Stevens Point; HOWARD BERENBAUM, University of Illinois Urbana-Champaign
jobaker@uwsp.edu

Participants were assigned to engage in either a problem-focused or emotional approach coping workshop with a partner. A partner's unsupportive interactions moderated the relation between coping and mood. Emotional approach coping was more successful for individuals with supportive partners, whereas problem-focused coping was more effective for individuals with unsupportive partners.

10:45

Exercise Behavior of HIV-Positive Men in Chicago

DAVID FINGERHUT, University of Illinois at Chicago
dfingerhut@hotmail.com

Exercise is regularly prescribed by medical professionals for HIV symptom management. We examined exercise behavior over 12-months during a randomized clinical trial in a primary-care setting. Exercise rates were unexpectedly low suggesting that exercise interventions are necessary in managing HIV disease and symptoms.

11:00

HIV Medication Status and Sexual Risk

CHRISTINE M. HOLLAND, University of Illinois at Chicago and Howard Brown Health Center; DAVID J. MCKIRNAN, University of Illinois at Chicago and Howard Brown Health Center; DAVID FINGERHUT, University of Illinois at Chicago and Howard Brown Health Center; JASON BIRD, University of Chicago and Howard Brown Health Center; STEVE DU BOIS, University of Illinois at Chicago and Howard Brown Health Center

cholla1@uic.edu

We investigated whether partaking in Antiretroviral Therapy was associated with less sexual risk in 317 HIV+ MSM. Participants' medication status significantly predicted sexual risk. Men taking ART were less likely to report transmission risk or an STI. Clinical markers of viral load and CD4 were not associated with sexual risk.

11:15

Community-Based Delinquency Prevention in a High-Stress Setting

RUSSELL A. CARLETON, DePaul University; DESIRIE HOWARD, DePaul University; FARAHNAZ FARAHMAND, DePaul University; DAVID GROH, DePaul University; SHIRLEY WOODS, DePaul University

rcarleto@depaul.edu

Crossroads is a delinquency prevention program focusing on youth living in low-income public housing communities. The program makes use of group education sessions and case management services. Program evaluation data suggest that the program is effective in preventing entry into the juvenile justice system along with several other benefits.

Assessment in Clinical and Health Psychology

Thursday, 10:00-12:00

PDR 6

ROBERT WEIS, Denison University, Moderator

10:00

Diagnostic Prediction of Outcome in Juvenile Sex Offenders

JAMIE RATHERT, Saint Mary's College; CATHERINE M. PITTMAN, Saint Mary's College

jrathert@comcast.net

Records from a residential treatment facility providing sex offense treatment were reviewed. The rate of unsuccessful discharge was significantly greater for

youths with the diagnosis of conduct disorder (CD). Notably, youths with childhood onset CD, rather than adolescent onset, had significantly greater improvement in GAF scores.

10:15

Psychometric Evaluation of the Duke Health Profile

KARL G. NELSON, Indiana University Northwest; DAN GOVERT, Indiana University Northwest; BRITTANY BARKER, Indiana University Northwest
kagnelso@iun.edu

The range of information (e.g., Physical Health, Mental Health, General Health, Anxiety, and Depression) provided by the Duke Health Profile (DUKE) should give it high clinical utility. However, reliability and validity concerns make this a questionable health-related quality-of-life instrument for either clinical or research settings.

10:30

Development of a Quantitative Measure of “Fat Talk” in College Women

PAIGE MACDONALD, Kenyon College; SARAH K. MURNEN, Kenyon College
macdonaldp@kenyon.edu

In this research we developed an internally consistent scale to measure the construct of "fat talk" which is the tendency for some women to engage in self-disparaging talk about weight and their bodies. Fat talk frequency scores were correlated with various measures in a theoretically-expected manner.

10:45

PNS-Q-S and PNS-Q-I for the Assessment of Insight in Schizophrenia

JAIME L. DEYLING, Cleveland State University
j.l.deyling@csuohio.edu

The Positive and Negative Symptoms Questionnaire (PNS-Q) is a self-report measure for the assessment of schizophrenia symptoms. The present study extended this measure by assessing an informant version of this scale, the PNS-Q-I, along with the McEvoy vignettes. The results show a significant positive correlation between the measures.

11:00

Differentiating Psychosis and Faith

SHAWN O'CONNOR, University of Missouri - St Louis; BRIAN VANDENBERG, University Missouri-St Louis
shawn_o_connor@hotmail.com

Problems with the definition of delusion render its identification difficult, especially when religious content is involved. This study assessed whether social norms influenced the differentiation of delusion and faith, as was found in a previous study of clinicians. Religious Fundamentalism and social norms powerfully predicted which beliefs were considered delusional.

11:15

The Role of Shame in Cluster C Personality Disorders

MICHELLE SCHOENLEBER, University of Illinois at Urbana-Champaign;
HOWARD BERENBAUM, University of Illinois at Urbana-Champaign
mschoen2@uiuc.edu

We examined the relations between Cluster C Personality Disorders and two facets of shame - shame-proneness (the tendency to experience shame) and shame aversion (the tendency to perceive shame as particularly painful and undesirable). Shame-proneness was associated with Dependent PD, whereas shame aversion was associated with Avoidant PD and Obsessive-Compulsive PD.

11:30

Validating the Anxiety Sensitivity Index-X

ALISON LEWIS, Northwestern University; RICHARD E. ZINBARG,
Northwestern University; SUSAN MINEKA, Northwestern University;
MICHELLE G. CRASKE, University of California Los Angeles
alison-lewis@northwestern.edu

Anxiety sensitivity, or a fear of anxiety and its physical and psychological symptoms, is a known predictor of panic attacks, and is commonly measured using the Anxiety Sensitivity Index (ASI). This study evaluated the factor structure and concurrent validity of an expanded version of the ASI, known as the ASI-X.

11:45

An Investigation of the ECST-R in Male Pretrial Patients: The Effects of Feigning

MICHAEL J. VITACCO, Mendota Mental Health Institute; JASON GABEL,
Federal Medical Center, Rochester MN
vitacmj@dhfs.state.wi.us

Forensic clinicians have the option of employing well-validated structured interviews when conducting competency to stand trial evaluations. This study provides additional validation of the Evaluation of Competency to Stand Trial-Revised and its Atypical Presentation scales in a sample of 100 male defendants undergoing CST evaluations. Strategies for evaluating malingering will be discussed.

Attitudes

Thursday, 10:00-12:00

Salon 1

KATHLEEN MCCULLOCH, University of Illinois at Urbana-Champaign,
Moderator

10:00 Invited Talk

Back Where it All Begins: The Consequences of Forming Valence Inconsistent Implicit and Explicit Evaluations

ROBERT RYDELL, University of Missouri
rydellr@missouri.edu

Social psychologists know little about how implicit versus explicit evaluations are formed and even less about the consequences of their formation. This research examines how discrepant implicit and explicit evaluations can be formed and the impact that this formation process has a subsequent behavior and information processing.

10:30

Malleability of the IAT: The Effect of Perspective Accessibility

H. ANNA HAN, The Ohio State University; RUSSELL H. FAZIO, The Ohio State University
han.85@osu.edu

We explored how mindset priming can affect participants' performance on a traditional IAT. Adoption of a normative ("people like") or a personal ("I like") focus in the context of an initial unrelated task influenced subsequent IAT performance, apparently by affecting how people disambiguated the labels ("pleasant/unpleasant") used in the IAT.

10:45

Conscious Effects on the Implicit Association Test

AIMEE S. EDISON, The University of Alabama; JAMIE DECOSTER, University of Alabama; MARK KLINGER, University of Alabama
ediso001@bama.ua.edu

In this study, we found that Caucasian participants higher in Motivation to Control Prejudiced Reactions showed increased negative association for African-American names under distraction conditions for a Caucasian/African-American IAT ($F[1, 47] = 4.08, p < .05$), but not for a Caucasian/Arab-Muslim IAT, suggesting alternate influence on the IAT.

11:00

Attitude Dissociation: The Interplay of Associative and Deliberative Attitude Processes

MICHAEL J. MCCASLIN, Ohio State University; CHRIS LOERSCH, Ohio State University; RICHARD E. PETTY, Ohio State University
mccaslin.15@osu.edu

Recent research has suggested that implicit and explicit attitude measures are uniquely sensitive to associative and deliberative processing, respectively. In contrast, the current research provides evidence for the view that responses on these measures can be influenced by either type of attitude process.

11:15

Continuous Temporal Dynamics in Explicit Evaluations

MICHAEL WOJNOWICZ, Cornell University; MELISSA FERGUSON, Cornell University; RICK DALE, University of Memphis; MICHAEL SPIVEY, Cornell University
mtw28@cornell.edu

Theories of evaluation have posited dual representations, dual systems, and stage-based processes to explain dissociations on implicit vs. explicit attitude measures. The present research supports an interactive dynamic systems approach, documenting that an explicit attitude continuously evolves through competitive attractor dynamics between multiple partially active evaluative representations.

11:30

Asymmetrical Attention Allocation to Similar and Dissimilar Attitudes

LILE JIA, Indiana University Bloomington; RAMADHAR SINGH, National University of Singapore
ljia@indiana.edu

This study showed that people process similar and dissimilar attitudes in qualitatively same ways as positive and negative social stimuli. From the perspective of the positive-negative asymmetry, thus, the similarity-dissimilarity asymmetry hypothesis is a more general description of the attitude similarity-attraction link. Study 3 demonstrated qualifying conditions to this generality.

11:45

Constructivism in Attitudes: Recruitment of Context Specific Information in Automatic Evaluation

DEBBIE S. MA, The University of Chicago; JOSHUA CORRELL, The University of Chicago; BERND WITTENBRINK, The University of Chicago
debbie.s.ma@gmail.com

Theorists have debated about whether attitudes are stored units in memory or are momentarily constructed. The current investigation pit these models against one another while controlling for factors that have confounded past research. Data suggests that attitudes are momentarily constructed based on context-relevant information.

Memory

Thursday, 10:00-12:00

Salon 5

MATTHEW KELLEY, Lake Forest College, Moderator

10:00 Invited Talk

Event Segmentation and Memory

JEFFREY M. ZACKS, Washington University

jzacks@artsci.wustl.edu

People spontaneously segment ongoing activity into meaningful discrete events. Effective segmentation is associated with the updating of working memory and retrieval from long-term memory. These phenomena can be accounted for by a model in which the segmentation of events arises as a side-effect of the adaptive control of working memory.

10:30

The Effects of Effort After Meaning on Recall

FRANKLIN M. ZAROMB, Washington University in St. Louis; HENRY L. ROEDIGER, III, Washington University in St. Louis
fmzaromb@artsci.wustl.edu

Three experiments examined the effects of effort after meaning on the recall of ambiguous sentences studied with or without disambiguating cues. Sentences were either studied without cues; with cues embedded; with pre-cues; or with cues following a delay. Effort after meaning enhanced recall in within-, but not in between-subjects designs.

10:45

Sentence Importance Does Not Predict Situation-level Resource Demands in Concrete or Vague Texts

FRANCES DANIEL, University of Illinois at Chicago; GARY E. RANEY, University of Illinois at Chicago; AMY NEWHEY, University of Illinois at Chicago
fdanie2@uic.edu

Subjects read concrete and vague texts and answered comprehension questions while reading time was measured. Resource allocation for surface, textbase, and situation-level processing was evaluated. There was no relationship between situation-level comprehension and resource allocation. The difficulty of measuring situation-level processing will be discussed.

11:00

Why Does Working Memory Span Predict Complex Cognition? Testing the Strategy-Affordance Hypothesis

HEATHER R. ROTH, Kent State University; JOHN DUNLOSKY, Kent State University; MICHAEL J. KANE, University of North Carolina at Greensboro
hroth@kent.edu

Previous research suggests that effective strategies do not account for WM span-cognition relationships. However, the present results confirmed the hypothesis that individual differences in strategy use will account for the relationship between performance on a span task and another cognitive task when the same strategies are afforded by both tasks.

11:15

Retrieval-Induced Forgetting in Recognition Memory

GINA A. GLANC, Case Western Reserve University; ROBERT L. GREENE, Case Western Reserve University
gag5@cwru.edu

The retrieval-induced forgetting effect is found in tests of item recognition. It appears that this effect may be related to retrieval competition initiated by retrieval practice of a subset of target items. This may be the result of an active suppression mechanism which serves to benefit the memory retrieval process.

11:30

A Mega-Recognition Memory Study of 3,000 Monosyllabic Words

MICHAEL J. CORTESE, University of Nebraska - Omaha; MAYA M. KHANNA, Creighton University; KATHRYN LANG, Creighton University
m.cortese@mail.unomaha.edu

Recognition memory performance for 3,000 monosyllabic words was examined. Participants viewed 30 study and test lists over two separate sessions. Significant predictors of performance (determined via multiple regression analyses) included objective word frequency, subjective word frequency, imageability, orthographic neighborhood size, phonological-orthographic neighborhood size, orthographic length, and age of acquisition (AoA).

11:45

Recognition Memory for Proper versus Non-Proper Names

JASON S. NOMI, Colorado State University; ANNE CLEARY, Colorado State University
jason.nomi@colostate.edu

Abstract Proper names are generally more difficult to recall than other types of information. Two experiments examined whether they are also more difficult to recognize on tests of recognition memory. Results reported here indicate that proper names show poorer old-new discrimination on recognition memory tests than non-proper names.

Groups, Organizations and Work Environments

Thursday, 10:00-12:00

PDR 9

CAREY RYAN, University of Nebraska at Omaha, Moderator

10:00

E-learning in Organizations: Investigating Environmental Factors and Trainee Characteristics

EYAL RONEN, Northeastern Illinois University; S. MACAIRE KELLY, Northeastern Illinois University; FARHEENA KHAN, Northeastern Illinois University; R. LAURA LEWISON, Northeastern Illinois University; GARGI SAWHNEY, Northeastern Illinois University; J. MICHAEL VALDEZ, Northeastern Illinois University
eyal.ronen1@gmail.com

This survey study among employees of various organizations which use E-learning for training sought to identify key environmental factors and employee characteristics which relate to transfer of E-learning. Current prevalent E-learning practices are reviewed, theoretical contributions are presented, and practical recommendations for the successful implementation of E-learning are described.

10:15

The Impact of Allowing Protégés to Select Their Own Mentors

DANA L. KENDALL, Andrews University; KIMBERLY A. SMITH-JENTSCH, University of Central Florida
dkendall@andrews.edu

This study experimentally manipulated whether protégés could choose their own mentors for an online formal peer mentoring program implemented in a university setting. Results revealed that protégés who selected a mentor felt more similar to him/her, were relatively more proactive in the mentorship, and received more academic-related advice and coaching.

10:30

Relation of Personality Characteristics to Job Burnout

TERESA M. HECKERT, Truman State University; ADAM H. KABINS, Truman State University; CHRISTOPHER R. HONTS, Truman State University; JOSEPH G. GOEDDE, Truman State University; MARGARET R. TERRANOVA, Truman State University
theckert@truman.edu

Our purpose was to investigate the relationship between the Big-Five personality traits and job burnout, using a sample of 100 full-time workers in a variety of occupations. Although personality was related to the burnout dimension of professional efficacy, only emotional stability was related significantly to emotional exhaustion and cynicism.

10:45

Gender Differences in Workplace Self-Presentation: Does Combining Modesty and Self-Promotion Make Women More Promotable?

CASSIE A. ENO, University of Alabama; BRADLEY M. OKDIE, University of Alabama; ROSANNA E. GUADAGNO, University of Alabama
cahull@ua.edu

Self-presentation research indicates men and women vary in the extent that they utilize different self-presentation tactics. Men engage in more self-promotion and women engage in more modesty (Guadagno & Cialdini, 2007). The present study found women utilizing a hybrid strategy (self-promotion then modesty) were promotable while maintaining likeability and warmth.

11:00

Relation of Geographic Locale to Organizational Commitment

TERESA M. HECKERT, Truman State University; ADAM H. KABINS,
Truman State University
theckert@truman.edu

We examined the relation of geographic locale (rural n = 122, urban n = 105) to organizational commitment. Job type and locale interacted significantly on continuance and normative commitment, but not on affective commitment. Urban police officers and rural secretaries were significantly more committed than their counterparts.

11:15

Impact of Ethical Standards on Job Satisfaction

ROBERT W. SOPO, Baker College
rsopo@rwsgroup.com

The relationship of employee ethical orientation and of perceived company ethical standards to employee job satisfaction was examined in a sample of 107 respondents (57.0 % males, 43.0% females). Job satisfaction was significantly higher (ANOVAs, $p < .05$) with company's high ethical standards but was unrelated to employees own ethical orientation.

11:30

Antecedents and Learning Consequences of Psychological Safety in Organizational Teams

JAMIE G. MCMINN, Westminster College; LAURA D. PIENKOWSKI,
Westminster College
mcminnjg@westminster.edu

The relationship among psychological safety, antecedent conditions (e.g., trust, commitment, managerial behaviors), and team learning behaviors (e.g., innovation) were explored in a hospital nursing sample. Psychological safety mediated the relationship between commitment and team learning behaviors. Trust mediated the relationship between psychological safety and learning.

11:45

Idiosyncratic Working Arrangements and Their Relationship to Organizational Attitudes/behaviors

JAMIE G. MCMINN, Westminster College; BRETT M. TURK, Westminster College
mcminnjg@westminster.edu

Two studies examined idiosyncratic work arrangements (i-deals) with other organizational constructs. Forty college students categorized seven proposed types of i-deals into two clusters. Among a separate sample of 100 employees, i-deals were positively related to psychological contract fulfillment, organizational justice, job satisfaction, and organizational citizenship behavior.

Psi Chi Distinguished Speaker
**“I Felt Less Because I Was Different... Now I’m Proud For Being Brown”:
 Embracing Cultural Diversity in Therapy**
JOSÉ RUBÉN PARRA-CARDONA, Michigan State University

Thursday, 12:30-1:30 *Wabash Parlor*
 BETSY MORGAN, University of Wisconsin-LaCrosse, Moderator

Invited Address
**Sex and Hormonal Influences in Drug Abuse:
 Preclinical and Clinical Findings**
MARILYN CARROLL, University of Minnesota

Thursday, 1:30-3:00 *Crystal Room*
 MICHAEL BARDO, University of Kentucky, Moderator

Exhibitor Session

Thursday, 12:30 *PDR 5*
 Company Sponsor: THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY
 Speaker: TBA
 Representatives of The Adler School of Professional Psychology will speak about their institution and its programs in psychology. An open forum will allow attendees to ask questions during the symposium.

Thursday, 1:45 *PDR 5*
 Company Sponsor: LAFAYETTE INSTRUMENTS CO, INC.
 Speaker: GARY G. BERNTSON, Ohio State University
 Heart rate variability will be described. Its use as a tool in psychology and a window on the mind will be discussed. Methods and instrumentation for acquiring, analyzing and interpreting heart rate variability will be considered and its utility for addressing and illuminating psychological and psychobiological issues will be explored.

Group Cognition and Performance

Thursday, 12:30-2:30 *Salon 6*
 L. ROWELL HUESMANN, University of Michigan, Moderator

12:30 Invited Talk
How Minorities Influence Creativity in Dyads

CHRISTINE M. SMITH, Grand Valley State University
SmithC@GVSU.edu

Three studies supporting the notion that exposure to minority influence enhances group level divergent thinking/creativity will be presented. All data were collected within the context of dyads “role-playing” the campaign managers of a student senate candidate. Attitude change, brainstorming and interaction process data will be presented

1:00

Exploring Individual Differences in Perceptions About Groups

ERNEST S. PARK, Cleveland State University; STUART DAMAN, Cleveland State University; ROBERT GOODMAN, Cleveland State University;
AMANDA HAMMILL, Cleveland State University
park.ernest@gmail.com

Results indicate avoidance motivation relates negatively to efficacy beliefs about task groups. Ironically, avoidance was positively correlated with group membership and participation. We tested if and when approach/avoidance predicts various beliefs and attitudes about groups. Through exploring this relationship, we might better understand the different reasons people participate in groups.

1:15

Effects of Strength and Immediacy on Self-Organization of Dyads

MELINDA J. BULLOCK, Saint Louis University; HELEN C. HARTON,
University of Northern Iowa
melindabullock@gmail.com

Participants discussed issues using an online chat program. One participant in each dyad received information about her chat partner suggesting that she was low/high in physical attractiveness, average or overweight, and from her or another school. Clustering and consolidation increased after discussion; these effects were moderated by strength and immediacy.

1:30

False Memory for Associated Word Lists in Individuals and Collaborating Groups

ARNE WEIGOLD, Texas Tech University; RUTH H. MAKI, Texas Tech University; ABBIGAIL ARELLANO, Indiana University-Purdue University Indianapolis
arne.weigold@ttu.edu

We investigated recall of presented and non-presented associated words by collaborating groups, nominal groups, and individuals in a DRM paradigm. Nominal groups produced more presented and non-presented associated words than collaborating groups, which, in turn, recalled more presented words, but not more non-presented words, than individuals.

1:45

Turn That Frown Upside Down: Suppressing Negative Emotions Hurts Performance

ERIC E. JONES, Purdue University; JANICE R. KELLY, Purdue University
ejones@psych.purdue.edu

Past research shows that affect regulation by individuals is cognitively depleting. Dyads received instructions to suppress or exaggerate emotional expressions while completing a task involving emotionally-evocative images. Dyads performed worse when suppressing negative rather than positive emotional expressions, perhaps because of contagion processes and the value of negative information.

2:00

Effects of Conceptualizing Conflict on Intensity, Frequency, Efficacy, and Style

JOHN P. STEELE, Kansas State University
jpsteele@ksu.edu

This experiment examined effects of conflict definition on perceptions of conflict frequency, intensity, efficacy, style, and target. Participants (N = 400) were randomly assigned an experimental condition (i.e., definition, k = 8). Definitions did not produce significant mean differences; however, definitions did affect reliability, factor structures, and correlations.

2:15

The Effects of Coalitions on Identification of Race and Sex

JILL E. LYBARGER, Purdue University; L. OMAR RIVERA, University of Texas at El Paso; MICHAEL ZARATE, University of Texas at El Paso
jlybarge@psych.purdue.edu

Research examined the relation between coalition membership, familiarity, and the ability to identify race and sex. A reaction time task was employed. Results yielded significant effects with participants showing quicker identification of black targets with which they were not familiar; and participants showing a quicker identification of non-coalition males.

**Basic Social Cognitive Processes and Forensics:
Connecting the Dots**

Thursday, 12:30-2:15

PDR 9

WILLIAM G. GRAZIANO, Purdue University, Moderator

12:30 Invited Talk

**Understanding the Negative Effects of Legal Education on Law Students:
Longitudinal Tests of Self-Determination Theory**

KENNON SHELDON, University of Missouri-Columbia
SheldonK@missouri.edu

Longitudinal studies suggest that law school has a corrosive effect upon students. We used Self-determination theory to explain this pattern, conducting a three year study of two different law schools. Students at both schools suffered, but one school was more controlling than the other, predicting greater difficulties for its students.

1:00

Biased Juror Perceptions of Female Defendants

WIND GOODFRIEND, Buena Vista University; JERICA WILD, Buena Vista University; SARAH MASLONKA, Buena Vista University; HEATHER CASPERS, Buena Vista University
goodfriend@bvu.edu

101 undergraduate students tested biases that jurors may have on female defendants. Results show that masculine-looking defendants are judged more harshly, especially by female participants. Further research is currently exploring additional biases (e.g., implications about sexuality) and the implications these biases have for potential jurors.

1:15

Learning and Decisions Under Uncertainty in a Choice Task

NICOLETTE J. SULLIVAN, University of Chicago; HOWARD C. NUSBAUM, University of Chicago
nicolette@uchicago.edu

In the Iowa Gambling Task, vmPFC-damaged individuals make risky decisions, despite incurring losses. However, normal participants avoid risky options. Our study indicates that when risk profiles are displayed explicitly, normal participants cannot differentiate between the risky and safe options as clearly as they do in the Iowa Gambling Task.

1:30

The Effects of Context on Facial Affect Recognition

MELISSA E. MILANAK, University of Illinois at Urbana-Champaign; HOWARD BERENBAUM, University of Illinois at Urbana-Champaign; JESSE SPENCER-SMITH, University of Illinois at Urbana-Champaign
mmilanak@gmail.com

University students viewed facial expressions (e.g., neutral, happy, fear) superimposed upon emotionally valenced (e.g., happy, sad, disgust) and neutral images, and judged which emotion was exhibited. Both accuracy and reaction time were influenced by context, though the effect of context varied by the emotion being exhibited on the face.

1:45

Development and Validation of the Decision Making Styles Inventory

REBECCA WHITE, University of Chicago; THOMAS NYGREN, The Ohio State University; MICHAEL EDWARDS, The Ohio State University
Rebecca.White@chicagogsb.edu

Theoretical and applied distinctions between the use of intuitive, analytical and regret-driven decision styles have gained prominence in recent years. A reliable self-report measure, the Decision Making Styles Inventory (DMI) consists of three subscales, representing "analytical," "intuitive" and "regret-avoidant" decision styles. We present the development and validation of this scale.

2:00

Does Cognitive Load Promote Destructive Conflict Tactics?

JESSICA L. WILLIAMSON, Purdue University; WILLIAM G. GRAZIANO, Purdue University
jessicaw@purdue.edu

This study investigated whether agreeable individuals will evaluate destructive conflict resolution strategies as more effective than constructive strategies during cognitively taxing situations. Results are discussed in terms of processes underlying consistency in behavior across situations.

Learning and Development

Thursday, 12:30-2:00

Salon 7

CATHERINE HADEN, Loyola University, Moderator

12:30 Invited Talk

Pretend Play and Development in Cultural Perspective

SUZANNE GASKINS, Northeastern Illinois University
s-gaskins@neiu.edu

Pretend play is often interpreted as being intrinsically motivated activity reflecting individual motives. Increasingly, research on play in other cultures demonstrates that in fact, play is a culturally constructed activity that reflects basic values and economic and social organization. Evidence from research on Yucatec Maya children in Mexico will illustrate how play can have a more limited role in children's activity, and thereby, in their development.

1:00

Children's Learning-Related Skills and Academic Trajectories Across Middle Childhood

KELLY B. HAAS, Loyola University Chicago; CHRISTINE P. LI-GRINING, Loyola University Chicago; ELIZABETH VOTRUBA-DRZAL, University of Pittsburgh; CAROLINA MALDONADO, University of Pittsburgh
khaas1@luc.edu

This study examined the association between children's learning-related skills (LRS) and trajectories of reading and math achievement from kindergarten to fifth grade (n = 11,374). Children's LRS at kindergarten entry were positively

linked to greater growth in reading and math. LRS were especially beneficial for children at risk.

1:15

Increasing Females' Pursuit of Science and Technology Careers: Long-term Outcomes

KRISTINA G. GORBATENKO-ROTH, University of Wisconsin- Stout;
RICHARD TAFALLA, University of Wisconsin-Stout; MIKI NOMURA,
University of Wisconsin-Stout
gorbatenkok@uwstout.edu

Women are underrepresented in science, technology, engineering and math (STEM) fields. A one-week camp for 7th grade girls was started in 1997 to address this deficit. At a six-year follow-up, campers, as compared to non-camper controls, were more likely to pursue STEM careers. Full results and implications to be discussed.

1:30 Invited Talk

Understanding Age Differences in Strategic Skill Acquisition

DAYNA R. TOURON, University of North Carolina at Greensboro
D_TOURON@uncg.edu

Older adults' slower shift from rule-based to retrieval-based processing during skill acquisition is typically explained as learning deficits. However, recent research indicates that metacognitive factors impact strategy selection. Possible determinants of "retrieval reluctance" in older adults will be examined, including performance monitoring, motivation, and the mental task model.

Animal 1

Thursday, 12:30-2:15

Salon 4

MARIANNE ENGLE, Muskingum College, Moderator

12:30 Invited Talk

Behavioral Mechanisms of Antipsychotic Drugs: Lessons from Animal Studies

MING LI; University of Nebraska-Lincoln
mli2@unlnotes.unl.edu

Antipsychotic drugs are effective in the treatment of psychosis, but how they work psychologically is not clear. Our preclinical work suggests that antipsychotics attenuate the reinforcing property of stimuli, and produce interoceptive drug states that allow the reinforcement attenuation to be maintained over time. These two effects may be relevant in understanding the therapeutic effects of antipsychotics.

1:00

The Psychostimulant Modafinil (Provigil) Produces Age-Specific Enhancement of Selective, but not Sustained, Attention in Rats

AMANDA J. QUISENBERRY, Western Illinois University; JULIE M. CAMPBELL, Western Illinois University; RUSSELL E. MORGAN, Western Illinois University
AJ-Quisenberry@wiu.edu

This study examined visual sustained and selective attention in young (6 mo.) and aged (20 mo.) rats after administration (64mg/kg) of the psychostimulant modafinil. Although modafinil did not influence sustained attention, selective attention was enhanced in aged animals. These age-specific effects were not the result of "ceiling-effects" in younger rats.

1:15

Effects of mGluR5 and mGluR7 Agonists and Antagonists on CTA

JENNIFER WALKER, University of Missouri; ASHLEY RAMSEY, University of Missouri; PETER SERFOZO, University of Missouri; AGNES SIMONYI, University of Missouri; TODD R. SCHACHTMAN, University of Missouri
schachtmant@missouri.edu

Metabotropic glutamate receptors (mGluRs) impact learning and memory. Systemic injections and local infusion of mGluR agonists and antagonists influence conditioned taste aversion (CTA) learning, specifically those affecting mGluR5 and mGluR7. The present results show that microinfusion of a mGluR5 antagonist influences CTA in the basolateral amygdala and insular cortex.

1:30 Invited Talk

Observations from a Rodent Model of Psychosis

RUSSELL W. BROWN, East Tennessee State University
BROWN1@mail.etsu.edu

Our laboratory has shown that ontogenetic administration of quinpirole (a dopamine D2/D3 agonist) to rats produces an increase in D2-like receptor sensitivity throughout the animal's lifetime, consistent with several psychological disorders. This presentation will focus on age and sex differences in psychostimulant sensitization and underlying using this model.

Cognition Across Media

Thursday, 12:30-2:30

Salon 5

MICHAEL SERRA, Columbia University, Moderator

12:30 Invited Talk

Event Cognition: Mental Updating

G.A. RADVANSKY, University of Notre Dame
Radvansky.1@nd.edu

People encounter events in different forms, including life experiences, interactive virtual reality, film, and narrative texts. I review recent advances we have made using virtual reality and text, and the relation between them. I will place this work within the larger context of research in event cognition more broadly conceived.

1:00

Learning Facts from Far-Fetched Sources

DANIEL G. SLATEN, Northwestern University; WILLIAM "SID" HORTON, Northwestern University; DAVID N. RAPP, Northwestern University
danslaten@gmail.com

Research demonstrates that readers rely upon fictional stories as sources of information. We investigated whether highly unrealistic stories might reduce this effect. Despite the obviously fantastic contexts, readers continued to encode the information provided in these stories, and most problematically, failed to accurately identify the source of the acquired information.

1:15

Moving Through Doorways Causes Forgetting: Updating or Context Change

ANDREA TAMPLIN, University of Notre Dame
atamplin@nd.edu

The forgetting that occurs following walking through doorways can be accounted for by encoding specificity or mental model updating. These theories were compared using a virtual reality environment in which people interacted with and moved objects. Results supported the mental model updating, but not a context change account.

1:30

Diagrams Increase the Retention and Understanding of Science Text via Different Mechanisms

MICHAEL J. SERRA, Columbia University
ms3439@columbia.edu

Adding diagrams to science text typically increases the retention and understanding of the materials relative to text alone. Although these two effects might be caused by the same mechanism, dissociations in recall and transfer (i.e., understanding) performance in the present study suggest that they stem from different mechanisms.

1:45

Discriminating Between Real and Simulated Autobiographical Events

IAN M. MCDONOUGH, University of Chicago; DAVID A. GALLO, University of Chicago
imcdono@uchicago.edu

We investigated how people use memorial expectations to discriminate between real and simulated autobiographical events in memory. Subjects rated encoding tasks (autobiographical retrieval, future simulation, and a semantic control) on four dimensions followed by source memory tests. The results are explained in terms of the source monitoring framework.

2:00

The Consequences of Introductions on Learning from Text

MICHAEL C. MENSINK, University of Minnesota; PANAYIOTA KENDEOU, McGill University; DAVID N. RAPP, Northwestern University
mens0058@umn.edu

Authors can use introductions to present topics, outline text content, and engage readers. What types of introductions are most effective at enhancing readers' processing of scientific texts? Participants read brief texts that contained either narrative or expository introductions. Introductions did not differentially influence recall of science information, but did influence overall reading times and non-essential text.

2:15

Do Unusual Causes Foster Careful Updating of Memory?

ANNIE PESHKAM, School of Education and Social Policy; PANAYIOTA KENDEOU, McGill University; DAVID N. RAPP, Northwestern University
a-peshkam@northwestern.edu

Readers may encounter inaccurate information in the texts they read. Problematically, they also appear to rely on that information even after reading retractions. In the current experiment, we examined whether retractions that provided typical or atypical alternatives to prior text information might be differentially effective at encouraging updating.

Stereotyping & Prejudice

Thursday, 12:30-2:30

Salon 8

STEPHANIE GOODWIN, Purdue University, Moderator

12:30 Invited Talk

Do People's Reactions to Racial Inequality Depend on Who's Talking and How They're Saying It?

LINH NGUYEN LITTLEFORD, Ball State University
lnlittleford@bsu.edu

To optimize the effectiveness of diversity training, instructors should explore whether instructors' ethnicity and racial inequality framing influence students' reactions to the message content, perceptions of the instructors, and racial attitudes and behavioral intentions. This talk will integrate the literature on inequality framing, confrontation, collective guilt, and source credibility.

1:00

Competence as Ability Vs. Intelligence: Applying the Stereotype Content Model to Positive Subgroups of Blacks

AMY S. WALZER, University of Toledo; ALEXANDER M. CZOPP,
University of Toledo
awalzer@utnet.utoledo.edu

The stereotype content model (SCM) suggests warmth and competence are central when perceiving outgroups. We extended the SCM to positively stereotyped Black subgroups and examined perceptions of competence when framed as ability versus intelligence. Black subgroups were rated low on intelligence-related competence, high on ability-related competence, and low on warmth.

1:15

Context Effects and Evaluations of Counterstereotypic Exemplars

LAURA SCHERER, Washington University; ALAN LAMBERT, Washington
University
lness@wustl.edu

Implicit attitude measures were used to probe participants' impressions of a counterstereotypic group member (i.e. a highly successful Black businessman). Findings revealed that such exemplars contain both positive and negative associations and that either can be activated depending on the context in which that person is considered.

1:30

Social Categorization and Face Recognition for Same-race and Cross-race Targets

STEVEN G. YOUNG, Miami University; MICHAEL J. BERNSTEIN, Miami
University; EDWIN SHRIVER, Miami University; KURT HUGENBERG,
Miami University; JASON LANTER, Miami University
youngsg@muohio.edu

Past research has found that social-categorization (in-group vs. out-group) can influence recognition of same-race faces by decreasing out-group recognition. The current study integrates these findings with classic Cross-Race effect work by manipulating both target race and social group membership. We find that social-categorization effects influence only same-race recognition

1:45

The Prejudiced Dog and Its Stereotypical Tail: Stereotypes as a Consequence of Prejudice

DAVID B. MIELE, Northwestern University; ANDREW R. TODD,
Northwestern University; JENNIFER A. RICHESON, Northwestern University
d-miele@northwestern.edu

Using an evaluative conditioning paradigm and a semantic priming task, we found that people are particularly likely to associate fear-relevant stereotypes

with members of a novel outgroup whom they have been subliminally conditioned to fear, suggesting that stereotyping may actually be a consequence of prejudice.

2:00

Danger Stereotypes Predict Racially Biased Attentional Allocation

NICOLE C. DONDERS, University of Chicago; JOSHUA CORRELL, University of Chicago; BERND WITTENBRINK, University of Chicago
nicoled@uchicago.edu

Danger stereotypes may have specific implications for attention. We measured different associations toward Blacks. Black-danger stereotypes predicted the extent to which Black faces captured attention faster, and marginally predicted the extent to which Black faces held attention longer than White faces, controlling for the effects of non-danger stereotypes and prejudice.

2:15

Person Categorization in the Weapon Misidentification Procedure

CHRISTOPHER R. JONES, The Ohio State University; RUSSELL H. FAZIO, The Ohio State University
jones.2333@osu.edu

Typically, individuals more easily categorize weapons than tools following Black primes relative to White primes. We used multiply categorizable primes and manipulated whether participants were encouraged to categorize by race or age. The standard weapons misidentification effect was eliminated when participants categorized by age instead of race.

Political Psychology

Thursday, 12:30-2:30

Salon 1

VICTOR OTTATI, Loyola University Chicago, Moderator

12:30

The Influence of National Identity on Attitudes Toward Ethnic Groups

SHANETTE C. PORTER, Cornell University; MELISSA J. FERGUSON, Cornell University
scp39@cornell.edu

We investigated whether a reminder of American identity would influence attitudes toward non-Whites. Results showed that, compared with a control condition, both explicit (Studies 1 & 2) and implicit (Study 3) attitudes toward Blacks were more negative following exposure to a subliminal, but not a supraliminal, flag prime (Study 2).

12:45

Sunk-Cost Processing and Attitudes Towards the Iraq War

ALAN J. LAMBERT, Washington University ; J.P. SCHOTT, Washington University; LAURA SCHERER, Washington University
alambert@wustl.edu

Our research explored the conditions under which people process information about troop losses as a sunk-cost, leading to greater support for the war. Experimental induction of "sunk-cost processing" in combination with salience of losses interactively determined war support, but only among participants whose pre-existing attitudes towards the war were moderate.

1:00

When Conservatives Let People Off the Hook and Liberals Leave Them Hanging

G. SCOTT MORGAN, University of Illinois at Chicago; ELIZABETH MULLEN, Stanford; LINDA SKITKA, University of Illinois at Chicago
gmorga2@uic.edu

When explaining social problems, conservatives typically make dispositional attributions for behavior (blaming individuals) and liberals typically make situational attributions (emphasizing environmental factors). The current research examined contexts in which value conflicts motivate conservatives to make situational rather than dispositional attributions.

1:15

A Multidimensional Representation of Political Ideology

INGRID R. JOHNSEN, Ohio State University; WILLIAM A. CUNNINGHAM, Ohio State University; JOHN B. NEZLEK, College of William & Mary (Sponsor: RUSSELL H. FAZIO)
johnsen.15@osu.edu

Political ideology has been conceptualized as a bipolar construct, but research suggests that a multidimensional representation of ideology may be more useful. Participants completed a series of ideology measures and factor analysis provided support for a multidimensional structure. This structure is shown to better predict policy attitudes and voting behavior.

1:30

Implicit Ideology and the Pursuit of Power and Status: The Case of American Nationalism

TRAVIS J. CARTER, Cornell University; MELISSA J. FERGUSON, Cornell University
tjc38@cornell.edu

Can nationalism operate outside of awareness? We found that nationalist ideological knowledge of power and status was activated when subtly primed with the American flag, influencing subsequent desire for power and status. The direction of this influence, however, depended on the source of ideological knowledge, such as political news exposure.

1:45

Subtle Religious Linguistic Cues: Effects in Political Communication

NATHANIEL D. KRUMDICK, Loyola University Chicago; VICTOR C. OTTATI, Loyola University Chicago
nkrumdi@luc.edu

The current research explores the effects of indirect religious referents in political discourse. Results suggest politicians using subtly religious language are evaluated less favorably than those using secular language. This effect is moderated by voter political-religious orientation, suggesting that linguistic style primarily affects voters who oppose mixing religion with politics.

2:00

Moral Conviction Predicts Distrust in Authority

BRAD L. LYTLE, University of Illinois at Chicago; DANIEL C. WISNESKI, University of Illinois at Chicago; LINDA J. SKITKA, University of Illinois at Chicago

blytle1@uic.edu

People with a strong rather than weak moral investment in a policy trusted authorities' less to make policy decisions, and revealed less evidence of conflict between a desire to cooperate with authorities and to trust them to achieve preferred policy outcomes.

2:15

Attributional Stereotypes and the Legitimizing Ideology of Deservingness

CHRISTINE E. REYNA, DePaul University

creyna@depaul.edu

One of the most powerful legitimizing ideologies is beliefs about deservingness. However, perceptions of deservingness can be influenced by stereotypes. In a series of studies examining a variety of group-based policies, data reveal that stereotypes implying deservingness are some of the strongest determinants of policy opposition.

I/O and Interpersonal Relationships Posters

Thursday, 12:30-2:30

Upper Exhibit Hall

AMANDA DYKEMA-ENGBLADE, Northeastern Illinois University,
Moderator

1

The Effect of Decision-Making Training on Verdict Choice and Consideration of Evidence

REBECCA L. STARKEL, Loyola University Chicago; R. SCOTT TINDALE, Loyola University Chicago; LINDA HEATH, Loyola University Chicago
rstarke@luc.edu

Participants acted as jurors. Trained participants were no more likely than their untrained counterparts to choose an appropriate verdict, but they were more likely to attend to certain points of evidence. Groups were more likely to choose appropriate verdicts compared to individuals and to attend to certain points of evidence.

2

Temporal Comparisons of Gender Inequality and Support for Collective Action

JENNIFER R. SPOOR, Butler University; MICHAELA WARNSLEY, Butler University
jspoor@butler.edu

Participants read about gender inequality framed in terms of the past (gender inequality has decreased) or present (gender inequality persists). Framing affected perceived sexism and support for feminism, and women who strongly identified with their gender group differed from women with low group identification. Implications for reducing inequality are discussed.

3

A Role Congruity Perspective on Sport Fan Behavior

JASON R. LANTER, Miami University; BETH DIETZ-UHLER, Miami University
lanterjr@muohio.edu

Perceptions of sport fan behavior varied as a function of participant sex, target sex, game type (men's vs. women's), and identification as a sport fan. Discussion will focus on role congruity in sport fans and sanctions for violating perceived social norms for gendered behavior.

4

Effect of Social Modeling on Food Choices

JERALEE M. BRIGGS, Carroll College; TARA J. SCHMIDT, Carroll College
jbriggs@cc.edu

The effect of social modeling on food choice was investigated. Participants were asked to help themselves to a snack while participating. The experimenter either had a healthy snack, unhealthy snack, or no snack. Participants' snack choices reflected those of the experimenter.

5

Predicting Prosocial Behavior: Assessing and Validating the Moral Q-Sort

JESSICA A. JIMENEZ, University of Notre Dame; LAURA NAWROCKI, University of Notre Dame; PATRICK L. HILL, University of Notre Dame; DANIEL K. LAPSLEY, University of Notre Dame
Irodts01@saintmarys.edu

The Moral Q-Sort is a new technique that aims to assess one's moral personality. Participants sort moral and amoral words with respect to how well the words

describe them. Results promote the use of the Q-Sort as a measure of moral personality, based on its convergent and discriminant validity.

6

Developing a Measure of the Expression of Gratitude

ADAM H. DEHOEK, Loyola University; FRED B. BRYANT, Loyola University Chicago
adehoek@luc.edu

Philosophical literature has conceived of gratitude as both an experience and an expression. The current study examines the latter. Participants (n = 495) completed a battery of measures to investigate the components and correlates of gratitude expression. Confirmatory factor analyses suggested a five-factor model of the expression of gratitude.

7

The Impact of Observer Personality Characteristics on Attributions Made for Another's Organizational Citizenship Behavior

SARA K. FARRELL, Coe College; EMILIE ORTH, Coe College; ROBERT SYNOVEC, Coe College; ELIZABETH H. COOK, Georgia Southern University
sfarrell@coe.edu

This study investigated whether certain individual difference variables (careerism, self-monitoring, and Machiavellianism) predict attributions observers will make for an employee's organizational citizenship behavior. Results indicated that observers scoring high on careerism were more likely to make impression management attributions for the observed behaviors. Implications and future research directions are discussed.

8

The Cognitive Underpinnings of Moral Decision Making

BRIAN B. DRWECKI, University of Wisconsin, Madison; KATHERINE V. KORTENKAMP, University of Wisconsin, Madison; COLLEEN F. MOORE, University of Wisconsin, Madison
drwecki@wisc.edu

Research on moral decisions indicates that there are situations where individuals use "moral math" and there are situations where individuals respond in accordance with moral rules. Our research uses mathematical and lexical decision tasks to examine the cognitive foundations of such diverse decision making patterns.

9

Cooperation in a Give-Some Social Dilemma with Noise

CHRISTOPHER R. CHARTIER, Miami University (Sponsor: EDWARD R. HIRT)
charticr@muohio.edu

Research has shown that individuals increase cooperative behavior over time when met with a reciprocal counterpart (Roberts and Renwick 2003). Similarly, consistent exploitation leads to a decline in cooperation (VanDenBergh & DeWitte 2005). Effects of interacting with an unpredictable counterpart under conditions of imperfect environmental information are explored.

10

Validating a Psychology as a Helping Profession Scale

AMY H. GERVASIO, University of Wisconsin--Stevens Point; CRAIG A. WENDORF, University of Wisconsin--Stevens Point; NATALIE F. YODER, University of Wisconsin--Stevens Point; MICHELLE M. SMITH, University of Wisconsin--Stevens Point; CASSANDRA VANBERKEL, University of Wisconsin--Stevens Point
agervasi@uwsp.edu

We developed a Psychology as a Helping Profession (PHP) scale. Two major factors were personal growth/helping skills and helping society; these were only mildly correlated with Friedrich's (1996) Psychology as Science scale. Psychology majors were more likely to endorse psychology as a helping profession and as a science than non-majors.

11

Perceived Restraints on Outgroup's Biased Evaluation May Diminish Stereotype Threat

LLOYD SLOAN, Howard University; GRADY WILBURN, Howard University; DEBORAH VAN CAMP, Howard University; TERRINA PRICE, Howard University; JAMES BARDEN, Howard University
lsloan@howard.edu

Black HBCU students took SAT tests under ability diagnostic/ nondiagnostic conditions. Solo White experimenter's produced stereotype threat performance decrements. Black experimenters didn't, even when White experimenters were continuously merely inactively present or acted as co-experimenters, suggesting that stereotype threat failure/evaluation concerns may require outgroup presence and perceived potentially biased evaluation.

12

Stereotype Threat, African American Academic Performance and Cognitive Strategies

JOEL T. NADLER, Southern Illinois University Carbondale; NICOLE L. CUNDIFF, Southern Illinois University Carbondale
jnadler@siu.edu

Abstract: African American test performance was compared to European Americans. Relationships between stereotype threat and in-group/out-group comparison as well as ethnic de-identification and cognitive strategies were examined. There was a significant interaction between race and stereotype threat

on performance and between race and in-group condition on use of cognitive strategies.

13

Math Gender Based Stereotype Threat: The Effects of Homogenous Testing

JOEL T. NADLER, Southern Illinois University Carbondale; KRISTIN N. PANKEY, Southern Illinois University Carbondale

jnadler@siu.edu

Stereotypical math underperformance by women was examined using stereotype threat and out-group manipulations. Women were told whether a math test was non-gender biased or not and tested in gender heterogeneous or homogenous conditions. Significant differences were found between genders on math performance, and women's attitudes towards math between out-group conditions.

14

Effects of Priming Danger on Information Disclosure on Social Networking Sites

ANDIE F. LUECK, University Wisconsin - Stout; MAYIA CORCORAN, University of Wisconsin - Stout; MAUREEN CASEY, University of Wisconsin - Stout; SARAH WOOD, University of Wisconsin - Stout; ROSS AUNA, University of Wisconsin - Eau Claire

luecka@uwstout.edu

This study examined the effect of priming participants to associate danger and personal information disclosure. Results suggest that priming danger via a warning or anecdotal story has no effect on rates of information disclosure on social networking sites. This indicates current warnings may be ineffective in preserving user safety.

15

Adolescent Sociability, School Friendships, and Self-Concept

VYTENIS B. DAMUSIS, Purdue University Calumet; ANTONIO L. CORTES, Purdue University Calumet; ROBBIE N. HANER, Purdue University Calumet; LINDSEY R. RICHARDS, Purdue University Calumet

damusis@calumet.purdue.edu

In a survey sample of 495 high school students of both sexes, self-concept was related to self-defined popularity indexed by estimated number of fellow classmates counted among the survey participant's friends. In addition, socially alienated males were more likely to report a greater willingness to take risk than those more socially involved in school social life. Responses to a numerical rating scale of commonly felt depression and a risk inventory were negatively related to their perceived popularity as well.

16

Testing the Dimensionality of Social Dominance Orientation and Right-Wing Authoritarianism

RUSSELL J. WEBSTER, Kansas State University; DONALD A. SAUCIER, Kansas State University
webster@ksu.edu

Social dominance orientation (SDO) and right-wing authoritarianism (RWA) have faced considerable measurement problems. Thus, we tested the fit of competing SDO and RWA measurement models using confirmatory factor analysis. With the addition of method factors, a two-factor solution fit best for SDO, while a three-factor solution fit best for RWA.

17

Individual Differences in Right-Wing Authoritarianism: Handedness and Cognitive Rigidity

STEPHEN D. CHRISTMAN, University of Toledo
stephen.christman@utoledo.edu

Recent studies report that strong handedness (using the same hand for most manual activities) is associated with increased cognitive rigidity arising from decreased interhemispheric interaction. In the current study, strong handedness was associated with higher scores on the Right-Wing Authoritarianism scale, providing further evidence for increased cognitive rigidity in strong-handers.

18

Exhibition of Aggression in Shy and Bullied Individuals

REBECCA J. KENO, Cardinal Stritch University; RAYMOND M. CORN, Cardinal Stritch University (Sponsor: TERRANCE L. STEELE)
rjkeno@stritch.edu

Our study examined the hypothesis that shy high school students exhibit more overt aggression when bullied than non-shy students. Although bullied individuals were likely to exhibit overt and covert aggression, aggression in shy students was not related to bullying. However, shy people reported more covert aggression than less shy people.

19

An Examination of Violence and Social Influence in Romantic Relationships

WANDA C. MCCARTHY, University of Cincinnati - Clermont College;
PETER J. GREEN, Barton College
wanda.mccarthy@uc.edu

The purpose of this research was to develop a scale to measure the use of social influence tactics in romantic relationships. Five subscales reliably measuring requesting, personal reward, legitimacy, negative emotions, and personal coercion in romantic relationships were identified. Implications for future use of the scale will be discussed.

20

Psychological and Physiological Responses to Violent versus Non-Violent Videogame Exposure

SUSAN R. BURNS, Morningside College; DEAN STEVENS, Morningside College

burns@morningside.edu

This study examined effects of violent and non-violent videogames on psychological factors and physiological measures. Sixty participants played either a violent or nonviolent videogame while physiological measures were recorded. Results suggest that there are no clear effects of playing violent versus nonviolent videogames on both psychological and physiological measures.

21

Beliefs about Mate Preferences and Actual Mate Preferences: No Convergence

APRIL L. BLESKE-RECHEK, University of Wisconsin-Eau Claire; LINDSAY K. MATTESON, University of Wisconsin-Eau Claire

bleskeal@uwec.edu

We conducted a two-part investigation of beliefs about change in college students' mate preferences and actual variation in students' mate preferences as a function of age. Although men and women believe that college students become more "mature" in their mating desires, college students' mating desires did not vary with age.

22

The Good and Bad of Friendship

APRIL L. BLESKE-RECHEK, University of Wisconsin-Eau Claire; CIERRA MICKE, University of Wisconsin-Eau Claire; ERIN HIRSCH, University of Wisconsin-Eau Claire

bleskeal@uwec.edu

This study investigated adults' perceptions of the good and bad of friendship, and adults' perceptions of which traits are most desirable in a friend, as a function of their age group (young adult or approaching middle-age), sex, and type of friendship (same-sex or cross-sex).

23

Attraction in Young Adults' and Middle-Aged Adults' Cross-Sex Friendships

APRIL L. BLESKE-RECHEK, University of Wisconsin-Eau Claire; ERIN HIRSCH, University of Wisconsin-Eau Claire; CIERRA MICKE, University of Wisconsin-Eau Claire

bleskeal@uwec.edu

We investigated young adult and middle-aged adult men's and women's reports of their attraction to a cross-sex friend and their perceptions of flirtation,

attraction, and mate value affirmation as factors that facilitate the maintenance of the friendship. Men's responses varied with age, but women's did not.

24

Trolley Problem Decisions Follow the Laws of Inclusive Fitness

APRIL L. BLESKE-RECHEK, University of Wisconsin-Eau Claire;
JONATHAN P. BAKER, University of Wisconsin-Eau Claire; LYNDISAY A.
NELSON, University of Wisconsin-Eau Claire; KIMBERLY A. MELBY,
University of Wisconsin-Eau Claire; MARK W. REMIKER, Washington State
University-Pullman
bleskeal@uwec.edu

We investigated people's moral decisions through a thought experiment known as the Trolley Problem, in which participants must choose between saving one person or five people. As expected on the basis of Inclusive Fitness Theory, participants' decisions favored the well-being of those who were both reproductively viable and genetically related.

25

Can You Match These Friends? Testing Genetic Similarity Theory

APRIL L. BLESKE-RECHEK, University of Wisconsin-Eau Claire; KATRINA
M. SANDAGER, University of Wisconsin-Eau Claire; STEPHANIE R. A.
MAVES, University of Wisconsin-Eau Claire
bleskeal@uwec.edu

In a novel test of Genetic Similarity Theory (Rushton, 1989), we asked outside raters to match pairs of same-sex friends on the basis of their physical appearance. Men and women matched both female friends' faces and female friends' full-body shots more easily than they matched male friends' pictures.

26

The Role of Aesthetic Similarity in Attraction

DUANE E. LUNDY, Indiana University East; BARRY BARKER, Indiana
University East; ARIKA GLENN, Indiana University East
lundyd@indiana.edu

The impact of aesthetic similarity on attraction was investigated. In Study 1, 54 couples indicated their aesthetic tastes and completed the Desire for Aesthetics Scale. Higher perceived relationship quality was positively linked to higher aesthetic similarity. Study 2 manipulated the level of aesthetic similarity shared with a bogus stranger.

27

Asian Women in the US: Body Dissatisfaction and Disordered Eating

ALICIA M. HELION, Lakeland College; ASHLEY ENGLAND, Lakeland
College; STEPHANIE CALLOWAY, University of Wisconsin-Milwaukee;
DIANE M. REDDY, University of Wisconsin-Milwaukee
heliona@lakeland.edu

The relationship between body dissatisfaction and disordered eating in Asian women living in the United States was assessed. A strong correlation was found. However, the relationship between body dissatisfaction and disordered eating was not significant for women whose parents were born in an Asian country.

28

Basking in Reflected Glory and Group Identification

NICOLE L. MUSCANELL, University of Alabama; CASSIE ENO, University of Alabama; BRADLEY OKDIE, University of Alabama; ROSANNA GUADAGNO, University of Alabama
nlmuscanell@ua.bama.edu

Research suggests that individuals associate with successful others and disassociate from unsuccessful others (Guadagno, 2007). In the present study college students were more likely to Bask in Reflected Glory after a team win. After a loss, they demonstrated an interesting form of Cutting off Reflected Failure, blaming the coach, not the team.

29

The Influence of Sexual Harassment on Adolescents' Future Outcomes

KAREN L. SEARS, Western Illinois University; TAMMY LEHMKUHL, Western Illinois University
K-Sears@wiu.edu

The purpose of the current study was to examine the consequences of sexual harassment directed at female adolescents. Two hundred and sixty-two undergraduate women completed surveys assessing experience with harassment at their first place of employment. Results indicated that internally attributing the harassment led to increased levels of problem-focused coping.

30

Sexual Risk Behavior and the Role of Coercion

CRYSTAL L. HENDRICK, University of Wisconsin-Milwaukee; DIANE M. REDDY, University of Wisconsin-Milwaukee; SABRINA D. NETTLES, University of Wisconsin-Milwaukee
cllarson@uwm.edu

Sexual histories and sexual self-esteem scores of 626 women were collected. By examining the context of sexual risk it was found that women are often coerced into sexual risk, and that women who have a history of coerced sexual risk behavior have lower sexual self-esteem.

31

Relationships Between Emotional Abuse, Sexual Risk Behavior and Sexual Self-Esteem

CRYSTAL L. HENDRICK, University of Wisconsin-Milwaukee; DIANE M. REDDY, University of Wisconsin-Milwaukee; JENNIFER L. PERSZYK, University of Wisconsin-Milwaukee

cclarson@uwm.edu

Heterosexual women (n=257) who had experienced emotional abuse were studied to examine the relationships between emotional abuse, sexual risk behavior, and sexual self-esteem. Among the correlates identified, abuse occurring during adolescence was associated with riskier sex and lower sexual self-esteem. Lower sexual self-esteem was also associated with riskier sex.

32

Novelty Seeking, Cooperativeness and Gender Predict Addictive Behaviors and Substance Abuse

VANCE V. MACLAREN, Thompson Rivers University
vancemaclaren@gmail.com

Undergraduates completed the Temperament and Character Inventory (TCI; Cloninger et al., 1994) and the Shorter PROMIS Questionnaire (SPQ; Christo et al., 2003). Factor analysis of the SPQ replicated 3 of the factors identified by Haylett et al. (2004) in a clinical sample. The factors were regressed on personality and gender.

33

Effects of Social Information Processing on Probability Estimation

SCOTT TINDALE, Loyola University Chicago; REBECCA STARKEL, Loyola University Chicago; ELIZABETH JACOBS, Loyola University Chicago
rtindal@luc.edu

Participants estimated probabilities for the conjunction of two events and either did or did not receive information from two other people. Information participants received was either correct or incorrect and did or did not include justification. Receiving information was helpful if correct, but led mainly to conformity rather than learning.

34

Development of the Affect Regulation Motives Scale

TIRZA E. SHULMAN, University of Wisconsin Marinette; SCOTT H. HEMENOVER, Western Illinois University
tirza.shulman@uwc.edu

A new scale was developed to assess affect regulation motives. Participants completed the scale and measures of personality and affect regulation traits. Results reveal two broad motives: Enhancement and attenuation of affect, and these motives were related to personality and affect regulation traits in expected ways.

35

Dispositional Emotional Intelligence and Affect Repair: An Event Sampling Methodology Study

SCOTT HEMENOVER, Western Illinois University; SCOTT ROESCH, San Diego State University; TIRZA SHULMAN, University of Wisconsin Marinette

SH-Hemenover@wiu.edu

Participants completed measures of dispositional emotional intelligence (perception, understanding, regulation) and Big-5 traits, and then reported current affect and affect repair efforts for four days using hand-held computers. Results reveal that dispositional emotional intelligence predicted repair efforts, even after controlling for the Big-5 personality traits.

36

Active Procrastination and Defensive Pessimism: Adaptive Strategies for Goal Attainment

RYAN M. BASTLE, University of Minnesota Duluth; RANDALL A. GORDON, University of Minnesota Duluth
bast0086@d.umn.edu

The structure of and relationships between adaptive forms of procrastination and pessimism were investigated. As expected, active procrastination (Chu & Choi, 2005) and defensive pessimism (Norem, 2001) were found to be positively correlated with each other and with academic performance. The implications of these findings for student achievement are discussed.

37

Weight Discrimination In Employment: A Comparison of the Experimental and Archival Literature

RANDALL A. GORDON, University of Minnesota, Duluth; ADAM J. VANHOVE, University of Minnesota, Duluth
rgordon1@d.umn.edu

Experimental and archival assessments of weight discrimination were reviewed. Evidence for negative treatment of overweight and obese applicants/workers was found in the experimental literature, but the mean effect size for the archival research was small. Categorical assessments of gender revealed significantly more negative evaluations of overweight and obese female workers.

**American Psychological Association (APA)
Distinguished Scientist Lecturer**

**The Critical Role of Learning in Retrieval:
From the Lab to the Classroom**

**HENRY L. ROEDIGER, III,
Washington University in St. Louis**

Thursday, 3:00-5:00

Wabash Parlor

R. SCOTT TINDALE, Lovola University, Moderator

**APA Academic Career Workshop
Entering the Academic Marketplace:
Advice from Experts**

Thursday, 3:00-4:30

Crystal Room

Welcome

AMY TEST, APA Science Directorate, Chair

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

Panelists:

ELAINE BLAKEMORE, Indiana Purdue University Fort Wayne

NICHOLAS EPLEY, University of Chicago

PAT PUCCIO, College of DuPage

LINDA RUECKERT, Northeastern Illinois University

DENISE SEKAQUAPTEWA, University of Michigan

ELIZABETH SWENSON, John Carroll University

Invited Symposium
Out of the Loop: Some Consequences of
Information Exclusion

Thursday, 3:00-5:00

PDR 9

JANICE R. KELLY, Purdue University, Organizer
KIPLING D. WILLIAMS, Purdue University, Organizer

I'm Out of the Loop: An Examination of Information Exclusion in
Groups

JANICE R. KELLY, ERIC JONES, ADRIENNE CARTER-SOWELL, &
KIPLING WILLIAMS, Purdue University

Being Ignored in Group Discussion: A New Method for Studying Social
Ostracism

GWEN M. WITTENBAUM, Michigan State University

Partial Ostracism: The Velvet Hammer

KIPLING D. WILLIAMS & ZHANSHENG CHEN, Purdue University

Information Exclusion During Group Socialization?

RICHARD L. MORELAND, University of Pittsburgh

Invited Symposium

Theoretical and Philosophical Underpinnings of Psychology

Thursday, 3:00-5:00

Salon 4

GARY GREENBERG, Wichita State University, Organizer

Of Epistemology and Ontology in Psychology and All Them Abstract
Things

LUCIANO L'ABATE, Georgia State University

Reinforcement Redefined in Terms of Stimulus Salience and Response-
Eliciting Properties: The Foundation of Emergents

DUANE M. RUMBAUGH, Great Ape Trust of Iowa, JAMES E. KING,
University of Arizona

Psychology as a Natural Science: J.R. Kantor and Interbehaviorism

GARY GREENBERG, Wichita State University

Symposium
Parenting Across Cultural Contexts:
Parenting Behavior and Children's Outcomes in
African-American, Latino, and White Families

Thursday, 3:00-5:00

Salon 7

ROBERT WEIS, Denison University, Organizer

Links to Positive Parenting Among African American and Hispanic American Low-Income Mothers

LAURA D. PITTMAN, Northern Illinois University

Ethnicity and Socioeconomic Status in the Prediction of Parenting Behavior

ROBERT WEIS, Denison University; ERIN E. TOOLIS, Denison University

Ethnicity Themes in Parental Management of Adolescents' Friendships: A Qualitative and Quantitative Investigation

HYUN-SOO KIM, Northern Illinois University; JENNIFER KARRE, Northern Illinois University; SUSAN DONNA WILSON, Northern Illinois University; NINA S. MOUNTS, Northern Illinois University

Ethnic Differences in the Relationship Between Disciplinary Approaches and Conduct Disorders in Adolescence

LORNA HERNANDEZ JARVIS, Hope College; PATRICIA V. ROEHLING, Hope College; KIMBERLY BOELKINS, Hope College; MEGAN KLEINHEKSEL, Hope College; KRISTA MEHARI, Hope College

Exhibitor Session

Thursday, 3:00

PDR 5

Company Sponsor: LAURA RIZZARDINI, INC.

Speaker: LAURA RIZZARDINI

Why Consult with a Sociologist?

Social research is an affordable way to quickly identify your successful programs and services. It offers opportunities for best practices articles, teaching materials, and grants. Social research is also known for prompting changes in public and professional policy.

Stereotyping and Stereotype Threat

Thursday, 3:00-5:00

Salon 6

RALPH ERBER, DePaul University, Moderator

3:00 Invited Talk

Information Processing in Group Settings

TRACI Y. CRAIG, University of Idaho

teraig@uidaho.edu

Computer-mediated decision making groups and juries were examined for evidence of congruence with and departure from individual level information processing models. Cognitive load and stereotype availability are manipulated and resulting decisions measured for stability, and resistance. Information processing is also evaluated for heuristic use and bias.

3:30

"Too Pretty to do Math": The Effect of Negative, Positive, and Neutral Bumper Stickers on Math Performance in Women

SARA M. HOUSE, Loyola University Chicago (Sponsor: R. SCOTT

TINDALE)

shouse1@luc.edu

The present study tested whether stereotypical bumper stickers could elicit poor math performance in college women. Participants received one of three lists of bumper sticker, took a math test, listed the slogans they remembered, and completed an affect measure. Women receiving the negative list scored significantly lower on the math test.

3:45

Exploring the Moderating Effects of Self-Efficacy on Stereotype Threat

ANNA WOODCOCK, Purdue University; P. WESLEY SCHULTZ, California

State University, San Marcos

awoodcoc@psych.purdue.edu

How is stereotype threat moderated by domain self-efficacy? Mathematically talented females completed a difficult math test in either a threatening or neutral situation. Math self-efficacy moderated the number of mistakes made and the perception of question difficulty, but there was no evidence that self-efficacy moderated overall test performance under threat.

4:00

The Role of Stereotype Threat and Social Class on Cognitive Performance

JAMIE L. O'MALLY, University of Alabama; JAMIE DECOSTER, University of Alabama

jamieomally@yahoo.com

This study explored whether SES could form a basis for stereotype threat. No overall effect of SES stereotype threat was found, but the effect of SES

stereotype threat varied by gender. Women performed worse on an IQ test under SES stereotype threat while men performed better under SES stereotype threat.

4:15

Self-Affirmation and Sexual Prejudice: Not All Affirmations are Created Equal

JUSTIN J. LEHMILLER, Purdue University; ALVIN T. LAW, Purdue University; TECETA THOMAS TORMALA, Stanford University
justin@psych.purdue.edu

We examined the effect of a self-affirmation treatment on attitudes toward gays and lesbians. Results indicated that the type of value to which participants affirmed moderated the effect of self-affirmation on prejudice. Specifically, those affirming sense of humor became less biased; those affirming familial relationships appeared to maintain their biases.

4:30

Does the Opportunity to Self-Handicap Increase the Tendency to Self-Affirm?

CHARLES E. KIMBLE, University of Dayton; PATRICIA BRODBECK, University of Dayton; ASHLYN RAY, University of Dayton; JOSEPH SCHWAB, University of Dayton
kimble@udayton.edu

Does external handicap opportunity increase self-affirmation? Before an intellectual test, individuals were assigned to one of three conditions: 1) no handicap; 2) implicit handicap; or 3) explicit handicap. Next, they were allowed to self-affirm by writing about any of 12 validation sources. Participants ranked validation sources. Handicap presence increased affirmation.

4:45

Hillary versus Hillary: Deserving To Alleviate Women's Mathematics Stereotype Threat?

CHERYL A. TAYLOR, Texas Christian University; RUSTY B. MCINTYRE, Wayne State University; TIFFANY J. LITTLETON, Texas Christian University; CHARLES G. LORD, Texas Christian University
cheryl.taylor@tcu.edu

Previous research showed that being reminded of other successful women alleviates women's mathematics stereotype threat and improves test performance. The present research showed that being reminded of Hillary Clinton improves math test performance better for women who think she deserves her success. Deserving role models best alleviate stereotype threat.

Attitudes and Persuasion

Thursday, 3:00-4:45

DUANE WEGENER, Purdue University, Moderator

Salon 8

3:00

Perceptions of Source Efficacy and the Processing of Persuasive Messages

JASON K. CLARK, Indiana University; DUANE T. WEGENER, Purdue University

clarkjk@indiana.edu

Source efficacy can be construed as the extent to which communicators are perceived as able to bring about the outcomes or changes they propose. The current research suggests that source efficacy can either increase or decrease message processing depending on whether the position of the message is proattitudinal or counterattitudinal.

3:15

The Effects of Chronic versus Primed Regulatory Focus on Persuasion

LORA M. HARDING, Northwestern University; ANGELA Y. LEE, Northwestern University; MONIKA LISJAK, Northwestern University
l-harding@kellogg.northwestern.edu

This research examines how chronic and temporarily-enhanced regulatory foci interact to influence persuasion. Whereas people are more persuaded by appeals that fit their primed focus under low involvement, they are more persuaded by chronic-consistent (chronic-inconsistent) appeals when primed with a non-chronic (chronic) focus under high involvement.

3:30

The Effects of Gender and Power on Persuasion

ASIA A. EATON, University of Chicago; PENNY S. VISSER, University of Chicago

asia@uchicago.edu

The current line of research shows that there are clear descriptive and prescriptive norms for those in high-power social roles to be resistant to attitude change. In the present study, we used a nationally-representative sample to examine men and women's persuasibility as a function of actual and experimentally-manipulated power.

3:45

Preference for Proattitudinal Information is More Likely when Attitudes are Strong

MICHAEL J. TAGLER, Ball State University; LAURA A. BRANNON, Kansas State University; ALICE H. EAGLY, Northwestern University

mjtagler@bsu.edu

This research examines the moderating role of attitude strength on selective exposure across five different social issues. As expected, selective exposure was only demonstrated for social issues in which participants tended to hold strong attitudes.

4:00

Lost in Transmission? Exploring the Communication of Attitude Certainty

DAVID DUBOIS, Northwestern University; DEREK D. RUCKER, Northwestern University; ZAKARY L. TORMALA, Stanford University
duboisd@northwestern.edu

In three experiments, we test the hypothesis that there is an asymmetry in the transmission of attitudes and certainty in interpersonal communications (Experiments 1 and 2). Further, underlying mechanisms of this "loss of certainty" phenomenon are investigated (Experiment 3). Implications for information transmission, persuasion, and behavior are discussed.

4:15

The Role of Attitudes in Thought Suppression: Weaker Is Easier to Ignore

VALERIE E. JEFFERIS, Ohio State University; RUSSELL H. FAZIO, Ohio State University
jefferis.6@osu.edu

Abstract: Evaluative conditioning was used to weaken attitudes toward a category of objects about which thoughts were later suppressed. Persistence on a subsequent task was then assessed and was found to be less impaired by the thought suppression task when attitudes had been counter-conditioned.

4:30

Ecologically Valid Priming: On Goal Contagion and its Pervasiveness

CHRIS LOERSCH, Ohio State University; HENK AARTS, Utrecht University; B. KEITH PAYNE, University of North Carolina at Chapel Hill; VALERIE E. JEFFERIS, Ohio State University
loersch.1@osu.edu

Research has demonstrated that participants reading about the goal-directed behavior of another person often "catch" this goal. Here we show that goal contagion also occurs when participants view the videotaped behavior of others. We also demonstrate that this only occurs when participants view the goal-directed behavior of in-group members.

*****SOCIAL HOUR*****

Thursday, 5:00- 7:00

Empire Room

FRIDAY, MAY 2

Invited Address
**Sex Differences in Nicotine Versus Non-nicotine
Reinforcement and Reward**
KENNETH PERKINS, University of Pittsburgh

Friday, 8:30-10:00 *Crystal Room*
RICK BEVINS, University of Nebraska, Moderator

Symposium
**Conducting Trauma Research: Victim, Perpetrator and
Researcher Reactions**

Friday, 8:15-10:00 *Salon 7*

LINDSAY ORCHOWSKI, Ohio University, DANIELLE R. PROBST, Ohio University, KATIE M. EDWARDS, Ohio University, Organizers

Women’s Reactions to Participating in Interpersonal Trauma Research: A Longitudinal Study
DANIELLE R. PROBST, Ohio University; KATIE M. EDWARDS, Ohio University; CHRISTINE A. GIDY CZ, Ohio University; ERIN TANSILL, Ohio University

College Men’s Reactions to Violence-Related Research: A Longitudinal Study
KATIE M. EDWARDS, Ohio University; ANGELI DESAI, Ohio University; CHRISTINE A. GIDY CZ, Ohio University

Researchers and Program Facilitators Reactions to the Development and Facilitation of Sexual Assault Risk Reduction and Prevention Programs: Transformative Experiences and Lessons Learned
LINDSAY M. ORCHOWSKI, Ohio University; CHRISTINE A. GIDY CZ, Ohio University; MICHELLE DUPREY, Ohio University; AMY SALING, Ohio University; JEN SEGULA, Ohio University

Cognition and Culture

Friday, 8:00-10:00

Salon 5

JEAN JOHNSON, Governors State University, Moderator

8:00 Invited Talk

Cultural Neuroscience: Understanding How Culture Influences Brain Function

JOAN CHIAO, Northwestern University

jchiao@northwestern.edu

Recent theoretical and methodological advances in cultural psychology and cognitive neuroscience have created a novel opportunity for scientists to bridge these two lines of inquiry. In this talk, I will discuss how culture can shape brain function and highlight the promise and progress of cultural neuroscience research.

8:30

Biopsychological Responding of Police in Extreme Stress Firearms/Hostage Simulation Events

JOSEPH E.G. WILLIAMS, Eastern Illinois University; JESSICA M. BULHOUSE, Eastern Illinois University; CHRISTOPHER FERRALEZ, Eastern Illinois University; KEVIN M. SIDDLE, P.P.C.T. Management Systems, Inc.; BRUCE K. SIDDLE, P.P.C.T. Management Systems, Inc.
jgwilliams@eiu.edu

This study measured responding of 195 police in a high stress, school campus firearms simulation which caused significant alterations in biopsychological responding (salivary cortisol/heart rate/blood pressure/cognitive function). Outcomes demonstrate that contextually driven simulations assist in understanding stress responding, and enhance the development of training conditions that maximize survivability of personnel.

8:45

Modeling Health Decisions: Treatment Choices via The Proportional Difference Strategy

JASON L. HARMAN, Ohio University; CLAUDIA GONZÁLEZ-VALLEJO, Ohio University; ETIENNE MULLET, École Pratique des Hautes Études, Toulouse, France; MARIA T. MUÑOZ SASTRE, University of Toulouse, France
jh354104@ohio.edu

The Stochastic Difference Model, describes how individuals make trade-offs between non-comparable attributes when making choices. The current studies extend SDM to health-related decisions. The model successfully described and predicted choice patterns dealing with treatments for two illnesses and outperformed multiple competing models based on variations of expected utility theory.

9:00

A Self-Report Scale of Concentration

SABINE A. KRAWIETZ, University of Notre Dame; G. A. RADVANSKY, University of Notre Dame; WILLIAM L. MIKULAS, Univ. of West Florida
krawietz.1@nd.edu

A self-report scale of concentration was developed and preliminary evidence was obtained of the scale being a reliable and valid measure. Convergent validity tests included self-reported ADHD, mindfulness, boredom proneness, and cognitive failures and performance on a behavioral concentration task. Bivariate correlation, linear regression, and exploratory factor analyses were performed.

9:15

How Bilingual Experience Influences Word Retrieval

HENRIKE K. BLUMENFELD, Northwestern University; ANITA GOYAL, Northwestern University; MARGARITA KAUSHANSKAYA, University of Wisconsin Madison; VIORICA MARIAN, Northwestern University
k-blumenfeld@northwestern.edu

The current study examined the link between vocabulary knowledge and working-memory in monolinguals and English-Spanish bilinguals. Results suggest a strong relationship between working-memory and word-retrieval in bilinguals, but not in monolinguals, and indicate that the relationship between cognitive skills and linguistic performance is influenced by bilingual experience.

9:30

Ignorance is Bliss; News Media, Anxiety and Depression

VYTENIS B. DAMUSIS, Purdue University Calumet; JENNIFER MEARS, Purdue University Calumet; ELIZABETH MATHEUS, Purdue University Calumet; NICOLE MURPHY, Purdue University Calumet
damusis@calumet.purdue.edu

The extent of an individual's attentiveness to news media and its relationship to personally experienced anxiety and depression was the focus of the present survey of 150 available respondents. State-trait anxiety and depression were directly related to the number of sources and time spent in viewing, reading about or listening to news stories.

9:45

Who's in Control? Decisions to Distribute Control in Microworld Simulations

MARGO M. WOLLER, Kansas State University; JISOOK "APRIL" PARK, Kansas State University; HEATHER HILGENKAMP, Kansas State University; CHRISTOPHER L. VOWELS, Kansas State University; JAMES SHANTEAU, Kansas State University
mwoller@ksu.edu

The purpose of this study was to explore distributed decision making in a microworld simulation Networked Fire Chief (NFC). NFC allows the

participant the option of distributing decision making in a dynamic decision environment; the amount of time participants spent in the distributed decision making mode was investigated.

Social Psychology and Health

Friday, 8:00-10:00

PDR 9

JACK CROXTON, State University of New York, Fredonia, Moderator

8:00

Lascivious and Inebriated: College Student Enforcement of Sex and Alcohol Norms

ADAM D. CARTON, Western Illinois University; KRISTINE M. KELLY, Western Illinois University; RAYMOND SERRA, Western Illinois University; EUGENE W. MATHES, Western Illinois University
AD-Carton@wiu.edu

This study investigated the relationship between risky drinking and sexual behavior and social punishment. Participants were presented with information about a hypothetical peer who engaged in various levels of alcohol consumption and sexual behavior. Results indicated that targets who did not drink and those who were highly promiscuous were disliked.

8:15

Meaning of Food and Pressures for Thinness in Asian Women

STEPHANIE A. CALLOWAY, University of Wisconsin-Milwaukee; MEI GUAN, Hunter College, City University of New York; DIANE M. REDDY, University of Wisconsin-Milwaukee
edwards9@uwm.edu

Focus groups and interviews of Asian and White college women (n=32) revealed that cultural gender role expectations and family influences affected women's attitudes toward food. Asian women reported intense social pressures for thinness from western images and especially from significant others, but associated food with positive social interactions.

8:30

Weather Effects on Daily Smoking Among College Freshmen

PAUL E. ETCHEVERRY, Southern Illinois University at Carbondale; CHRISTOPHER R. AGNEW, Purdue University
petch@siu.edu

Using longitudinal data obtained from a college freshmen sample, we tested the association of weather variables with daily cigarette smoking. Growth curve analyses revealed a significant effect of mean temperature on cigarette use, such that as daily temperature decreased, the number of cigarettes smoked that day decreased. Implications are considered.

8:45

Gender, Sexual Orientation, and Body Image Disturbance

DAVID DOYLE, Northwestern University; CHRISTINE KESSELRING, Loyola University Chicago; RENEE ENGELN-MADDOX, Northwestern University

d-doyle@northwestern.edu

This community-based survey replicated the finding that gay men demonstrate increased body dissatisfaction compared to straight men. Lesbian women evidenced higher BMIs but reported equal body dissatisfaction (compared to straight women). Gay community involvement had no impact on these differences for men, but appeared to affect women's drive for muscularity.

9:00

Delivery Model for Overcoming Psycho-Behavioral Barriers to Exercise Adherence

MARK H. ANSHEL, Middle Tennessee State University; THOMAS M. BRINTHAUPT, Middle Tennessee State University

manshel@mtsu.edu

We examined the effects of a unique 10-week wellness program on the perceived barriers to health behavior change in university faculty/staff. Results indicated significant reductions in a variety of possible barriers to starting or maintaining an exercise program, suggesting that social support is an effective approach to developing healthy routines.

9:15

Judgments of Stress State

WILLIAM S. HELTON, Michigan Technological University; KATRINA ELLIS, Michigan Technological University

wshelton@mtu.edu

Matthews et al. (2002) proposed a three factor model of human performance stress, consisting of Engagement, Distress, and Worry. We examined people's predictions of other people's stress-states in performance contexts using these three factors. The results for state judgments of others match self-reports of stress from the human performance literature.

9:30

Approach/Avoidance Motivation and Message Framing: Extensions of the Congruency Effect

ERNEST S. PARK, Cleveland State University; AMANDA HAMMILL, Cleveland State University; PAULA CHAN, Cleveland State University

park.ernest@gmail.com

Results demonstrate a congruency effect, where avoidance motivation scores positively predicted perceptions of taste/enjoyment of a sugar-free food, but only when the product advertisement was loss-framed. In the loss-frame condition, higher avoidance scores also related to increased ratings of advertisement

quality. Unexpectedly, congruency effects were not found under gain-frame conditions.

9:45

Flow, Engagement, and Quality of Life: A Student Well-being Model

JOHN P. STEELE, Kansas State University; CLIVE J. FULLAGAR, Kansas State University

jpsteele@ksu.edu

This study sought to develop a better understanding of the relationship of student engagement, flow, and well-being. Specifically, a mediated model tested engagement as an antecedent of flow that indirectly affects well-being through flow. Flow was hypothesized to have direct effects on psychological well-being and indirectly affect physical well-being.

Children's Emotion and Attention

Friday, 8:00-10:00

PDR 6

COLLEEN STEVENSON, Muskingum College, Moderator

8:00

Differentiating the Roles of Intention and Desire in Children's Judgments of Emotion

SEAN SHIVERICK, University of Wisconsin-Madison

smshiverick@wisc.edu

This research showed that intentions and desires influenced children's judgments of emotion. Although children (5 to 10) and adults recognized that another person would be affected by an agent's prosocial and antisocial intentions, participants judged the agents' emotions based on desire satisfaction. Attributions of mixed emotions changed with age.

8:15

Examining Family Emotional Environment and Child Anger

ANN M. BASKERVILLE, University of Wisconsin-Madison; NINA BILD, University of Wisconsin-Madison; ALISON MANSAVAGE, University of Wisconsin-Madison; H. HILL GOLDSMITH, University of Wisconsin-Madison
annbaskerville@gmail.com

The emotional climate in which a child develops can impact the ways in which he or she experiences and understands emotion. Utilizing measures of observation and maternal report, we examined the relationship between family emotional environment and the expression of child anger.

8:30

Neuroticism and Disengagement of Attention from Nonemotional Distractors

KEITH E. BREDEMEIER, University of Illinois Urbana-Champaign;
HOWARD BERENBAUM, University of Illinois Urbana-Champaign; DANIEL
SIMONS, University of Illinois Urbana-Champaign; STEVEN MOST,
University of Delaware
kbredem2@uiuc.edu

The relation between neuroticism and attentional disengagement from nonemotional distractors was examined in 146 undergraduate students. Attentional disengagement was measured using an attentional blink task. As hypothesized, individuals with higher levels of neuroticism showed longer "attentional blinks", suggesting that these individuals have difficulty disengaging attention.

8:45

Attention-Deficit/Hyperactivity Disorder Self-Report Measures: Are They All the Same?

DENNIS RODRIGUEZ, Indiana University South Bend; JEFF BROOKS,
Indiana University South Bend; SARAH MERTES, Indiana University South
Bend
pdrodrig@iusb.edu

The present study investigated the correlation among five different self-report measures utilized in identifying symptoms of ADHD in adults. Results justify the use of the Barkley Self-Report Form in the interest of time, as it consists of only 18 items compared to 40-66 on the other scales.

9:00

Neuropsychological Performance in Children with ADHD and Asperger's Syndrome

KRISTI WALEN, University of North Dakota; JENNIFER GARAAS,
University of North Dakota; TROY ERTEL, University of North Dakota;
SHYLA MUSE, University of North Dakota; THOMAS PETROS, University of
North Dakota
thomas_petros@und.nodak.edu

The present study examined similarities and differences in neuropsychological test performance in children with Attention Deficit-Hyperactivity Disorder (ADHD) and Asperger's Syndrome. Questions have arisen regarding the comorbidity of these two disorders. The results suggest that neuropsychological test performance may be helpful for differential diagnosis of ADHD and Asperger's syndrome.

9:15

Impact of Time of Day and ADHD on Cognitive Performance

JENNIFER GARAAS, University of North Dakota; TROY ERTEL, University
of North Dakota; SHYLA MUSE, University of North Dakota; KRISTI
WALEN, University of North Dakota; THOMAS PETROS, University of North
Dakota

thomas_petros@und.nodak.edu

The present study examined whether the magnitude of ADHD deficits on tests of memory and executive function depended upon the time of day when the participants were tested. In none of the analyses did Time of Day moderate the size of the performance differences observed between ADHD and controls.

9:30 Invited Talk

Constructing the Child Gender Socialization Scale

JUDITH ELAINE OWEN BLAKEMORE, Indiana Purdue University Fort Wayne; CRAIG A. HILL, Indiana Purdue University Fort Wayne
blakemor@ipfw.edu

We will describe the development of an instrument to measure parents' attitudes about children's gender-related behavior. Some parents have traditional attitudes about gender whereas others are more feminist. The instrument is intended to be used by researchers to examine how such parental attitudes may impact parental behavior, and ultimately, children's own gender-related behavior.

Self

Friday, 8:15-10:00

Salon 1

MARK STAMBUSH, Muskingum College, Moderator

8:15

Does Conflict Efficacy Reflect a Trainable Skill?

JOHN P. STEELE, Kansas State University
jpsteele@ksu.edu

A quasi-experiment tested if conflict skills training increased conflict efficacy in college students (N = 36). Another study examined convergence of conflict efficacy, conflict management style, interpersonal teamwork skills, and grades in a college introductory conflict resolution course (N = 51). Results indicated significant training effects and mixed convergence.

8:30

What Does Self-complexity Reflect: Basic Approaches to Information Organization or Something More Social?

CHRISTINA M. BROWN, Miami University; STEVEN G. YOUNG, Miami University; ALLEN R. MCCONNELL, Miami University
browncm5@muohio.edu

Self-complexity predicts important outcomes (e.g., affect, well-being, mental control), but is it psychologically distinct or merely a consequence of more basic phenomena? In three studies, self-complexity and cognitive complexity were found to be independent constructs. Also, self-complexity was related to representations of people more included in the self.

8:45

Using Thoughts of the Future in Assessments of Self and Others

ELANOR F. WILLIAMS, Cornell University; THOMAS GILOVICH, Cornell University
efw7@cornell.edu

We contend that one's future is a more significant influence on assessments of the self than of others, and that other people must provide current, concrete evidence that they have potential to be seen as having it, while one's own intentions, hopes, or desires constitute valid evidence for the self.

9:00

Misattribution to the Self as a Mechanism of Prime-to-Behavior Effects

KENNETH G. DEMARREE, Ohio State University; CHRIS LOERSCH, Ohio State University
demarree.1@osu.edu

The present research examined misattribution of primes to the self as a mechanism of prime-to-behavior effects. When the self was a plausible source of an accessible construct, shifts in self-perceptions and behavior emerged. When the self was not a plausible source of this accessibility, these effects were not present.

9:15

Affective Processing in Categorization: Understanding the Cognitive Structure of the Self

CHRISTOPHER P. DITZFELD, University of Oklahoma; CAROLIN SHOWERS, University of Oklahoma
cditzfeld@ou.edu

Two studies examine the association between self-structure (i.e., evaluative compartmentalization and integration; Showers, 1992) and underlying affective processes (e.g., emotional categorization; Niedenthal, Halberstadt, & Innes-Ker, 1999). Compartmentalized structure was associated with increased use of emotional categories (linear effects in Study 1; quadratic effect in Study 2).

9:30

Aspects of the Self as Correlates of Attitude Extremity

JOHN D. EDWARDS, Loyola University Chicago; LISA SANDBERG, Loyola University Chicago
jedward@luc.edu

This study examined the relationship between the number of self-concepts bonded to one's attitudes and attitude extremity. Degree of self-concept bonding was significantly correlated with extremity of attitudes toward several social issues while self-esteem and self-consistency measures were related neither to number of self-concept bonds nor attitude extremity.

9:45

Influence of Narrative Voice on Identification with a Fictional Character

RANDI A. SHEDLOSKY-SHOEMAKER, Ohio State University; ROBERT M. ARKIN, Ohio State University; KRISTI A. COSTABILE, Ohio State University
shedlosky.1@osu.edu

Narrative voice is a method writers can use to encourage or discourage readers' identification with characters (Oatley, 1999). The current study finds that contrary to this assumption, narrative voice did not impact identification. However, individuals who recalled reading a third-person story in first-person reported the greatest identification with the character.

Motivation, Perception, Action

Friday, 8:30-10:00

Salon 8

ROLF HOLTZ, Ball State University, Moderator

8:30

Seeing Human to Simplify the Environment

ADAM G. WAYTZ, University of Chicago; JOHN CACIOPPO, University of Chicago; NICK EPLEY, University of Chicago
waytz@uchicago.edu

The concept, human, provides a rich representation for reasoning about entities we seek to better comprehend. People, therefore, attribute humanlike qualities to various non-human stimuli to achieve a sense of predictability and understanding. Three experiments demonstrate the reciprocal relationship between effectance motivation (the drive for predictability and understanding) and anthropomorphism.

8:45

Social Tuning: Social Motives Can Improve Perceptual Acuity

DONALD F. SACCO, Miami University; KURT HUGENBERG, Miami University
saccodf@muohio.edu

Across two studies, participants primed with a competitive or cooperative motive were more accurate in decoding facial expressions compared to neutrally motivated participants. Furthermore, Study 2 indicated these motives can enhance the signal strength of motivationally relevant facial expressions. Taken together, these data suggest motives can improve perceptual acuity.

9:00

Just a Game: The Influence of Desire on Distance Perception

CRYSTAL M. MCWHIRTER, Ohio University; EMILY BALCETIS, Ohio University
cm244507@ohio.edu

Can desires bias perception of spatial distance between the self and objects? When an object was framed as desirable, as opposed to undesirable, an object was perceived as closer and larger. Participants reported being more focused on and having attention captured by the desirable object more so than the undesired one.

9:15

The Behavioral Effects of Mere-Exposure on Neutral and Negatively-Valenced Stimuli

STEVEN G. YOUNG, Miami University; HEATHER M. CLAYPOOL, Miami University
youngsg@muohio.edu

The mere-exposure effect has long been known to influence attitudes and evaluations, with familiar objects being preferred over neutral objects. However, the behavioral effects of mere-exposure are mostly unexplored. The current research investigated such effects, and indeed showed that familiarity facilitates approach behavior, even for stimuli initially perceived as threatening.

9:30

The Influence of Motivation to be Healthy on Distance Estimation

SHANA L. COLE, Ohio University; EMILY BALCETIS, Ohio University
sc176707@ohio.edu

Do perceptual experiences of the world match reality? Results from 1 study show that perceptions of distance are influenced by goals and desires. People perceive desired objects to be closer than less desired objects, arguing for the interactive nature of motivation and perceptual processes.

9:45

When Healthy Food Makes You Hungry: How Food Labels Influence Subsequent Consumption

STACEY FINKELSTEIN, University of Chicago; AYELET FISHBACH, University of Chicago
sfinkels@chicagogsb.edu

In four studies we demonstrate that exposure to healthful food labels (e.g. "low fat" or "fat free") increase perceptions of progress towards a person's goal of being a healthy individual. Consequently, a person moves away to the food enjoyment goal, as indicated by increased subjective feeling of hunger and actual food consumption.

Animal Poster Session

Friday, 8:00-10:00

Upper Exhibit Hall

RUSS MORGAN, Western Illinois University, Moderator

1

Effects of Antipsychotic Drugs on Glycine Transporter 1 Protein Expression

BRIAN HOFFMAN, Northern Kentucky University; MARK E. BARDGETT, Northern Kentucky University
bardgettm@nku.edu

The purpose of this study was to determine if two antipsychotic drugs, clozapine and risperidone, could alter GLYT1 expression in the rat brain. While these drugs did not alter GLYT1 expression in the prefrontal cortex, they appeared to modestly, albeit not significantly, elevate GLYT1 expression in the nucleus accumbens.

2

Apomorphine Disrupts Discrete-Trial Delayed Spatial Alternation in Rats

JENNIFER KLEIER, Northern Kentucky University; MOLLY S. GRIFFITH, Northern Kentucky University; MARK E. BARDGETT, Northern Kentucky University
bardgettm@nku.edu

To determine if elevated dopamine activity at dopamine receptors influence spatial working memory, we tested the effects of the dopamine agonist, apomorphine, on delayed spatial alternation performance in rats. Apomorphine significantly reduced delayed spatial alternation performance, but also the time to complete the trial, when compared to controls.

3

Methamphetamine Impairs Sexual Motivation but not Sexual Performance in Quail

BARRETT BOLIN, University of Kentucky; CHANA K. AKINS, University of Kentucky
levi.bolin@uky.edu

Locomotor activity was measured in male Japanese quail exposed to methamphetamine or saline. After a withdrawal period, sexual motivation was measured in a runway and sexual performance was assessed. Results indicated that quail exposed to methamphetamine showed less locomotor activity, decreased sexual motivation, but similar sexual performance to saline controls.

4

The Effects of Mecamylamine on Nicotine-Induced Reinstatement in Differentially Reared Rats

STEVEN T. PITTENGER, Kansas State University; ROSEMARY COOLON, Kansas State University; SHAY IOERGER, Kansas State University; MARY CAIN, Kansas State University
pittenge@ksu.edu

The present study examined if differentially reared rats differ in acquisition, extinction, and reinstatement of nicotine-induced hyperactivity. The effects of

mecamylamine during nicotine-induced reinstatement were also observed. Results suggest that while enrichment decreases the stimulant effects of nicotine, it does not alter the rate of extinction.

5

Effects of Insular Cortex Lesions on Pavlovian Conditioning

JIAN-YOU LIN, University of Illinois at Chicago; CHRISTOPHER ROMAN, University of Illinois at Chicago; STEVE REILLY, University of Illinois at Chicago

jlin2@uic.edu

We examined whether insular cortex lesions influence the acquisition of auditory stimulus-food and taste-illness associations. Irrespective of the nature of the test, the results show that insular cortex lesions disrupt both types of Pavlovian associations.

6

Insular Cortex Lesions Prevent Anticipatory and Successive Negative Contrast

CHRISTOPHER ROMAN, University of Illinois; JIAN-YOU LIN, University of Illinois-Chicago; STEVE REILLY, University of Illinois-Chicago

ctroman@uic.edu

We examined whether lesions of the insular cortex impair two forms of negative contrast: anticipatory and successive. The results confirmed our hypothesis that the insular cortex is needed for normal expression of these behaviors, and we believe this is due to a deficit in the recognition of taste novelty.

7

Effects of Exercise on Memory and Neurogenesis after Hippocampal Injury

ASHTON WEHRMAN, Northern Kentucky University; MEGAN POINTS, Northern Kentucky University; TIMBERLY LAMONTAGNE, Northern Kentucky University; JANELLE BRISCOE, Northern Kentucky University; MARK BARDGETT, Northern Kentucky University

bardgettm@nku.edu

The purpose of this experiment was to determine whether exercise could alleviate memory impairments in mice with reduced hippocampal size, and enhance neurogenesis. Access to a running wheel produced a non-significant increase in neurogenesis but did not affect memory in either control mice or those with hippocampal injury.

8

Effects of Fluoxetine on a Mouse Model of Alzheimer's Disease

MOLLY S. GRIFFITH, Northern Kentucky University; MARK E. BARDGETT, Northern Kentucky University

bardgettm@nku.edu

The purpose of this study was to determine if fluoxetine would alleviate spatial learning deficits in APPsw transgenic mice. While APPsw mice demonstrated poor spatial learning, beginning as early as six months of age when assessed in the Morris Swim Maze, these deficits were not altered by fluoxetine treatment.

9

Guanfacine Alleviates Behavioral Deficits Produced by MK-801

TIMBERLY LAMONTAGNE, Northern Kentucky University; MOLLY S. GRIFFITH, Northern Kentucky University; MARK E. BARDGETT, Northern Kentucky University
bardgettm@nku.edu

The purpose of this study was to determine if guanfacine, a drug that stimulates norepinephrine receptors could alleviate the behavioral deficits observed in rats after treatment with MK-801. Guanfacine alleviated the deleterious effects of MK-801 on spatial memory and activity, did not alter deficits in prepulse inhibition produced by MK-801.

10

Reinforcement Following Probe Trials and Acquisition of the Peak Procedure

DAREN H. KAISER, Indiana Purdue University Fort Wayne
kaiserd@ipfw.edu

Rats were trained with the peak procedure on both levers in an operant chamber. One lever provided reinforcement following probe trials; the other did not. The descending slope was acquired similarly regardless of reinforcement. This finding may be problematic for theories that posit the descending slope is acquired through extinction.

11

Timing Performance in Rats is Disrupted by Increased Attentional Load

DAREN H. KAISER, Indiana Purdue University Fort Wayne; AMANDA AUSTIN, Indiana Purdue University Fort Wayne
kaiserd@ipfw.edu

An increased attentional load disrupted animal timing as assessed using the peak procedure. The increased attentional load caused memory for prepulse durations to be forgotten more quickly and disrupted the precision of timing. These findings support the predictions of the attentional model of animal timing (Buhusi, Pererra, & Meck, 2005).

12

Fear Extinction and Renewal in C57Bl/6 Mice and CamK α Mutants

MATTHEW J. SANDERS, Marquette University; JOCELYN C. MILLER, Marquette University; TALAL A. CHATILA, University of California at Los Angeles; MICHAEL S. FANSELOW, University of California at Los Angeles
matthew.sanders@marquette.edu

The re-emergence of fear represents a major impediment to successful therapy for anxiety disorders; fear renews dramatically in contexts other than the extinction context. The current studies examined fear renewal in a mouse model of phobia. C57Bl/6 mice and CamKKalpha mutants demonstrated robust extinction and renewal of fear.

13

Rats' Knowledge of Incorrect Responses in a Matching-to-Sample Task

REBECCA L. GURNEY, University of Toledo; HARVARD L. ARMUS, University of Toledo
beckyboo125@hotmail.com

This study was conducted to determine if rats possessed some knowledge about the correctness of their choices. If rats do indeed have access to this type of knowledge, then they should "know" to correct themselves when incorrect. This experiment provided some evidence that animals "knew" when they were incorrect.

14

Effect of 22-kHz Ultrasonic Vocalization Duration on Rat Defensive Behavior

ANDREW J. NIEMIEC, Kenyon College; CHRISTIAN J. HINDERER, Kenyon College
niemieca@kenyon.edu

Rat 22-kHz USVs serve as warning signals. Open field behavior was measured in a playback experiment as a function of USV duration. Male rats exhibited a graded response, with short-duration USVs having the largest effect on exploratory and defensive behaviors. Female rats showed a uniform response to all USV durations.

15

Retention of Learned Safety in Young and Aged Rats

MATTHEW J. ANDERSON, Saint Joseph's University; CHARLES F. HINDERLITER, University of Pittsburgh at Johnstown; JAMES R. MISANIN, Susquehanna University
mander06@sju.edu

Young-adult and old-age rats experienced 48 hours access to a .1% saccharin solution prior to using it as a CS in a conditioned taste aversion procedure. Preference for saccharin was assessed at 1, 30, 60 and 90-day intervals to examine retention of learned safety. The aged rats showed comparable levels of retention at short retention intervals (1 and 30 days) but poorer retention at extended retention intervals (60 and 90 days).

16

Neonatal Social Isolation Alters Subsequent Play/Social Behaviors in Juvenile Rats

SUSAN L. KENNEDY, Denison University; ADAM VANDYKE, Denison University; KATHRYN THORNBOROUGH, Denison University
kennedys@denison.edu

The effects of brief daily isolation (post-natal days 5-12) on subsequent juvenile social/play behaviors were examined. Overall, isolated rats showed more interactions with inanimate objects, but fewer social interactions than non-isolates on the second day of testing. Data suggest that early stressors can impact significantly on subsequent social and play interactions.

17

Does the Psychostimulant Modafinil (Provigil) Enhance Spatial Working Memory in Healthy, Adult Long-Evans Rats?

JULIE M. CAMPBELL, Western Illinois University; AMANDA J. QUISENBERRY, Western Illinois University; AMANDA CLARK, Western Illinois University; RYAN M. COLCLASURE, Western Illinois University; RUSSELL E. MORGAN, Western Illinois University
scheetz2000@yahoo.com

Long-Evans rats were administered modafinil (0, 32, 64, or 98 mg/kg) and tested in a 12-arm radial maze designed to assess spatial working memory after varying retention intervals (0-9 hrs). The results indicated that modafinil, despite enhancing motivation, did not effect spatial working memory in non-impaired, young adult rats.

18

Age-Dependent Effects of Modafinil on Acoustic Startle and Prepulse Inhibition

SANDRA L. MCFADDEN, Western Illinois University; AMANDA L. ZULAS, Western Illinois University
SL-McFadden@wiu.edu

Acoustic startle responses and prepulse inhibition were measured in young and aged rats (N = 18) under three drug conditions: modafinil (a novel psychostimulant), amphetamine and placebo. Results suggest different mechanisms of action for modafinil and amphetamine, and a potential role for modafinil in restoring sensorimotor functioning in impaired individuals.

19

Spatial Learning during Pentylentetrazole Exposure in Rats

MATTHEW J. CRULL, Western Illinois University; RUSSELL MORGAN, Western Illinois University; MATTHEW BLANKENSHIP, Western Illinois University
MJ-Crull@wiu.edu

Healthy rats given PTZ at 10 mg/kg and 20 mg/kg will show an enhancement in performance the radial arm maze as a function of time. These conclusions are based on the previous findings of a pilot study that suggest this drug has enhancement effects in healthy subjects.

20

Adolescent Ethanol Exposure Enhances Locomotor Activity in Adult C57BL/6J Mice

FRANK M. FERRARO, Nebraska Wesleyan University; DARIN WEILAND, Nebraska Wesleyan University; AMANDA HOLMGREEN, Nebraska Wesleyan University

fferraro@NebrWesleyan.edu

An experiment was conducted to investigate the factors that modulate ethanol sensitization. Results indicated that C57BL/6J mice given ethanol exposure during adolescence displayed higher levels of locomotor activity as adults compared to adult mice given saline during adolescence. The increase in ethanol-induced activity may indicate the reinforcing properties of ethanol.

Cognitive Poster Session

Friday, 8:00-10:00

Upper Exhibit Hall

RUSS MORGAN, Western Illinois University, Moderator

21

Contextual Effects of Number of Foreign Words on Translation Ability

BERNARDO DE LA GARZA, Kansas State University; RICHARD J.

HARRIS, Kansas State University

bdelagar@ksu.edu

Translation of foreign words in a brief story was examined using varying numbers of foreign words, and language skill. Results indicated increases in accuracy in translation as the number of foreign words increased, Monolinguals had greater increases than Bilinguals, and greater increases when words were in a non-familiar foreign language.

22

Inhibitory Control and Vocabulary Acquisition Across Toddlerhood.

ILIR ABDULI, University of Wisconsin; HEATHER DAKTER, University of

Wisconsin-Madison; STACEY PAULOS, University of Wisconsin-Madison;

CAROL VAN HULLE, University of Wisconsin-Madison; H. HILL

GOLDSMITH, University of Wisconsin-Madison

iabduli@wisc.edu

We examined the relationship between inhibitory control and language ability across toddlerhood. We found that mother reported inhibitory control at 22 months was significantly correlated with mother reported vocabulary development at 30 months in males, but not in females.

23

Embodiment in Word Meanings

HERBERT L. COLSTON, University of Wisconsin-Parkside; ANNA KODET,

University of Wisconsin-Parkside

herbert.colston@uwp.edu

Previous work has demonstrated that embodiment plays a major role in several areas of cognition, including language comprehension. The present study extends this demonstration to lexical comprehension. Three studies together revealed that people's bodily states will influence people's comprehension of novel pseudowords.

24

Social Sharing and Communication Style as Predictors of Mood

CHELSEA A. REID, Christopher Newport University; EVELYN HEINEMEIER, Christopher Newport University; STEPHEN KNOLL, Christopher Newport University; AMANDA BOWEN, Christopher Newport University; JEFFREY GIBBONS, Christopher Newport University
Creid5@cnu.edu

Questionnaires assessed the effects of telling pleasant and unpleasant stories across communication modes on mood. Mood and the proportion of pleasant stories were significantly and positively related. Mood and unpleasant face-to-face stories and the proportion of different people told pleasant stories over the phone were significantly and negatively related.

25

Misattributions of Characters in Stories

CHELSEA A. REID, Christopher Newport University; EVELYN HEINEMEIER, Christopher Newport University; STEPHEN KNOLL, Christopher Newport University; JEFFREY GIBBONS, Christopher Newport University
Creid5@cnu.edu

The current study assessed misattributions of story characters across sex. Participants read four scenarios involving a pleasant or unpleasant lead character and reported their recent movie experiences before or after reading the scenarios. The results suggested that reporting movie experiences before reading the scenarios inhibited memory for unpleasant male roles.

26

The Effect of Language and Cultural Values on Behaviour and Communication

QUAN LAM, Queen's University; LI-JUN JI, Queen's University
quan.lamm@gmail.com

We proposed that speaking a given language has an influential effect - it evokes culture-specific values (of the culture of the language spoken). Thus, engaging in a behavior while speaking one language may feel differently than if doing the same behavior in another language. We examined this through 2 studies.

27

Text Underlining may not be Differentially Encoded in Memory

JESSICA A. RENNER, Southern Illinois University Edwardsville; EMILY J. KREKE, Southern Illinois University Edwardsville; GRACE C. JOHNSEN, Southern Illinois University Edwardsville; LAUREN M. WHEELER, Southern Illinois University Edwardsville; MICHAEL A. SKELLY, Southern Illinois University Edwardsville
jrenner@siue.edu

The effect of underlining text on releasing proactive interference (RPI) in the fourth trial of the RPI paradigm was investigated. Results indicate that items from the same semantic category are not differentially encoded in memory based on underlining. These findings are in contrast to the encoding benefit observed for highlighting.

28

Time Course of Inference Generation for Character Emotion Inferences

ELIZABETH A. ARNOTT, Chicago State University; DAVID ALLBRITTON, DePaul University
earnott@csu.edu

Of the many types of inferences, inferences about character emotion have received little attention. The present study investigates the time course of character emotion inferences in narrative text. Results suggest that the generation of these inferences is not an automatic component of most reading situations.

29

Gender Differences Influence the Perception of Credibility, Importance, and Believability of Natural Science and Social Science Texts

AMY NEWWEY, University of Illinois at Chicago; GARY E. RANEY, University of Illinois at Chicago; FRANCES DANIEL, University of Illinois at Chicago; SHARON OBEIDALLAH, University of Illinois at Chicago
anewey2@uic.edu

Participants read and evaluated natural science and social science passages. Men rated physical sciences as more important and credible than social sciences whereas women rated social sciences as more important and equally credible. This occurred despite no gender differences in comprehension. How beliefs influence text comprehension is discussed.

30

Extreme Tabloids Hindered Encoding Specificity for Newspaper and Tabloid Headlines

KIMBERLY A. MAZZUCA, Christopher Newport University; NATE EVANS, Christopher Newport University; JACOB SMELAND, Christopher Newport University; JEFFREY GIBBONS, Christopher Newport University; KIRA WALSH, Emory University
kimberly.mazzuca.05@cnu.edu

Past research has shown the existence of encoding specificity for newspaper headlines, and a lack of encoding specificity for tabloid headlines. In an attempt to produce stronger encoding specificity patterns, the current study utilized extreme tabloids. However, these results did not facilitate an encoding specificity pattern for either headline type.

31

Constructing Thematic Inferences in Expository Text

KRISTIN A. RITCHEY, Ball State University; AMANDA WORMANN, Ball State University; BRANDY PIERSON, Ball State University; JOLENE SITZMAN, Ball State University
karitchey@bsu.edu

Thematic inferences occur when readers infer the superordinate idea connecting multiple concepts in a text. Reading times of statements that were consistent, inconsistent, or off-topic with the theme of a paragraph suggest that readers draw rather broad thematic inferences while reading and this process is not influenced by reading goal.

32

Spoiler Alert: Increasing and Decreasing Psychological Experiences of Suspense

DAVID N. RAPP, Northwestern University; SARAH KATE MCGOWAN, Northwestern University
rapp@northwestern.edu

Readers often experience suspense even when they already know story outcomes. Previous studies of these effects have examined cases in which such knowing is a result of long-term familiarity with story situations (e.g., historical events). In the current experiment, we tested whether similar effects obtain with unfamiliar stories.

33

Is Reading Fluency a Key to Academic Success in College?

MICHELLE A. DROUIN, Indiana Purdue University Fort Wayne; DANA HARTER, Indiana Purdue Fort Wayne; ANTHONY PRICE, Indiana Purdue Fort Wayne
drouinm@ipfw.edu

In this study, undergraduate students at a Midwestern commuter university completed three subtests of the Woodcock Johnson III: Reading Fluency, Word Identification (a measure of decoding ability), and Spelling. A multiple regression analysis revealed that only Word Identification, and not Reading Fluency, was a significant predictor of GPA.

34

Are Preschool Reading Attitudes Related to Vocabulary or Letter Knowledge?

MICHELLE A. DROUIN, Indiana Purdue University Fort Wayne; JENNA HARMON, Indiana Purdue Fort Wayne; LATODA POPE, Indiana Purdue Fort Wayne; JUSTIN KUHNLE, Indiana Purdue Fort Wayne; DANA HARTER, Indiana Purdue Fort Wayne
drouinm@ipfw.edu

The PRAS (Preschool Reading Attitudes Survey) was used to evaluate reading attitudes among 3- and 4-year old preschoolers. Children's PRAS subscores (school and nonschool reading activities) were significantly related to vocabulary and uppercase letter knowledge tasks. These relationships were not significant when IQ was controlled for.

35

Do Preschoolers Know That Words and Numerals Have Stable Meaning?

CECILIA M. SHORE, Miami University
shorec@muohio.edu

Preschoolers sometimes indicate that if a word's referent changes, so does the printed word; or that a word says different things in different locations. We found numeral versions of these tasks were harder than words. Correlations indicated some common understanding of the stability of words and numerals.

36

The Ecological Validity of the Group Embedded Figures Test

ANGIE L. MILLER, Ball State University
almiller@bsu.edu

This study explored how everyday activities might provide evidence for ecological validity of the Group Embedded Figures Test. Regression suggested that hidden pictures tasks, but not word searches, were significantly related to GEFT performance. Interpretations of available strategies and conceptual similarities between the GEFT and everyday tasks are discussed.

37

Aesthetic Preference for Unity Persists when 3-D Illusion is Present

SUSAN T. DAVIS, University of Dayton; CAROLYN J. MINGIONE, University of Dayton; JENNIFER RUST, University of Dayton
Susan.Davis@notes.udayton.edu

Two-dimensional shapes shown as bistable, three-dimensional illusions (e.g., Necker cube) were presented in different ratios, height to width, including the unity (1:1) and golden section (1:1.618) ratios. The unity ratio was preferred regardless of shape and illusion, suggesting that the unity ratio persists as a preference despite the bistable illusion.

38

Embodiment and Mental Rotation

SUSAN T. DAVIS, University of Dayton; TYLER THRASH, University of Dayton

Susan.Davis@notes.udayton.edu

Mental rotations are influenced by the ease with which a person can "identify" with the object being perceived. An interaction between spatial cues, ease of imitation, and angle of disparity between two stimuli showed that the spatial cue's effect on the rate of mental rotation varied with ease of imitation.

39

Perceptions of Risk among Workers and Entrepreneurs: A Retrospective Look

BERNARD L. DUGONI, University of Chicago
dugoni@uchicago.edu

Perceptions of Risk among Workers and Entrepreneurs: A Retrospective Look
Bernard L. Dugoni, NORC/University of Chicago. This paper provides a meta-analytic examination of risk among these various groups of workers and provides a comparison with American and European entrepreneurs.

Implications for current and future work on risk taking by workers and entrepreneurs is discussed.

40

The Horizontal-Vertical Illusion in Tangible Curves: Effect of Bimanual Exploration

MORTON HELLER, Eastern Illinois University; ANNE D. MCCLURE, Eastern Illinois University; MICHELLE E. KERR, Eastern Illinois University; STEPHANIE KIBBLE, Eastern Illinois University; ANDREANA BASSO, Eastern Illinois University
maheller@eiu.edu

A horizontal-vertical illusion occurs with tangible convex curves. Participants used the left or right hand in Experiment 1, and both in Experiment 2. One hand yielded overestimation of verticals compared to horizontals. Bimanual exploration eliminated the illusion. Results suggest the value of haptic coding relative to the body midline.

41

The McGurk Effect Requires Conscious Visual Perception

TERRY D. PALMER, Truman State University; ASHLEY RAMSEY, University of Missouri; MARIA GROSCH, Truman State University; DUSTIN KERMAN, Truman State University; MIKE URLAKIS, Truman State University
tpalmer@truman.edu

Fifty-four participants categorized speech sounds as they viewed lip movements through a stereoscope. When the lip movements were suppressed by a moving stimulus presented to the other eye, the McGurk effect failed to occur. Results suggest that audio/visual integration requires conscious perception of the visual input.

42

Somebody's Watching: Exploring the Influence of Eye-Tracking on Task Performance

SCOTT R. HINZE, University of Illinois at Chicago; BETH A. FISHER, University of Illinois at Chicago; JENNIFER WILEY, University of Illinois at Chicago
shinze2@uic.edu

We explored whether wearing an eye-tracker influences cognitive task performance. Subjects either wore an eye tracker or did not while completing tasks in a within-subject counterbalanced design. Tasks involving visual interference on a depth plane were disrupted while Operation Span and a skill acquisition task were facilitated.

43

Video Gamers and Perceptual Intelligence: Pattern Recognition in Set

STEVEN J. HOEKSTRA, Kansas Wesleyan University; APRIL STOS, Washburn University; MINDY NICHOLSEN, Kansas Wesleyan University
hoekstr@kwu.edu

We predicted that individuals with more media exposure, especially interactive types of media such as computer games and video games, would find more pattern sets in the game, Set. Age negatively correlated with set number, and racing games, although not other games were positively associated. The hypotheses were partially supported.

44

Distractibility in 10-Month-Old Infants

KATHLEEN N. KANNASS, Loyola University Chicago; NANCY MILLER, Loyola University Chicago; ADANA CELIK, Loyola University Chicago
kkannas@luc.edu

The effects of event familiarity and individual difference on distraction was assessed in 10-month-old infants. Infants participated in two phases, familiarization and distractibility. A novel distractor was more effective in capturing infants' attention, and infants who looked longer during familiarization also looked longer at the distractor.

45

Validating a Multi-Modal Secondary Loading Task: Detection Sensitivity and Reserve Capacity

J. CHRISTOPHER BRILL, Michigan Technological University; MUSTAPHA MOULOUA, University of Central Florida; RICHARD D. GILSON, University of Central Florida; ROBERT S. KENNEDY, RSK Assessments, Inc.; EDWARD J. RINALDUCCI, University of Central Florida
cbrill@mtu.edu

The purpose of this study was to validate a task demand manipulation for the Multi-Sensory Workload Assessment Protocol, as indexed by a primary

performance measure and signal detection sensitivity. The results suggest that attentional reserve capacity is, indeed, consumed differentially on the basis of task demands, not sensory modality.

46

Assessing Immersive Experience in a Microworld Simulation

JISOOK A. PARK, Kansas State University; MARGO M. WOLLER, Kansas State University; HEATHER HILGENKAMP, Kansas State University; CHRISTOPHER L. VOWELS, Kansas State University; JAMES SHANTEAU, Kansas State University
jsapril@ksu.edu

The purpose of this study was to examine effects of the amount of gaming experience, mood, and simulation realism to assess experience in a microworld simulation, Networked Fire Chief (NFC). The participants assume the role of chief fire officer and attempt to limit the destruction of a fire.

47

Shifting Thresholds of Guilt Based on Types of Crime

JISOOK A. PARK, Kansas State University; CHRISTOPHER L. VOWELS, Kansas State University; JAMES SHANTEAU, Kansas State University
jsapril@ksu.edu

Threshold change was assessed as types of crimes were varied. Participants set guilt thresholds before and after reading crime vignettes. A shift in threshold occurred as a function of having a specific referent case available compared to before reading a vignette when thresholds were set for a general crime category.

48

Specificity of Autobiographical Memories for Academic Experiences in College Students

SARAH A. MOELLENBERG, Denison University; FRANK HASSEBROCK, Denison University
moelles@umich.edu

College students with and without learning disabilities recalled two positive and two negative memories of academic experiences. Although there was no difference in the overall number of specific memories recalled, participants in the control group recalled more positive emotions and the learning disabilities group recalled fewer sensory and perceptual details.

49

Recognition Memory for Analogies

BOGDAN KOSTIC, Colorado State University; S.S. ANONYMOUS, SAM W. MILLER, Colorado State University; ANTHONY RYALS, Colorado State University; ANNE M. CLEARY, Colorado State University
Bogdan.Kostic@colostate.edu

This study examined whether analogical relationships between pairs of words can elicit recognition without cued recall. In absence of recall, novel recognition test pairs (e.g., beaver-dam) that shared analogical relationships with studied word pairs (e.g., robin-nest) produced more familiarity than novel recognition test pairs that contained unstudied relationships (e.g., freshman-college).

50

Do People Shift Adaptively Between Retrospective and Prospective Memory?

GARY L. BRASE, Kansas State University; SAMANTHA HIRSCH, University of Missouri; J. TAYLOR THATCHER, University of Missouri; TODD R. SCHACHTMAN, University of Missouri
gbrase@ksu.edu

Rats and pigeons adaptively shift between retrospective memory (places been) and prospective memory (places not been). Do humans also shift adaptively? Using methods analogous to the non-human research, people do show a similar adaptive memory shift, and do not necessarily demonstrate more sophisticated shifting abilities. Our central executive appears constrained.

51

Fading Emotion in Involuntary Memories Cued by Cell Phones

RODNEY J. VOGL, Christian Brothers University; VICTORIA KRONENWETTER, Christian Brothers University; ANDREA BORDWELL, Christian Brothers University
rvogl@cbu.edu

We examined the Fading Affect Bias in involuntary memories. The participants recorded 3 involuntary memories each day for 5 weeks. Our findings support previous research on the fading affect bias in that negative emotions associated with an involuntary memory faded more quickly than the positive emotions associated with the memories.

52

Trauma History Predicts Dissociative Experiences Following a Subsequent Trauma

ASHLEY E. MCKEE, Kent State University; LEAH IRISH, Kent State University; WILLIAM FALLON, Summa Health System; EILEEN SPOONSTER, Summa Health System; DOUGLAS L. DELAHANTY, Kent State University
amckee3@kent.edu

The purpose of the present study was to determine the extent to which prior trauma history predicts peritraumatic dissociation immediately following a serious motor vehicle accident and dissociative experiences one year later. Results support the role of trauma history as a predictor and potential cause of posttraumatic dissociation.

53

Regrets – I Have a Few or Too Few to Mention?

KELLY BARNES, Trinity Christian College; JOSEPH R. COHEN, DePaul University; JOSEPH R. FERRARI, DePaul University
kelly.barnes@trnty.edu

Life is full of choices, resulting in some alternative paths not chosen. Given such an outcome, we investigated whether procrastinators compared to non-procrastinators self-reported more frequent and stronger feelings of regret for areas in life they did not act upon. Implications for managing regret feelings among procrastinators are discussed.

55

Using a Multinomial Model to Assess Implicit and Explicit Memory Processes in the Recall and Recognition of Category Words

FIGEN KARADOĞAN, Ohio University; FRANCIS S. BELLEZZA, Ohio University
fo145502@ohiou.edu

The recall-recognition paradigm using category exemplars as list items was used to collect data as an alternative to the process-dissociation procedure. A multinomial model fit the data and provided parameter values for both memory and decision processes. Implications for implicit and explicit forms of memory are discussed.

56

The Impact of Emotional Stimuli on the False Memory Effect

ALISON E. FINSTAD, University of North Dakota; F. RICHARD FERRARO, University of North Dakota; LAUREN A. CHILIAN, University of North Dakota
alison.finstad@und.nodak.edu

This study investigated the impact of emotional stimuli on the false memory effect. The study utilized both a word and picture paradigm to examine the effect. Participants (N = 53) first viewed either lists of words or a set of pictures, completed filler tasks, and engaged in a recognition test. Participants then viewed either the set of pictures or lists of words, completed filler tasks, and engaged in a recognition test. Results indicated false recognition of the non-presented critical lures for both paradigms. However, false recognition of the emotional lures was not significantly lower as predicted.

57

The Imagery of False Memory

DESIREE L. BUDD, University of Wisconsin-Stout; SARAH GROSSMAN, University of Wisconsin - Stout; MICHAEL P. W. DONNELLY, University of Wisconsin - Stout

buddd@uwstout.edu

Participants viewed lists of words or picture/word pairs related to a theme in which some highly stereotypical items were missing. Half the participants received item-specific imagery instructions, and half received relational imagery instructions. People given relational imagery instructions created more false memories than people given item-specific imagery instructions.

58

Cognitive Function in Diabetic Subjects with a History of Alcohol Abuse

JUDITH A. HUDETZ, Medical College of Wisconsin/Zablocki VA Medical Center; DAVID C. WARLTIER, Medical College of Wisconsin/Zablocki VA Medical Center

judith.hudetz@va.gov

A history of alcohol abuse in older diabetic patients contributes to neurocognitive impairment in the domains of verbal and visuospatial memory that may have important implications for health status and quality of life.

59

Strategy and Production in Executive Functioning: Younger vs. Older Adults

AMANDA A. YOCUM, Cleveland State University

a.yocum@csuohio.edu

This study examines the relationship between strategy and production from executive functioning measures in college students and adults over age 60. Results show that younger adults generate significantly higher scores but do not differ from older adults in the strategies used, suggesting the ability to strategize does not diminish with age although psychomotor ability slows.

60

Susceptibility to Framing Effects: A Possible Neurological Component

JEANNETTE M. WHITMORE, University of Michigan-Flint

whitmore@umflint.edu

It was hypothesized that greater interhemispheric interaction (as measured by handedness) would increase susceptibility to framing effects. Participants responded to variations in framing that were modeled after Tversky and Kahneman (1981). Regardless of frame, greater interhemispheric interaction was associated with risk taking while decreased interaction was associated with risk aversion.

61

The Nature of Restructuring and the “Aha!” Experience in Insight Problem Solving

PATRICK J. CUSHEN, University of Illinois at Chicago; JENNIFER WILEY, University of Illinois at Chicago
pcushe2@uic.edu

This study investigated the nature of restructuring and "Aha!" experiences in insight problem solving. Evidence was found for sudden changes in problem representation during solution of the "Triangle of Coins" problem for some individuals. However, perception of an "Aha" experience did not relate to the nature of the solution process.

62

Structural Variations in Reasoning Problems Don't Slow People Down

JOHN BEST, Eastern Illinois University
jbbest@eiu.edu

Subjects solved three "logic table" problems whose underlying structure was either varied (Different Structures) or not (Isomorphs). Subjects in the Isomorphs condition sped up across the set of problems. However, subjects in the Different Structures condition also sped up, a finding that is not consistent with dual-process theories or alternatives.

63

The Abbreviated Torrance Test for Adults: Does it Fall Short?

MARIA M. CLAPHAM, Drake University; WILLIAM RYAN KING, Drake University
maria.clapaham@drake.edu

This study examined whether the Abbreviated Torrance Test for Adults (ATTA) provides comparable scores to the full length Torrance Tests of Creative Thinking (TTCTs). Results showed, at best, moderate associations between ATTA scores and scores on the Verbal and Figural TTCTs. Possible causes and implications of these results are discussed.

Invited Address
**Reaction to Deviance: How Groups Respond
to Challenging Members**
JOHN LEVINE, University of Pittsburgh
Friday, 10:00-11:30 *Crystal Room*
R. SCOTT TINDALE, Loyola University Chicago, Moderator

Invited Symposium
**Psychology as a Developmental Science: Gilbert Gottlieb
and Developmental Systems Theory**
Friday, 10:00-12:30 *Salon 4*

GARY GREENBERG, Wichita State University, Organizer

**Why Psychology is not a Biological Science: Gilbert Gottlieb and
Probabilistic Epigenesis**
GARY GREENBERG, Wichita State University

**How Psychology can be a Biological Science (with respects to Gilbert
Gottlieb)**
GEORGE F. MICHEL, University of North Carolina at Greensboro

**The Rise of Interactionism and Systems Theory to a Dominant Position
in Neuroscience**
DOUGLAS WAHLSTEN, University of Windsor

**Context Matters: Gilbert Gottlieb's Fully Bidirectional, Probabilistic
Epigenetic Perspective**
KATHRYN E. HOOD, Pennsylvania State University

Symposium

The Schools: An Acculturative Challenge for All

Friday, 10:00-12:30

Salon 6

EDISON J. TRICKETT, University of Illinois at Chicago, Organizer

The School as an Acculturative Context

TRACI WEINSTEIN & EDISON J. TRICKETT, University of Illinois at Chicago

The Work Lives of ESL and Bilingual Teachers in Chicago Public Schools

ASHMEET OBEROI, ANSUK JEONG, EMMA RUKHOTSKIY, YANELET DELGADO, ANA GENKOVA, EMANUELA LARTEY, EDISON J. TRICKETT, University of Illinois at Chicago

A Qualitative Inquiry into Teachers' Expectations of Somali Bantu Refugee Children

NELLIE TRAN, DINA BIRMAN, University of Illinois at Chicago

Qualitative Quandaries

EMMA RUKHOTSKIY, ANSUK JEONG, ASHMEET OBEROI, EDISON J. TRICKETT, University of Illinois at Chicago

Language

Friday, 10:00-12:00

Salon 5

KRISTIN RITCHEY, Ball State University, Moderator

10:00 Invited Talk

A Memory-Based Approach to Conversational Common Ground

WILLIAM S. HORTON, Northwestern University
whorton@northwestern.edu

Cooperative conversation requires beliefs about the common ground shared between interlocutors, beliefs that may be mediated in part through ordinary mechanisms of memory. In several recent projects, I have shown how memory-based considerations influence how speakers design utterances for addressees. Partner-cued memory retrieval is an important constraint upon language use.

10:30

Gesturing Helps Speakers Produce More Complex Speech

CAROLINE P. TROFATTER, University of Chicago; SEYDA OZCALISKAN, University of Chicago; SUSAN GOLDIN-MEADOW, University of Chicago; SUSAN LEVINE, University of Chicago

lalaith@uchicago.edu

Adults produce longer utterances when they use gestures than when they don't. We have found that children begin to show the same pattern from 26 months onward, and this pattern was particularly pronounced for gestures that conveyed the same information as the accompanying speech.

10:45

The Influence of Accent on Truth Judgment

SHIRI LEV-ARI, University of Chicago; BOAZ KEYSAR, University of Chicago

shiri@uchicago.edu

Two studies demonstrate that listeners misattribute the difficulty of processing foreign accented speech to lesser truthfulness. They also demonstrate that prior expectations regarding the difficulty of processing accent as well as the heaviness of the accent influence such attribution. This has implications for interactions between native and non-native speakers.

11:00

Thematic Roles of Claim Predicates

AARON A. LARSON, Northern Illinois University; M. ANNE BRITT, Northern Illinois University; KEITH K. MILLIS, Northern Illinois University; JOSEPH P. JORDAN, Northern Illinois University (Sponsor: JOHN J. SKOWRONSKI)

alarson7@niu.edu

Two experiments attempted to provide a detailed analysis of thematic roles of argument predicates to form the basis of a psychological model of warrant processing. Experiment 1 had participants list features for different roles. This set of features accurately captured the set of reasons found in Experiment 2's corpus analysis.

11:15

Memory Search in Language Comprehension: Semantic Properties Constrain Pronoun Interpretation Earlier than Grammatical Rules

STEPHANI FORAKER, University of Chicago

sforaker@uchicago.edu

Does animacy constrain referent selection during comprehension? Reading times showed that animacy is not as strong a constraint on understanding pronouns as gender and number are, perhaps because inanimate entities are semantically plausible agents. Language comprehension involves memory search, which is affected by semantic, domain-general properties of entities early on.

11:30 Invited Talk

Acoustic Prominence in Speech Production: What Words Do Speakers Emphasize?

DUANE G. WATSON, University of Illinois Urbana-Champaign
dgwatson@cyrus.psych.uiuc.edu

Little is known about the cognitive mechanisms that underlie whether or not a speaker emphasizes a word. In this presentation, evidence will be presented that suggests that the importance and predictability of a word determine its level of acoustic prominence. Furthermore, acoustic prominence is affected by both speaker-centered and listener-centered processes.

Romantic Relationships

Friday, 10:00-12:00

PDR 9

MAUREEN ERBER, Northeastern Illinois University, Moderator

10:00

Is Love Colorblind? Political Orientation and Interracial Romantic Desire

PAUL W. EASTWICK, Northwestern University; JENNIFER A. RICHESON, Northwestern University; ELI J. FINKEL, Northwestern University
p-eastwick@northwestern.edu

In a laboratory study and a speed-dating study, White participants had live interactions with both White (same-race) and racial minority potential romantic partners. White conservatives revealed a same-race preference, but White liberals actually reported significantly greater romantic desire for racial minority romantic partners compared to White partners.

10:15

Sources of Perceived Marginalization and Romantic Relationship Outcomes

JUSTIN J. LEHMILLER, Purdue University; LAURA E. VANDERDRIFT, Purdue University; CHRISTOPHER R. AGNEW, Purdue University
justin@psych.purdue.edu

We examined whether several different sources of social disapproval (family, friends, and society) were uniquely associated with relationship outcomes. Marginalization by each assessed source uniquely and negatively predicted romantic commitment at Time 1. However, only marginalization by one's friends predicted a greater likelihood of relationship dissolution over time.

10:30

The Need to Belong, Interpersonal Interactions, and Sexual Behavior

JULIE E. LONGUA, Loyola University Chicago; TRACY DEHART, Loyola University Chicago; NATALYA GNEDKO, Loyola University Chicago; JUSTINE O'CONNOR, Loyola University Chicago
jlongua@luc.edu

We assessed the relation between interpersonal events, need to belong, and sexual intercourse. Multilevel analyses revealed participants low in the need to belong had sexual intercourse in response to more positive interpersonal

interactions. Participants high in the need to belong had sexual intercourse in response to more negative interpersonal interactions.

10:45

Predicting Hookups among Undergraduates: The Roles of Alcohol and Personality

GARY G. GUTE, University of Northern Iowa; ELAINE M. ESHBAUGH, University of Northern Iowa
gary.gute@uni.edu

Hooking up has been well documented among undergraduates. This study (N=247) examined how the Big Five personality traits predict undergraduate hookups. While controlling for alcohol use, relationships between personality and hooking up were significant for Extraversion and Neuroticism. Implications for prevention programming on college campuses are discussed.

11:00

The Sexually Assertive Woman in the Context of Hooking Up

MARGARET M. WRIGHT, Miami University; DANIELLE ZAWADZKI, Miami University; SANDHYA THOMAS, Miami University
wrightmo@muohio.edu

This online study explored the extent to which traditional sexual scripts depicting men as initiators and women as gatekeepers have been modified in the context of hooking up. The findings challenge gender stereotypes regarding female passivity, but highlight the continuing sexual double standard with respect to perceptions of sexually assertive women.

11:15

The Relationship of Partner Stability to Sexual Reasoning and Satisfaction

JESSICA PENWELL BARNETT, University of Wisconsin-Milwaukee; LAURA L. OTTO-SALAJ, University of Wisconsin-Milwaukee; SUSAN J. ROSE, University of Wisconsin-Milwaukee; MICHAEL J. BRONDINO, University of Wisconsin-Milwaukee; SONYA K. SEDIVY, University of Wisconsin-Milwaukee
jpbarnet@uwm.edu

Sexual reasoning can impact physical and emotional well-being. We explore how reasons for having sex (e.g. emotional intimacy, intoxication) and perceived sexual outcomes vary between women who have multiple sexual partners, versus those who have a single partner in a sample of women seeking treatment for alcohol use disorders.

11:30

Relational Factors as Predictors of Friendships Between Ex-Romantic Partners

MELINDA J. BULLOCK, Saint Louis University; EDDIE M. CLARK, Saint Louis University; JANA HACKATHORN, Saint Louis University; BRENT A.

MATTINGLY, Saint Louis University; KIARA WEAVER, Texas Women's University

melindabullock@gmail.com

Investment model variables (Rusbult, 1980) and conflict resolution styles (Rusbult, 1987) were examined to determine if they predicted friendship between ex-romantic partners. Analyses indicate that the conflict resolution styles of voice and loyalty and past satisfaction with the romantic relationship significantly predicted friendship after dissolution of the romantic relationship.

11:45

Gender Differences in Jealousy in an Adult Sample: The Influence of Relationship Experiences

MICHAEL J. TAGLER, Ball State University; ASHLEY BUCK, Nebraska Wesleyan University

mjtagler@bsu.edu

Male and female differences in distress to relationship infidelity were examined in an adult sample with long-term relationship experiences. Overall, the results did not support predictions derived from evolutionary theory. Rather, previous real relationship infidelity experiences were found to predict distress in response to hypothetical sexual and emotional infidelity.

Developmental/Clinical Psychology Poster Session

Friday, 10:00-12:30

Upper Exhibit Hall

WIND GOODFRIEND, Buena Vista University, Moderator

1

Judging Baby, Judging Mom: Inferring Maternal Work Status from Child Behavior

NOAM SHPANCER, Otterbein College; KORIE L. BEIGHT, Otterbein College; DANIELLE M. FINCH, Otterbein College; ASHLEY M. FOX, Otterbein College; VALERIE M. FREY, KELSEY J. JONES, MEGHAN L. RANDOLPH, JUSTINE S. BRADLEY, KRISTINE E. L. SCHREINER (Sponsor: MICHELE ACKER)

Nshpancer@otterbein.edu

Participants were asked to infer maternal work status from child behavior. Participants observed two videotaped children and had to decide the work status of each child's mother. Results revealed a tendency to attribute a stay-at-home mother to the happier child, but only for participants with negative attitudes toward maternal employment.

2

Is Perception of Infant Attractiveness Innate or Learned?

CHRISTINE K. ANDERSON, DePaul University; JERRY W. CLELAND, DePaul University; KERRI SAUNDERS, DePaul University; ELISABETH VILLETTE, DePaul University; EMILY TWICHELL, DePaul University
cander15@depaul.edu

Abstract: Infant facial and cry stimuli were simultaneously varied to determine their interactive effect on college student and preschooler perceptions of infant attractiveness. Findings support the ethological perspective; both college students and preschoolers rated the full-term infants more positively than the preterm infants.

3

Bi-directional Influences Within Mother-Infant Interactions

CARRIE A. LLOYD, Northern Illinois University; ELISE FRANK MASUR, Northern Illinois University; VALERIE FLYNN, Aurora University
z128594@students.niu.edu

To investigate possible influences on and consequences of mothers' pragmatic speech styles, this study investigated specific infant behaviors preceding and following their mothers' responsive and directive utterances during naturally occurring dyadic interactions. Twenty infants, aged 17 months, and their mothers were observed during free play. Findings suggest bi-directional dyadic influences.

4

Associations between Infant Anger and Later Developing Inhibitory Control

NICHOLAS D. YOUNG, University of Wisconsin Twin Center; CRAIG WILLIAMS, University of Wisconsin-Madison; JEFFREY R. GAGNE, University of Wisconsin-Madison; H. HILL GOLDSMITH, University of Wisconsin-Madison
nyoung@wisc.edu

Relations between infant anger and later inhibitory control (IC) were examined using parent and laboratory measures. Laboratory anger is associated with parent IC in females, and parent-rated anger is associated with parent IC for the full sample. These links may occur because of sex differences on IC, or measurement effects.

5

Activity Level as a Mediator of Behavioral Inhibition and Inhibitory Control in 36-Month-Old Twins

ASHLEY A. SPAFFORD, University of Wisconsin-Twin Center; DANIELLE JIROVEC, University of Wisconsin-Madison; OGOO OKONKWOR, University of Wisconsin-Madison; MICHELE M. VOLBRECHT, University of Wisconsin-Madison; H. HILL GOLDSMITH, University of Wisconsin-Madison
aspafford@wisc.edu

The relation between behavioral inhibition and inhibitory control in early childhood remains relatively unexplored. Utilizing measures of observation and maternal report, activity level was tested as a mediator of the association between behavioral inhibition and inhibitory control. Maternal-reported data indicates that activity level fully mediates this association.

6

Young Children's "Willing Stance" Toward Parents: Observing Responsiveness and Imitation

JARILYN WOODARD, University of Iowa
jarilyn-woodard@uiowa.edu

Two aspects of children's "willing stance" toward parents were observed in 102 children: responsiveness in naturalistic interactions at 7 and 15 months and responsive imitation in learning contexts at 25 months. "Willing stance" to mothers predicted responsive imitation to both parents. Findings highlight children's active, cooperative, willing role in socialization.

7

Early Childhood Education and Socioeconomically Disadvantaged Children: A Meta-Analytic Review

ELISA B. GARCIA, Kenyon College; LINDA SMOLAK, Kenyon College
garciae@kenyon.edu

This meta-analysis examined the benefits of early intervention on the language development of socioeconomically disadvantaged children. Analysis yielded a moderate but heterogeneous overall effect (d). Sub-analyses were conducted on reading vs. non-reading interventions and the ethnic identity of program children. Reading interventions yielded a higher overall and homogeneous d.

8

Remediation of Learning Disabilities: IQ, Early Identification, School SES and Desegregation

DEBRA EMERY, University of Missouri - St Louis; BRIAN VANDENBERG, University Missouri-St Louis
DWEmer@umsl.edu

The impact of IQ, age, school SES and desegregation programs on learning disability remediation was examined. Participants included 176 children with learning disabilities. IQ and age were significant predictors of remedial success, while school SES and desegregation were not. Younger students with higher IQ scores showed greater remedial gains.

9

STEPS Camp: Psychological Variables and Girl's Interest in STEM Careers

RICHARD J. TAFALLA, University of Wisconsin-Stout; KRISTINA GORBATENKO-ROTH, University of Wisconsin-Stout; MIKI NOMURA, University of Wisconsin-Stout
tafallar@uwstout.edu

Research suggests that psychosocial factors are related to girl's choice of STEM careers. The Science Technology, Engineering Preview at Stout (STEPS) summer camp immediately and positively influenced 7th grade girl's perception of women in STEM, their STEM related self-esteem and self-efficacy, as scores increased from pre-test to post-test.

10

The Impact of a Peer Tutoring Program on College Student Academic Self-Efficacy

CARRIE A. ELLIS-KALTON, Maryville University; MICHELLE IRVIN, Maryville University
ckalton@maryville.edu

This study evaluated the impact of a peer tutoring program using the construct of self-efficacy. Preliminary analysis suggests that the peer tutoring program is effective in that it contributes positively to student college self-efficacy, and thus student success. Implications for development, promotion and funding of such programs are discussed.

11

Children's Age Stereotype Effects on Their Person Perception and Memory

DENISE A. DAVIDSON, Loyola University Chicago; VANESSA RASCHKE, Loyola University Chicago; DINA TELL, Loyola University Chicago
ddavids@luc.edu

Three- to eleven-year-old children showed negative age stereotypes. Older children more readily recalled stereotype-congruent information, and rated older adults more negatively than younger children. Age stereotypes became more established with age, were more likely about behavioral than psychological traits, and were more likely when assessing older men than older women.

12

Investigation of Social Greeting Responses in Autistic and Non-Autistic Children

ANGELA S. BURCH-VERNON, Valparaiso University; BRIDGET HARRISON, Innovations in Learning; SARAH SCHAFER, Innovations in Learning; LINDSAY SPURLOCK, Valparaiso University
angela.vernon@valpo.edu

Children with an Autism Spectrum Disorder (ASD) typically reflect deficits in social responding. Researchers examined this characterization by measuring type and number of greeting responses emitted by children as they were introduced to an unfamiliar adult. Children with ASD were compared with typically

developing participants. Findings indicated group differences in number of "hello" responses, but not in number of "goodbye" responses.

13

Relationship Between Parental Affect and Parenting Behavior: A Meta-Analytic Review

SANDRA Y. RUEGER, Northern Illinois University; RACHAEL L. KATZ, Northern Illinois University; HEATHER J. RISSER, Northern Illinois University; M. CHRISTINE LOVEJOY, Northern Illinois University
syurueger@aol.com

Abstract: This meta-analytic review of 14 published studies investigated the relationship between parental affect and parenting behaviors in a general population. Results demonstrated small but significant effect sizes. In addition, theoretical factors, such as affect definition, and methodological factors, such as assessment methods, moderated the relationship between affect and behaviors.

14

Parents, Siblings, or Self-Determination? Adults' Perceptions of their Personality Determinants

HELEN A. SWANSON, University of Wisconsin-Stout; HEIDI GAJDA, University of Wisconsin-Stout
swansonh@uwstout.edu

Adults' perceptions of the influence of 11 potential sources on their personality development were investigated. Survey results of 79 participants showed parents were perceived as most influential, then self-determination. Ratings for siblings and peers did not differ from each other. Results support traditional personality theories of Freud, Erikson, and White.

15

Perceived Parenting Styles Among College Students: A Cross-Cultural Comparison

SHAHEEN S. MUNIR, Wartburg College
shaheen.munir@wartburg.edu

Parenting styles were examined among 146 male and female college students across two cultures. Indians reported higher maternal and paternal permissiveness and maternal authoritarianism. Americans reported higher maternal authoritative. Findings are discussed in terms of the implications of the parenting styles within these cultures.

16

Parenting Styles and Test Anxiety Among College Students

SHAHEEN S. MUNIR, Wartburg College
shaheen.munir@wartburg.edu

The relationship between parenting styles and test anxiety was examined. Test anxiety was strongly related to maternal authoritarianism and authoritative

among male college students and to paternal permissiveness among both males and females. Maternal parenting was more strongly linked to test anxiety than was paternal parenting.

17

Strengths, Attributes, and Happiness in Lesbian and Gay Headed Families

DANIELLE N. SHAPIRO, University of Michigan; CHRISTOPHER PETERSON, University of Michigan
razzled@umich.edu

The present study identifies the strengths of lesbian and gay headed families. Results indicate that strengths related to unity contributed the most significantly to family happiness. Strengths related to religiosity and role hierarchies did not significantly correlate with happiness as they have been found to in heterosexual samples.

18

Attachment Styles and Relationship Quality in College Students Involved in Romantic and Non-Romantic Relationships: Is It Important to Consider Expectancies and Perfectionism?

KAVITA SRIVASTAVA, University of Michigan; EDWARD C. CHANG, University of Michigan; NICOLE B. HERMANN, University of Michigan; LAWRENCE SANNA, University of North Carolina, Chapel Hill; MARGUERITE BODEM, University of Michigan; ANAYANSI LOMBARDELO, San Francisco State University; M. LEE, RITIKA SINGH, NAZLI UREMEK & E. WARDJIMAN, University of Michigan
srivastk@umich.edu

The present study aimed to determine a) if there was any value in distinguishing the ambivalence-worry and ambivalence-merger attachment style dimensions (MAQ; Carver 1997) when predicting relationship quality among students in romantic and non-romantic relationships; b) if expectancies, specifically, relationship efficacy and optimism and pessimism, perfectionism added to the prediction of relationship quality in each of these two groups.

19

Native American Indian Tribal Group Differences on the ASCA

GARY CANIVEZ, Eastern Illinois University
glcanivez@eiu.edu

Differences between four independent samples of Native American Indian tribes on subscale and global scale scores from the Adjustment Scales for Children and Adolescents (ASCA; McDermott, Marston, & Stott, 1993) were examined. No significant differences in global psychopathology scales were observed and significant subscale differences had very small effect sizes.

20

Examination of the ASCA Factor Structure with a Canadian Sample

GARY CANIVEZ, Eastern Illinois University; TANYA BERAN, University of Calgary

gcanivez@eiu.edu

The factor structure of the Adjustment Scales for Children and Adolescents (ASCA; McDermott, Marston, & Stott, 1993) with a Canadian sample (n = 375) was examined. ASCA Core Syndrome correlations and associations with the Overactivity and Underactivity global dimensions were similar to the standardization sample and other independent samples.

21

Factors Associated with Cultural Competence in Adolescents

RENU A. THOMAS, University of Nebraska Lincoln; SARAH SIFERS, Minnesota State University Mankato

renualex@gmail.com

Investigated predictors of Cultural Competence (CC) in adolescents (aged 11-16). Found that the age and grade of participants, valuing diversity, leadership capabilities, valuing equality and social justice, religious involvement, interpersonal competence, and planning and decision-making predicted participant's CC. Use of drugs and skipping school predicted low levels of CC. Implications regarding improving CC of youth are discussed.

22

Exploring Grey's Anatomy and Committing to The OC: Media Messages to Adolescents and Young Adults

DANA BALSINK KRIEG, Kenyon College; CARLIN SHOEMAKER, Kenyon College

kriegd@kenyon.edu

This study examined the role of media in supporting an institutionalized moratorium during emerging adulthood. Television messages presented to adolescents and emerging adults were examined using content analysis. Shows popular among emerging adults model exploratory behaviors and discourage commitment. Adolescents are being presented with messages discouraging exploration and encouraging commitment.

23

The Impact of Maternal Age and Socioeconomic Status on Sexual Outcomes

ELAINE M. ESHBAUGH, University of Northern Iowa; LESLIE CAK, University of Northern Iowa

elaine.eshbaugh@uni.edu

This study examine the sexuality-related outcomes of adolescent children of teen mothers compared to adolescent children of adult mothers. Adolescent children of teen mothers were more likely to have sex before age 16 than adolescent children of older mothers while controlling for socioeconomic status and demographic factors.

24

Family Relationships and Adolescent Depressive Symptoms

ELAINE M. ESHBAUGH, University of Northern Iowa; WILLIAM HENNINGER, Iowa State University
elaine.eshbaugh@uni.edu

National Longitudinal Survey of Youth data was used to examine the impact of family relationships on adolescent depressive symptoms over a three year span. Same-sex parent supportiveness of the opposite sex parent was important for both genders. Mother support of father was key for girls, and father support of mother was more predictive for boys.

25

Attachment to God and Coping with Relationship Problems

ALBERT TUSKENIS, Governors State University
a-tuskenis@govst.edu

This study showed that attachment to God includes reliance on God for help with relationship problems and a preference for relying on God rather than human attachments. Results did not show that reliance on God for support is greater when adult attachment is insecure or relationship satisfaction is low.

26

The Eriksonian Lifespan Theory as Life-History Theory: The Stages of Identity Through Integrity

CURTIS DUNKEL, Western Illinois University; MICHELLE DECKER, Illinois Central College
C-Dunkel@wiu.edu

A sample of 140 adults (age range 26-63) participated in the study to examine the relationship between life-history theory and Erikson's stages of psychosocial development. As hypothesized differences in life-history strategy were predictive of differences across the psychosocial tasks of identity, intimacy, generativity, and integrity.

27

Effectiveness of Trauma-Focused Family Therapy on Children Exposed to Violence

JALEEL ABDUL-ADIL, University of Illinois at Chicago; SUMMER JACKSON, Roosevelt University; A.DAVID FARMER, JR., Northeastern Illinois University; PATRICK TOLAN, University of Illinois at Chicago; KAREN TAYLOR-CRAWFORD, University of Illinois at Chicago
snjackson22@yahoo.com

Study examined whether manualized family therapy (FT) is effective in reducing psychopathological symptoms and increasing pro-social behaviors for children referred for externalizing behavior problems and violence exposure. Youth received out-patient FT. Measures examined child behavior, violence exposure,

and parental psychopathology. Results indicated trauma-focused FT may be beneficial to treatment outcome.

28

Family Interventions for Urban Youth Experiencing Conduct Problems and Stressors

JALEEL ABDUL-ADIL, University of Illinois at Chicago; A. DAVID FARMER, JR., Northeastern Illinois University; PATRICK H. TOLAN, University of Illinois at Chicago; DAVID HENRY, University of Illinois at Chicago; C. BELL, University of Illinois at Chicago
jabdul@psych.uic.edu

Data was collected from families of low-income minority adolescents receiving a family therapy intervention for urban youth with conduct problems. Results indicate elevated levels of Oppositional Defiant Disorder, Conduct Disorder, and community violence exposure as well as improvements in youth's social competence and externalizing behaviors.

29

Clinical Impacts of Violence Exposure on Psychopathology in Urban Youth

JALEEL ABDUL-ADIL, University of Illinois at Chicago; A. DAVID FARMER, JR., Northeastern Illinois University; PATRICK H. TOLAN, University of Illinois at Chicago; DAVID HENRY, University of Illinois at Chicago; SONYA MATHIES-DINUZULU, DePaul University
Jabdul@psych.uic.edu

Few studies, directly and explicitly link trauma and disruptive behavior in assessment and treatment. In attempting to address this gap, this poster presents preliminary data on mean differences between levels and types of violence exposure among urban youth in the relation to intensities and comorbidities of their disruptive behaviors.

30

Factors Contributing to Symptom Severity in Youth Referred for Therapy

JALEEL ABDUL-ADIL, University of Illinois at Chicago; JOCELYN LEBOW, Illinois Institute of Technology; A. DAVID FARMER, JR., Northeastern Illinois University; PATRICK TOLAN, University of Illinois at Chicago; KAREN TAYLOR-CRAWFORD, University of Illinois at Chicago
jabdul@psych.uic.edu

Levels of social competence and parenting were looked at in a sample of urban youth presenting for psychological treatment. Similar to results found in previous studies done with asymptomatic youth, poor parenting and lower social competence were related to increased symptom severity.

31

Attitudes Toward Romantic Relationships: The Influence of Interparental Conflict

TRACI SURBER, University of Dayton; CAROLYN ROECKER PHELPS,
University of Dayton
tbs99@yahoo.com

The present study investigated young adults' attitudes towards romantic relationships in relation to perceived interparental conflict and parental attitudes toward romantic relationships. Finding indicated that undergraduates' attitudes toward romantic relationships was more strongly related to their own experience in relationships rather than their perceptions of their parents' relationship.

32

Multiple Rater Perspectives on Social Functioning in Williams Syndrome

AMY C. SEITENZAHL, University of Wisconsin-Milwaukee; MOLLY L. BARTON, University of Wisconsin-Milwaukee; KIRSTEN T. LI-BARBER, University of Wisconsin-Milwaukee; BONITA P. KLEIN-TASMAN, University of Wisconsin-Milwaukee
seitenz2@uwm.edu

The study examined parents' and teachers' perspectives of social behaviors considered strengths or weakness in 19 children with WS using the Social Skills Scale of the SSRS. Results indicate that parents of children with WS tend to perceive fewer difficulties and more strengths in social functioning than do teachers.

33

Strategic Processing in Children with Phenylketonuria

TANYA N. ANTONINI, Washington University in St. Louis; DESIREE WHITE, Washington University in St. Louis
antonini@wustl.edu

PKU is a disorder related to decreased dopamine and impairments in function of frontal brain regions. Verbal fluency was analyzed qualitatively in children with PKU, using clustering and switching scores, to examine strategic processing. Children with PKU generated fewer words and switched less often than demographically-matched controls.

34

Narrative Production in Children with Perinatal Brain Lesion

OZLEM ECE DEMIR, University of Chicago; SABRINA SONG, Illinois Math and Science Academy; SUSAN C. LEVINE, University of Chicago; SUSAN GOLDIN-MEADOW, University of Chicago
ece@uchicago.edu

The current study investigated narrative production in children with perinatal brain injury (PL). We asked 5-years-old PL and TD (typically-developing) children to complete three story stems. We then analyzed their narratives for length, linguistic structure, and story complexity. Results suggest that PL children may have specific difficulties with story complexity.

35

Performance on the Dimensional Change Card Sort (DCCS) in Children with Intellectual Disability

MELISSA J. BRAH, University of Wisconsin-Milwaukee; AMANDA L. MOZINA, University of Wisconsin-Milwaukee; FRANK J. GALLO, University of Wisconsin-Milwaukee; KRISTIN D. PHILLIPS, University of Wisconsin-Milwaukee; BONNIE P. KLEIN-TASMAN, University of Wisconsin-Milwaukee (Sponsor: DIANE M. REDDY)
mjbrah@uwm.edu

Performance on the DCCS, an experimental measure of executive functions, was examined in 52 children with Williams syndrome. The measure, designed to assess normative development, continued to be sensitive to individual differences in age-related performance. Overall IQ was also shown to predict performance, suggesting general cognitive functioning be considered in future applications.

36

Parental Disapproval and Adolescent Alcohol and Drug Use

KRISTY SOLOSKI, Kent State University; DAN J. NEAL, Kent State University
anorris2@kent.edu

Early alcohol and substance use in adolescence can be detrimental to the individual in their future. This study investigated the role of parental disapproval in preventing early use. Results showed that parental disapproval coupled with parental influence of social relationships (characteristics of an authoritative parenting style) delay these risky behaviors.

37

Caregiver Reading Strategies and Joint Attention in 18- and 24-Month-Old Children Prenatally Exposed to Cocaine

ANGELA L. TANNEY, Ball State University
altanney@bsu.edu

The purpose of this research was to examine caregivers' reading strategies and at-risk toddlers' joint attention during reading at 18 and 24 months of age. Caregiver reading strategies were significantly correlated with joint attention in both 18-month-old and 24-month-old children. Sex differences were also found.

38

The Effect of Biological Information on the Stigmatization of Eating Disorders

LAURA E. WOLKOFF, Washington University; ROBINSON WELCH, Washington University; MEGHAN SINTON, Washington University (Sponsor: RANDY J. LARSEN)
lwolkoff@wustl.edu

Previous studies have indicated that the stigmatization associated with eating disorders (EDs) is based upon the perception that EDs are controllable, easily curable, and not associated with biological factors. The current study aimed to explore the effect of biological information regarding eating disorders on the stigmatization of individuals with EDs.

39

Parent-Adolescent Relationship as a Moderator of Body Image and Depression

COREY M. MADURA, DePaul University; KATHRYN GRANT, DePaul University; JENNIFER CZARLINSKI, DePaul University
cmadura@depaul.edu

Parental attachment as a moderator of body image and depression among adolescents was examined. Adolescents reporting high levels of father attachment experienced higher levels depression with high levels of body image stress. Fathers appear to play a salient role as reinforcers of the importance of physical appearance.

40

Childhood Physical Abuse in Relation to Adult Social Functioning and Social Anxiety

ERICA R. LITTEKEN, Southern Illinois University Edwardsville; LAURA PAWLOW, Southern Illinois University Edwardsville; ANDY POMERANTZ, Southern Illinois University Edwardsville; DAN SEGRIST, Southern Illinois University Edwardsville
elittek@siue.edu

As research on this issue is contradictory, this study aimed to explore the effects of childhood physical abuse on various adult variables of social functioning. Preliminary results suggest that adult victims of childhood abuse have relatively higher levels of state and trait anxiety than non-victims.

41

Adolescent Dysfunctional Separation and Individuation: Family Antecedents and Social Outcomes

LORETTA L. RODTS, Saint Mary's College; DANIEL K. LAPSLEY, University of Notre Dame; PATRICK L. HILL, University of Notre Dame
lrodts01@saintmarys.edu

The current study investigated the relationships between family factors, social outcomes, and adolescents' ability to form a functional, separate identity from their parents and family. Results suggest that greater family intrusiveness leads to worse separation/individuation, which may in turn lead to poorer dyadic relations.

42

Effectiveness of a Relaxation Skills Program in Detained Youth

JEREMY D. JEWELL, Southern Illinois University Edwardsville; ASHLEY TINTORI, Southern Illinois University Edwardsville; SARAH BEYERS, Southern Illinois University Edwardsville; RENEE LIDER, Southern Illinois University Edwardsville; NICOLE PEPIN, Southern Illinois University Edwardsville; WHITNEY MCMURRAY, Southern Illinois University Edwardsville; KRISTY WAKEFIELD, Southern Illinois University Edwardsville

jejewel@siue.edu

This study examined the effectiveness of a five-session relaxation skills program on decreasing youth's self-reported feelings of anxiety and anger in juvenile detention. Results of the STAI-Y and STAXI at admission, beginning of the program, and end of the program were used to evaluate the effectiveness of the program.

43

Family Conflict and Well-Being: Forgiveness as a Protective Factor

KIMBERLY JORGENSEN, University of North Dakota; LOREN TOUSSAINT, Luther College

kimberlyjorgensen@gmail.com

This study examined the role of forgiveness with respect to associations between parental divorce status, family conflict and college students' mental health. Multiple regression analyses suggested that state and trait forgiveness serve to protect students from decreased health or well-being when family conflict exists.

44

Body-Image, Race, and Disordered-Eating Among Low-Income Urban Adolescent Females

PETER J. THAXTER, DePaul University; DAVID A. MEYERSON, DePaul University; KATHRYN E. GRANT, DePaul University

pthaxter@depaul.edu

The current study examined the relationship between body-dissatisfaction, race, and disordered-eating among low-income urban adolescent females. Body-dissatisfaction predicted disordered-eating only among White participants. Black participants were more satisfied across a variety of body image concerns than their White and Latina counterparts, and no differences in disordered eating were found.

45

Home Schooling: Factors Related to the Selection of Educational Options

STEWART EHLY, University of Iowa; WILLIAM E. KNABE, University of Iowa

stewart-ehly@uiowa.edu

Presentation focuses on the impact of family factors on selection of educational choices. Special attention is placed on choices parents made in developing plans for home schooling. Using information gathered in this study, it is possible to

construct a representative profile of parental views toward home schooling and public education.

46

Girls will be Girls: A Look into Oppositional Defiant Disorder & Conduct Disorder in Urban Females

JALEEL ABDUL-ADIL, University of Illinois at Chicago; YASMIN N. ZARAGOZA, Argosy University; A. DAVID FARMER, JR., Northeastern Illinois University; KAREN TAYLOR-CRAWFORD, University of Illinois at Chicago; PATRICK TOLAN, University of Illinois at Chicago
jabdul@psych.uic.edu

Oppositional Defiant Disorder and Conduct Disorder have been limited to studies conducted primarily on male youth populations. Recent research suggests that the etiology of females with conduct problems may be different from the etiology of males, and these studies especially emphasize the gender differences in emotional and relational factors that contribute to conduct problems (Fouts & Kostiuk, 2002).

47

Forensic Case Reviews of Failed Adoptions and Guardianships

AMBER K. BORRILEZ, Adler School of Professional Psychology
aborrilez@adler.edu

Forensic case reviews of failed adoptions and guardianships revealed that children experience increased psychiatric hospitalizations and placement disruptions when mental health services are not received after separation from their natural parents. To minimize placement failure, child welfare agencies need to ensure that children receive mental health services after separation.

48

Parental Perceptions of the Custody Evaluation Process in Divorce Situations

BETH A. VENZKE, Concordia University; RANDY VENZKE, Concordia University
Beth.Venzke@CUChicago.edu

Abstract Parental perceptions of the divorce custody evaluation process were obtained via 54 parental interviews. Results suggest the custody evaluation process resulted in increased stress for families. Recommendations include ways to incorporate these results in the custody evaluation process, closer aligning it to the "Best Interests of the Child" approach.

49

Does Birth Order and Number of Siblings Affect the Relationship Between Parental Support and Childhood Depression?

MATTHEW MCCORMICK, University of Detroit Mercy; GARY J. ZWICK, University of Detroit Mercy; STEVEN ABELL, University of Detroit Mercy

mccormma@students.udmercy.edu

Do birth order and number of siblings in a family affect the relationship between parental support and childhood depression? A correlational study was conducted to assess the presence of such a relationship. Results showed that the relationship between parental support and childhood depression did vary by different groups of siblings and birth order.

Invited Address

Autism and Imitation: A Neurofunctional Model
MORTON ANN GERNSBACHER
The University of Wisconsin-Madison

Friday, 11:30-1:00

Crystal Room

Tom Carr, Michigan State University, Moderator

How to Publish Your Journal Article

ANNIE HILL

APA Supervisor of Editorial Training

SUSAN MINEKA, Northwestern University, Editor
EMILY DURBIN, Northwestern University, Author

The Catch 22 in research publishing is that few authors work effectively in the process until after they've published a few manuscripts. An APA Journals staff member, journal editor, and an established author will share their perspective on how to publish followed by an open question and answer period.

Friday, 1:00-3:00

Salon 4

Loyola University Department of Psychology
Invited Address

From Reconstructive Memory to Gratuitous Causality to
Dubious Sensemaking

ROBYN DAWES, Carnegie Mellon University

Friday, 1:30-3:00

Wabash Parlor

R. Scott Tindale, Loyola University, Moderator

Ostracism: Antecedents and Consequences

Friday, 1:00-3:00

Salon 6

KIPLING WILLIAMS, Purdue University, Moderator

1:00 Invited Talk

The Pain of Exclusion: Explaining Numbness and Aggression Following Exclusion, Plus an Intervention That Reduces the Pain of Daily Hurt Feelings

C. NATHAN DEWALL, University of Kentucky
cnathandewall@gmail.com

This talk presents findings that exclusion activates physical pain systems, which influences physical and emotional insensitivity. Two experiments demonstrate that emotional insensitivity mediates the exclusion-aggression link. A final investigation shows that a daily dose of a common pain relief medicine reduces the pain of daily hurt feelings.

1:30

What You Don't Know Can Hurt...Sometimes

ERIC E. JONES, Purdue University; ADRIENNE R. CARTER-SOWELL, Purdue University; JANICE R. KELLY, Purdue University; KIPLING D. WILLIAMS, Purdue University;
ejones@psych.purdue.edu

This research examined the effects of being out of the loop (perceiving that you are uninformed of information shared by others) on four fundamental needs, mood, and liking and trust of group members. Out-of-the-loop group members reported more negative experiences, but only when fellow group members withheld the information.

1:45

A Frown Is More than a Smile Turned Upside down

NORBERT L. KERR, Michigan State University; ADAM STIVERS, Michigan State University; MATT PISCZCEK, Michigan State University; DONG HEON SEOK, Michigan State University
kerr@msu.edu

Prior work indicates that simply sending signs of social disapproval (viz. sending unhappy faces when one's partner acts uncooperatively) can turn exploitation into cooperation. It is shown that this does not happen when signs of social approval are sent. When it comes to exerting social control, a frown is not just a smile turned upside down.

2:00

Social Pain but Not Physical Pain Can Be Pre-Lived

ZHANSHENG CHEN, Purdue University; KIPLING D. WILLIAMS, Purdue University

chen@psych.purdue.edu

Recent studies found that social pain but not physical pain can be relived. This study further suggested that social pain but not physical pain can be pre-lived. In addition, we found that individual's capacity of mentally visualization moderated such an effect.

2:15

When do we Ostracize? Ostracizing Burdensome Group Members

ERIC D. WESSELMANN, Purdue University; JAMES H. WIRTH, Purdue University; KIPLING D. WILLIAMS, Purdue University
edwesse@psych.purdue.edu

When do we ostracize others? Sociological and anthropological accounts suggest that we utilize ostracism to punish or protect ourselves from burdensome members. Data suggest burdensome members are more likely to be ostracized. Influences of the presence of stigma or type of perceived burden are discussed.

2:30

Cold, Cold Heart: Placebo Analgesia Reduces Sensitivity to Social Rejection

JUSTIN A. WELLMAN, University of Toledo; ANDREW L. GEERS, University of Toledo; SUZANNE G. HELFER, University of Toledo; TRINA M. FLOYD, University of Toledo; PATRICIA J. SMITHMYER, University of Toledo
justin.wellman@sbcglobal.net

Pain overlap theory suggests parallels between physical and social pain. We examined whether placebo analgesia used to ameliorate physical pain would also reduce rejection sensitivity. As predicted, those receiving a placebo were less sensitive to rejection. A relationship between physical and social pain only occurred among those receiving analgesia expectations..

2:45

The Role of Perfectionism in Fulfilling the Need to Belong

MATTHEW B. FINDLEY, Western Illinois University; KRISTINE M. KELLY, Western Illinois University
MB-Findley@wiu.edu

The purpose of this study was to examine the relationship between perfectionism and social rejection. Participants read one of three scenarios depicting different types of perfectionists and indicated how much they would dislike and reject the person. Results showed that positive perfectionists were rejected significantly less than the other targets.

Perceiving Relationships

Friday, 1:00-3:00

NATALIE SMOAK, Illinois Wesleyan University, Moderator

PDR 9

1:00

**Need Fulfillment and Perceived Reasons for Romantic Relationship
Dissolution**

LAURA E. VANDERDRIFT, Purdue University; CHRISTOPHER R. AGNEW,
Purdue University

laura@psych.purdue.edu

Need fulfillment has implications for relationship commitment and stability. In a two-wave longitudinal study, lower fulfillment of seven specific needs at Time 1 each predicted dissolution by Time 2. However, lower fulfillment of only two of the needs (independence and sexual contact) was cited as contributing to dissolution.

1:15

Optimism and the Day-to-Day Dynamics of Relationships

KIMBERLY K. ASSAD, Michigan State University; M. BRENT
DONNELLAN, Michigan State University

assadkim@msu.edu

The current study extends the Assad et al. (2007) analysis linking optimism to romantic relationships by evaluating the association between optimism and daily reports of cooperative problem solving. Results suggest that optimists are happier with their relationships because they are more likely to work with their partners to resolve conflicts.

1:30

Organization of Parent Knowledge

ALICIA R. LIMKE, University of Central Oklahoma; CAROLIN J.
SHOWERS, University of Oklahoma

alimke@ucok.edu

Research explored the association between organization of knowledge about parents and the types of relationships that adult children have with them. For fathers, types of relationships were predicted by the content of parent knowledge. However, for mothers, structure of parent knowledge was associated with three distinct types of parent-child relationships.

1:45

Need for Cognition: General or Specific Construct?

KATHRYN M. HOLCOMB, Indiana University Kokomo; MELISSA
CLEMENTS, Indiana University Kokomo; JOHN PROFFITT, Indiana
University Kokomo; MAI ABURASHED, Indiana University Kokomo
kmholcom@iuk.edu

The need for cognition was proposed as a general trait that characterizes the extent to which people like to think. To test whether this characterization is accurate, we created three domain-specific need for cognition scales. These scales were highly correlated with the standard need for cognition scale.

2:00

Perceptions of Enjoyment and Difficulty of Living Alone Among Older Adult Women

ELAINE M. ESHBAUGH, University of Northern Iowa
elaine.eshbaugh@uni.edu

The purpose of this study was to determine correlates of enjoyment and difficulty of living alone among older women. Length of time lived alone was positively related to enjoyment. Number of times married, loneliness, and depression were negatively related to enjoyment. Education, loneliness, and depression were positively related to difficulty.

2:15

The Effect of Friends' Presence on Self-Presentation for the Socially Anxious

ELLEN J. GLENN, Northwestern University; BETH A. PONTARI, Furman University

ellen.j.glenn@gmail.com

Socially anxious participants demonstrated more assertive self-presentation with a close friend present versus not present, whereas friends' presence did not affect nonsocially anxious participants' self-presentation. Friends may help socially anxious people by promoting the use of more effective strategies to navigate social life.

2:30

Gazing Up at the Stars: Developing a Manipulation of Humility

ANNE L. ZELL, Augustana College; BRYAN SIMPKINS, Augustana College;
DIANNE M. TICE, Florida State University

anne.zell@augie.edu

We designed a video to induce humility, as validated methods for manipulating humility are lacking. Participants who watched this humility video compared to participants who watched a neutral video made less inflated self-evaluations and self-reported feeling more humble. However, variations in reactions to the video suggest need for further revisions.

2:45

The Prevalence and Prevention of Participant Crosstalk in an Undergraduate Subject Pool

JOHN E. EDLUND, Northern Illinois University; BRAD J. SAGARIN,
Northern Illinois University

jedlund@niu.edu

Non-naivety of participants can undermine the validity of deceptive studies. Three studies investigated the prevalence of crosstalk between participants. With no treatment, there was clear evidence (3%) of crosstalk in the subject pool. A combined treatment featuring classroom admonishments and verbal

commitments of confidentiality from participants successfully reduced the crosstalk.

Animal 2

Friday, 1:00-2:30

PDR 6

JOHN DOSE, St. Norbert College, Moderator

1:00 Invited Talk

Gestational IV Nicotine Potentiates Cocaine-Induced Locomotor Activity in Adult Female Rats

STEVEN B. HARROD; University of South Carolina

HarrodS@gwm.sc.edu

Epidemiological research indicates that maternal cigarette smoking increases vulnerability for drug dependence in adolescent offspring. Animal models suggest that gestational nicotine is the major contributor to the increased vulnerability to drug abuse. We show that once daily IV gestational nicotine exposure increased cocaine-induced locomotor activity in female adult rats previously sensitized to nicotine during periadolescence.

1:30

Periadolescent Rats Exhibit Sex Differences in Meth-Induced CTA with Extended CS-US Trace Intervals

RYAN T. LACY, University of South Carolina; IAN D. LONGACRE, University of South Carolina; LAUREN E. BALLINA, University of South Carolina; STEVEN B. HARROD, University of South Carolina

lacyrt@mailbox.sc.edu

The present experiment examined sex differences in methamphetamine-induced CTA by varying the trace interval between the CS and US in periadolescent rats. Two-bottle tests revealed 1) females exhibited less avoidance than males trained with longer CS-US trace intervals; and 2) both sexes exhibited CTA as adults (e.g., 21 days later).

1:45

Lobeline Decreases Meth-Induced Hyperactivity in Male and Female Periadolescent Rats

IAN D. LONGACRE, University of South Carolina; ALEXANDRA BASILAKOS, University of South Carolina; ALICIA LATHAM, University of South Carolina; STEVEN B. HARROD, University of South Carolina

ilongacre@mac.com

The present research determined if lobeline (3.0 mg/kg) decreased METH-induced hyperactivity (0, 0.1, 0.3 mg/kg) in male and female periadolescent rats following repeated injection. Lobeline attenuated METH-induced hyperactivity before and after rats exhibited tolerance to the

hypoactive effects of lobeline. Females showed increased hyperactive and hypoactive behavioral effects of METH and lobeline, respectively.

2:00

Evidence of Phase Transitions in Canine Skill Development

WILLIAM S. HELTON, Michigan Technological University
wshelton@mtu.edu

The odor detection performance of four dogs trained over a 15-week period was examined to determine whether it follows a smooth trajectory or the chaos of a self-organizing system. Consistent with a self-organization perspective, evidence of phase transitions in signal detection performance were found.

2:15

Asymmetrical Fos Expression Following Conditioned and Drug-Induced Rotation in Rats

MARY CLARE KANE, University of Illinois at Chicago; DAVID WIRTSHAFTER, University of Illinois at Chicago
mkane1@uic.edu

The dorsal tegmental nucleus of Gudden (DTN) may serve as a relay between vestibular inputs and the head-direction cell circuitry. In the present study we investigated activation in the DTN following trained rotational behavior. Asymmetrical Fos expression was seen in the DTN as well as in vestibular relays to the DTN.

Biology, Environment and Social-Emotional Development

Friday, 1:00-2:45

Salon 7

DINAH MEYER, Muskingum College, Moderator

1:00 Invited Talk

Biological Risk, Environmental Stress, and Affective Mechanisms Involved in Dysregulated Syndromes

EDELYN VERONA, University of Illinois at Urbana-Champaign
everona@uiuc.edu

This work maps genetic and temperamental risk for dysregulated syndromes to the emotional and psychophysiological mechanisms that promote impulsive and externalizing behaviors. Results suggest that a pattern of activation to stress (e.g., increased affective reactivity with lower thresholds for behavioral approach) is associated with temperamental and neurobiological risk factors for externalizing behaviors, reactive aggression, and suicidality.

1:30

The Relationship Between Parental Stress, Children's Cortisol Levels, and Temperament

MARK STANISZEWSKI, University of Wisconsin - Madison; KUNAAL PAI, University of Wisconsin - Madison; DARREN VAN BUREN, University of Wisconsin - Madison; PENNY CLARK, University of Wisconsin - Madison; H. HILL GOLDSMITH, University of Wisconsin - Madison
mstaniszewsk@wisc.edu

Research on the association of cortisol levels in children with family context and children's temperament is complex. This study examines this relationship using observational and questionnaire methods in association with baseline and reactive cortisol measures in a sample of 12-month-olds.

1:45

Differential Effects of Normative vs. Maladaptive Interpersonal Traits on Parenting

SYLIA WILSON, Northwestern University; C. EMILY DURBIN, Northwestern University (Sponsor: SUSAN MINEKA)
sylvia-wilson@northwestern.edu

Parent-child interactions may be influenced both by normative personality and maladaptive interpersonal traits. Qualitative differences in associations between normative/interpersonal traits and parenting were found using self-reported and observational measures. Moreover, results differed for mothers and fathers, with implications for both personality theory and clinical work with families.

2:00

Caregiver Stress and Depression Related to Child Maltreatment Prevention

STEPHANIE C. WALLIO, University of Kansas; JACKIE COUNTS, University of Kansas; ELENOR BUFFINGTON, University of Kansas; KARIN CHANG-RIOS, University of Kansas; HEATHER RASMUSSEN, University of Kansas
swallio@ku.edu

Child maltreatment prevention frameworks are shifting to a focus on protective factors against in addition to risk factors for abuse and neglect. Through the validation of a new measure, the Protective Factors Survey, the relationships among caregiver stress, caregiver depression, risk factors for child abuse and protective factors were assessed.

2:15 Invited Talk

From Neighborhoods to Neurons and Beyond: Factors Associated with Adolescent Problem Behavior

KRISTEN JACOBSON, University of Chicago
kjacobso@bsd.uchicago.edu

This talk will focus on interactions between biological, social, genetic, and environmental factors on individual differences in the development of problem

behavior in adolescence. In addition, the talk will briefly describe a new, multiphase, multi-level, multidisciplinary study of adolescent problem behavior that is currently ongoing in Chicago neighborhoods.

Intergroup Relations

Friday, 1:00-3:00

Salon 8

HEATHER CLAYPOOL, Miami University, Moderator

1:00

I Feel Our Pain: Convergence in Intergroup Emotions

WESLEY G. MOONS, University of California Santa Barbara; DIANA J. LEONARD, University of California Santa Barbara; DIANE M. MACKIE, University of California Santa Barbara; ELIOT R. SMITH, Indiana University, Bloomington

WesleyMoons@gmail.com

Across two studies, participants' emotional experiences converged toward provided group emotion norms. Convergence occurred for distinct emotions and only for intergroup emotions, not emotions experienced as individuals. The extent of convergence depended on participants' identification with their ingroup and converged intergroup emotions had predictable consequences for judgment and decision-making.

1:15

When We Become They Whites All Look Alike Too

EDWIN R. SHRIVER, Miami University; STEVEN G. YOUNG, Miami University; KURT HUGENBERG, Miami University; MICHAEL J. BERNSTEIN, Miami University; JASON R. LANTER, Miami University
shriveer@muohio.edu

Across two experiments, social contexts implying same-race faces are out-group members (i.e., poor Whites) eliminated the Cross-Race Effect by reducing same-race recognition to cross-race levels. The results provide support for social cognitive models of the CRE and pose challenges for competing and more traditional perceptual expertise accounts.

1:30

Effects of Efficacy Beliefs in Changing Intergroup Attitudes and Actions

TRACIE L. STEWART, Georgia State University; IOANA M. LATU, Georgia State University; NYLA R. BRANSCOMBE, University of Kansas
stewart@gsu.edu

In three experiments, improved attitudes toward African Americans and greater anti-discrimination action were found for White participants with heightened awareness of White privilege who felt high in efficacy to reduce racial inequality, relative to low-efficacy participants. These effects were partially mediated by greater collective guilt in high-efficacy participants.

1:45

Are Status Gains More Threatening When Made by Disliked Groups?

ANGELA J. NIERMAN, University of Kansas; CHRISTIAN S. CRANDALL,
University of Kansas
anierman@ku.edu

We conditioned negative or positive affect for immigrant groups and measured perceptions of threat, importance of status domains (economics, politics), and stereotype traits of warmth and competence. Relative to economic gains, political gains were more threatening to native-born Americans' status, and groups advancing in politics were seen as less warm.

2:00

The Familiar “We”: Ingroup Pronouns and Their Effect on Familiarity

MEGHAN K. HOUSLEY, Miami University; HEATHER M. CLAYPOOL,
Miami University
houslemk@muohio.edu

Previous work has shown that neutral stimuli paired with ingroup pronouns are rated positively. Additionally, work has shown that associating positivity with stimuli increases their perceived familiarity. Combining these two lines of work, we found that ingroup pronouns non-consciously activate feelings of familiarity. Implications for intergroup relations will be discussed.

2:15

Not-So-Great Expectations: The Negative Consequences of Remaining Silent When One Is Expected to Speak out

HEATHER M. RASINSKI, University of Toledo; ALEXANDER M. CZOPP,
University of Toledo
hrasinski@hotmail.com

This study examined whether controversial speakers are especially influential when someone expected to confront does not. Participants observed a discussion between two students in which expectancy for and occurrence of a confrontation were manipulated. High expectancy, no confrontation participants showed highest levels of support for the controversial speaker.

2:30

Evidence of the Ingroup Overexclusion Effect in Minimal Group Settings

MICHAEL BERNSTEIN, Miami University; HEATHER CLAYPOOL, Miami
University
bernstmj@muohio.edu

The ingroup overexclusion effect (IOE) is the tendency to categorize targets more readily as outgroup than ingroup members. To date, this effect has emerged with real, meaningful social groups. Interestingly, we showed that the IOE can be produced even in minimal group settings. Implications for the intergroup-relations literature are discussed.

2:45

Essentialist Beliefs, Religiosity, and Attitudes Toward Homosexuality

KEVIN P. MILLER, Ohio State University; MARILYNN B. BREWER, Ohio State University
miller.3466@osu.edu

Activists and psychologists (e.g. Haslam and Levy, 2005) know that perceptions of homosexuality as innate and fixed (essentialist beliefs) are associated with attitudes toward gay men and lesbians. The current research investigates religion's influence on essentialist beliefs and attitudes and tests manipulations of both essentialist beliefs and attitudes regarding homosexuality.

Affect

Friday, 1:00-3:00

Salon 1

DANIEL MILLER, Indiana Purdue University Fort Wayne, Moderator

1:00 Invited Talk

Affective Flexibility

WILLIAM A. CUNNINGHAM, The Ohio State University
cunningham@psy.ohio-state.edu

Although early research implicated the amygdala in the automatic processing of negative information, research from recent fMRI studies will be presented that show that activation is dynamically modified in relation to contextual and chronic goals suggesting a more general role in the processing the motivational relevance.

1:30

Priming Courage Moderates the Suppression of the Relationship Between Anger and Collective Action by Feelings of Fear

DANIEL A. MILLER, Indiana Purdue Fort Wayne
millerda@ipfw.edu

A study tested whether the suppressive effect of fear on the relationship between anger and collective action was moderated by priming. Replicating past research, fear did suppress the relationship between collective action and anger. However, this suppression was stronger for participants primed with foolhardiness as opposed to courage.

1:45

Affect and Stereotyping: Valence, Certainty, and Heuristic Processing

OVIDIU DOBRIA, DePaul University; RALPH ERBER, DePaul University
odobria@depaul.edu

Participants made to feel content, hopeful, disgusted, or worried made judgments of stereotypical and non-stereotypical targets. Both hope and disgust led to more stereotypical judgments; contentment and worry led to less stereotyping. Our

findings suggest that the certainty of an affective state may be an important predictor of stereotyping.

2:00

The Role of Affective Associations in Risk Behaviors

JAMIE L. WILKINSON, University of Nebraska-Lincoln; MARC T. KIVINIEMI, University at Buffalo, SUNY; CASEY COLLIER, University of Nebraska-Lincoln
wilkinsonjamie@hotmail.com

This study examined the role of affective associations with behaviors as an influence on engagement in risky behaviors (e.g., unsafe sex). Affective associations predicted engagement in risk behaviors and mediated the impact of cognitive beliefs about the behavior. Interventions targeting these affective associations might be helpful in preventing risky behaviors.

2:15

How Threat Influences Gendered Leadership Decisions

ELIZABETH R. BROWN, Miami University; AMANDA B. DIEKMAN, Miami University
browner2@muohio.edu

Research indicated women are less favored as leaders (Eagly & Karau, 2002). However, in the current experiment participants under threat were more likely to vote for a female leader. Findings are consistent with the hypothesis that threat causes people to affiliate, resulting in increased preferences for female leaders.

2:30

Somber Skepticism: How Negative Affect Suppresses Information Acceptance

MATT EVANS, DePaul University
revans11@depaul.edu

Two experiments suggest that negative affect slows our ability to judge information to be true and makes us less likely to make such judgments. A third experiment demonstrates an implicit association between valence and validity, which may explain this influence of affect on validity judgments.

2:45

Rashness vs. Rage: Impulsivity and its Divergent Effects on Blame

CLAYTON R. CRITCHER, Cornell University; YOEL INBAR, Cornell University
crc32@cornell.edu

Although past research has suggested that a wrongdoer's impulsivity is a blame-mitigator, the present research demonstrates that while emotion-based impulsivity reduces blame, impulsive-rash acts exacerbate blame. While acts of rage are assumed to be situationally-driven, rash decisions are seen as particularly informative about a wrongdoer's underlying negative character.

Individual Differences/Metacognition

Friday, 1:00-3:00

Salon 5

MICHELLE DROUIN, Indiana Purdue University Fort Wayne, Moderator

1:00 Invited Talk

Neural Processing of Inferences During Text Comprehension

SANDRA VIRTUE, DePaul University

svirtue@depaul.edu

Drawing inferences during reading is essential for successful text comprehension, however, little is currently known about the neural substrates involved during this process. In the current study, we found unique facilitation in the right hemisphere for weak causally constrained inferences and for individuals who have high working-memory capacity. These findings suggest that both text factors and reader characteristics influence the neural processing of inferences during reading.

1:30

Argumentation: Resilience of Learning and Individual Differences

JENNIFER K. STOREY, Northern Illinois University; KRISTOPHER J. KOPP,

Northern Illinois University; M. ANNE BRITT, Northern Illinois University;

AMANDA M. DURIK, Northern Illinois University

jfidis@yahoo.com

The ability to critically evaluate arguments is essential. Experiment 1 found that improvements in students' argument evaluation ability due to a web-based tutorial were resilient over time. Experiment 2 examined possible measures that might predict which students learn from the tutorial. These findings will guide modifications to the tutorial.

1:45

The Numerical Symbol-Mapping Problem: An Individual Differences Approach

IAN M. LYONS, University of Chicago; SIAN L. BEILLOCK, University of Chicago

imlyons@uchicago.edu

We examined whether differences in working memory (WM) capacity relate to strategy use when mapping visual symbols onto numerical quantities. Subjects learned to associate novel visual symbols with approximate numerical quantities. Low WM subjects represented novel symbols as approximate magnitudes. Highs relied more heavily on the symbols' relative numerical order.

2:00

Preschoolers' Persistent Overconfidence in Their Recall Memory

AMANDA R. LIPKO, Kent State University; JOHN DUNLOSKY, Kent State

University; WILLIAM E. MERRIMAN, Kent State University

alipko@kent.edu

Preschoolers' predictions for their recall on a picture task were overconfident across multiple trials. The wishful thinking hypothesis, a potential explanation for this persistent overconfidence, was not supported. Children's accuracy and use of performance monitoring was investigated as an alternative explanation for their overconfidence.

2:15

Tragic to Hilarious: Why Do Some Negative Autobiographical Memories Become Funny?

JESSICA L. HARTNETT, Northern Illinois University; JOHN J. SKOWRONSKI, Northern Illinois University
jesshartnett@yahoo.com

Fading Affect Bias research has found that emotional components of memory change over time, such that affect from negative events fades faster than affect from positive events. There is evidence that this affect sometimes "flips", such that sad memories become funny. The present experiment explored memory characteristics that encourage affect flipping.

2:30

Does Cue Diagnosticity Influence Metacomprehension Accuracy?

JULIE M. C. BAKER, Kent State University; JOHN DUNLOSKY, Kent State University
jbaker15@kent.edu

Metacomprehension accuracy is often poor. One frequently cited reason for this poor accuracy is that people do not use cues that are diagnostic of test performance. The current study investigates metacomprehension accuracy under conditions that manipulate the diagnosticity of the cues people use to make metacomprehension judgments.

2:45

Word Retrieval Deficits in Dyslexia Using the Tip-of-the-Tongue Paradigm

SARAH HANLY, University of Missouri - St. Louis; BRIAN VANDENBERG, University of Missouri - St. Louis
smhanly@umsl.edu

Dyslexia has been linked to disruptions in phonological representation; however, few studies have examined this directly. Drawing on linguistic models of word retrieval, we employ the tip-of-the-tongue experience in a picture naming task to explore word retrieval in dyslexic children and find direct evidence for deficits in retrieval of phonological representations.

Relationships Between Individuals and Groups Poster Session

Friday, 1:00-3:00

Upper Exhibit Hall

STEVE NIDA, The Citadel, Moderator

1

Athletic Participation and Self-Esteem: A Meta-Analysis

TOM GEIGER, Kenyon College; SARAH K. MURNEN, Kenyon College
geigert@kenyon.edu

A meta-analysis of the relationship between athletic participation and self-esteem in both genders revealed a small positive association, perhaps due to the mediating factors of physical competence, school attachment, and peer acceptance. The effect size was significantly larger for males than females, perhaps due to the gendered culture of sport.

2

Effects of Sleep Variability and Well-Being on Daily Stress, Fatigue, and Mood

LARISSA K. BARBER, St. Louis University; PATRICIA G. BAGSBY, Clayton Sleep Institute, St. Louis University; ERIC POWELL, Clayton Sleep Institute, St. Louis University; DAVID C. MUNZ, St. Louis University
triciabagsby@gmail.com

This study investigated the effects sleep variability and well-being on daily psychological outcomes. Sleep variability significantly predicted daily experiences of stress, fatigue, and mood beyond variance accounted for by well-being. Additionally, low well-being was related to a cumulative effect of negative outcomes over one week.

3

Psychophysiological and Psychological Effects of Stress Relaxation Training: A Randomized, Controlled Trial

LOREN L. TOUSSAINT, Luther College; KIARA COX, Luther College; JOEL SCHROCK, Luther College
touslo01@luther.edu

This study evaluated three stress relaxation techniques in a 4-group, random-assignment, controlled study of college students. Fifteen participants were randomly assigned to each of three stress relaxation groups or a control group. Self-report and psychophysiological data were collected. Relaxation exercises were effective in producing psychological and psychophysiological relaxation states.

4

Cognitive Strategies and Motion Sickness

MICHAEL F. SHERRICK, Memorial University of Newfoundland
sherrick@mun.ca

A critical review of various cognitive strategies for treating and preventing motion sickness indicates that cognitive-behavioral therapy, autogenic-feedback training, and increased self-efficacy are effective. Although time consuming, these strategies, which have few side effects, may be more effective than anti motion sickness drugs.

5

Work Conditions Contributing to Objective and Subjective Workload

LIESL K. BECKER, Saint Louis University; STEPHANIE E. GRANDA, Saint Louis University; CAROL G. DUANE, Saint Louis University; JOAN C. CANNON, Saint Louis University; DAVID C. MUNZ, Saint Louis University
stephaniegranda@hotmail.com

This study found that objective and subjective workload are two independent constructs with distinct predictors. Objective workload was predicted by assistance with workload and job engagement, whereas emotional exhaustion predicted subjective workload.

6

Flow: Conceptualization and Construct Validity

DISHA D. RUPAYANA, Kansas State University; JOHN P. STEELE, Kansas State University; CLIVE J. FULLAGAR, Kansas State University
jpsteele@ksu.edu

This study explored the factor structure of flow. Flow, an intensely, intrinsically motivating experience has been studied using several models. Various popular models of flow were compared and results suggest that both channels and dimensional approaches to flow are similar and challenge skill balance is the main component of flow.

7

Religiosity Predicts Reduced Cardiovascular and Neuroendocrine Reactivity to Personally-Relevant Stress

MARCELLUS MERRITT, University of Wisconsin Milwaukee; ANGELA ROETHEL, University of Wisconsin Milwaukee; KELLY ROCHE, University of Wisconsin Milwaukee; MUNEEBAH ABDULLAH, University of Wisconsin Milwaukee
merrittm@uwm.edu

Healthy Black males participated in a blood pressure (BP) reactivity protocol (salivary cortisol was taken immediately before and after). At high religiosity, high education levels were linked with lower BP ($p < .05$). Unexpectedly, at high religious attendance, high education levels were linked with more dysregulated cortisol ($p < .06$).

8

John Henryism Coping, Educational Attainment, and Cardiovascular and Neuroendocrine Reactivity

MARCELLUS MERRITT, University of Wisconsin Milwaukee; KELLY ROCHE, University of Wisconsin Milwaukee; ANGELA. ROETHEL, University of Wisconsin Milwaukee; NICOLE WESLEY, University of Wisconsin Milwaukee
merrittm@uwm.edu

Healthy Black males participated in a stress reactivity protocol (salivary cortisol was taken immediately before and after). For those lower in hostility with low education (13 years or less), high (vs. low) John Henryism active coping scores were linked with a more dysregulated cortisol response pattern ($p < .04$).

9

Evaluation of Methods for Interpreting Results from a Discriminant Analysis

HOLMES FINCH, Ball State University; TERESA LAKING, Ball State University
whfinch@bsu.edu

Abstract: Discriminant Analysis (DA) is frequently used by psychologists to gain an understanding of group differences on multiple variables. Several recommendations for interpreting DA results have been made. This simulation study compares two of these methods in terms of their ability to correctly identify important variables for group separation.

10

Interpreting Statistical Analyses: A Comparison of Two Approaches

ERIC PIERSON, Ball State University; HOLMES W. FINCH, Ball State University
eepierson@bsu.edu

Killeen (2005) has a new statistic, PRep, replacing null hypothesis significance testing. A between subjects experiment where the type of statistic is manipulated was conducted. Analyses of accuracy, error type, and comfort are reported. Conclusions inform on student's statistical understanding.

11

Providing Examples May Limit Creativity in Students' Work

ANASTASIA M. ALBRECHT, Carroll College; TARA J. SCHMIDT, Carroll College
aalbrech@cc.edu

Students created their own ceramic projects after viewed a slide-show of ceramic pieces. Some saw slides of living objects, some saw slides of non-living objects, yet others saw some of each. The more living objects they viewed in their slide-show, the more likely they were to create a living object.

12

Instructional Factors Matter When Predicting Student Retention

STEPHANIE E. GRANDA, Saint Louis University; LARISSA K. BARBER, Saint Louis University; SUSAN JACOBSMEYER, Saint Louis University; TERRENCE KELLY, Saint Louis University; MICHELLE ENGBLOM, Saint Louis University (Sponsor: DAVID C. MUNZ)
stephaniegranda@hotmail.com

Student retention research has focused on social and cognitive predictors. This study found that instructional factors (i.e., workload, classroom characteristics) significantly added to the prediction of students' intention to leave their college.

13

Applying Social Impact Theory to Social Comparison

JUSTIN T. BUCKINGHAM, Towson University; WILLIAM M. P. KLEIN, University of Pittsburgh; SHERYL KIERNAN, Towson University; JENNIFER DEPPE, Towson University; CHRISTOPHER NAJ, Towson University
jbucking@towson.edu

We investigated the effects of the proximity and direction of individual social comparison targets on self-evaluations of performance and related ability. Consistent with our hypothesis, although comparison to both proximal and distal targets significantly affected self-evaluations of performance, only proximal social comparisons significantly affected self-evaluations of ability.

14

Emotional Reactions in Women Seeking Follow-up Medical Care

ALICIA M. HELION, Lakeland College; ASHLEY DOMASK, Lakeland College; DIANE M. REDDY, University of Wisconsin-Milwaukee
heliona@lakeland.edu

The emotions experienced when receiving an abnormal Papanicolaou (Pap) smear result were explored through structured interviews at a low-income clinic while women waited for their follow-up medical appointment. Many women reported that initially, they felt extreme fear regarding their result but this was reduced through information-seeking and encouragement from friends.

15

Examining Abuse, Attachment Anxiety, and Satisfaction in Romantic Relationships

PETER J. GREEN, Barton College; WANDA C. MCCARTHY, University of Cincinnati – Clermont College
pgreen@barton.edu

This project explored the relationships between physical and psychological aggression, attachment anxiety and relationship satisfaction in romantic relationships. Attachment anxiety was correlated with psychological abuse. Gender and specific aspects of psychological abuse predicted physical assault.

Relationship satisfaction was negatively correlated with psychological abuse. Implications of these findings are discussed.

16

Complementarity in Romantic Relationships: Constructs Involved in Individual and Partner Change

WIND GOODFRIEND, Buena Vista University; REBEKAH DAVIS, Boise State University; LACEY OLDEMEYER, Boise State University
goodfriend@bvu.edu

Relationships research often claims that partner similarity is the key to success. Our study indicates: (1) initially, partners may be no more similar than they are different, at least in terms of life skills, and (2) improvement in life skills over time is positively correlated with relationship satisfaction and duration.

17

College Students' Implicit Theories of Intelligence and Theory X/Y Assumptions in Relation to Achievement and Learning Goals

EDWARD TILTON, Southern Illinois University Carbondale; MEERA KOMARRAJU, Southern Illinois University
etilton@siu.edu

Seventy-eight students completed measures assessing implicit theories of intelligence, Theory X/Y assumptions, Intrinsic/Extrinsic orientation and Achievement or Mastery/Learning Goals. Intrinsic orientation, theory X, and entity theory were significant predictors of learning goals (39% of variance) whereas extrinsic orientation, entity, and incremental theories predicted achievement outcome goals (34% of variance).

18

Positive and Negative Perfection: Correlates with Self-Esteem, Satisfaction with Life, Rumination, and Reflection

LAWRENCE BURNS, Grand Valley State University; DAN FRANCIS, Grand Valley State University; JACLYN L. CHAVARRIA, Grand Valley State University
burnsl@gvsu.edu

This study examines and supports the distinction between positive and negative perfectionism. In disagreement with research that suggests perfectionism is indicative of psychopathology (e.g., Pacht, 1984; Greenspon, 2000), we examine the correlations with self-esteem, satisfaction with life, proactive coping, rumination, and self-awareness/reflection. Results provide meaningful support for the distinction between positive and negative perfectionism.

19

Perfectionism as a Predictor of College Students' Academic Motivation

ABBY BURNAM, Indiana State University; MEERA KOMARRAJU, Southern Illinois University; STEVEN C. MIDDLETON, Southern Illinois University Carbondale; ALEN AVDIC, Southern Illinois University Carbondale
abbyburnam@yahoo.com

We examined six subscales of perfectionism as predictors of each of three types of academic motivation in a sample of 393 college students. Having high personal standards was a significant predictor of intrinsic motivation, need for organization predicted extrinsic motivation, and parental criticism as well as doubting actions predicted amotivation.

20

Dynamic Personality: NEO PI-R Self-Reports Covary with Situational Characteristics

LAURA M. SINNETT, Grinnell College; MOLLY M. KRATZ, Grinnell College; WHITNEY J. KNOPF, Grinnell College; REBECCA N. VAN DEN HONERT, Grinnell College
sinnett@grinnell.edu

NEO PI-R self-reports of personality obtained on two occasions provided evidence for the dynamic nature of personality. Not only did trait ratings vary across time, but this variation was attributable to observers' ratings of the situations participants were in immediately before completing the NEO PI-R.

21

Manipulating Personality: Situational and Self-Construal Effects on the Big Five

JACQUELYN L. BARRETT, Grinnell College; JESSICA M. MCLAUGHLIN, Wayne State University; LAURA M. SINNETT, Grinnell College
jackie.barrett@gmail.com

Participants' self-reports of two of the big five personality traits (agreeableness and conscientiousness) were jointly predicted by a situational manipulation and their levels of interdependent self-construals. These results show that self-construals moderate the extent to which trait conceptions are sensitive to experimentally manipulated variables.

22

KKK Won't Let Tyrone Play: Outcomes of Ostracism Over Time

ADRIENNE R. CARTER-SOWELL, Purdue University; KAREN GONSALKORALE, University of California-Davis; LLOYD R. SLOAN, Howard University; KIPLING D. WILLIAMS, Purdue University
arcarter@purdue.edu

To extend previous research, we examined whether African-American participants feel bad when ostracized by despised outgroup members, rival outgroup members, or ingroup members. The results replicated the findings from the original study. However, inclusion by individuals of despised groups fulfills basic needs less than inclusion by individuals of other groups.

23

Recovering from Ostracism: Social Snacking Replenishes Threatened Psychology Needs

KRISTEN N. OATES, Western Illinois University; KRISTINE M. KELLY, Western Illinois University
kn-oates@wiu.edu

We hypothesized that social snacking would help an individual recover four psychological needs following an ostracism experience. Participants played a computer game in which they experienced social inclusion or exclusion. They then engaged in social snacking or one of two control conditions. Results indicated partial support for our hypothesis.

24

The Social Monitoring System in Victims of Chronic Rejection

AMY E. SMITH, Western Illinois University; MATTHEW B. FINDLEY, Western Illinois University; KRISTINE M. KELLY, Western Illinois University
AE-Smith@wiu.edu

Short Abstract: The current study sought to determine the extent to which students who abstain from drinking alcohol manifest a more sensitive social monitoring system than their drinking peers. Social monitoring system activation was measured by accuracy of facial expression identification. Results suggest that abstinent students are more attuned to social cues.

25

Social Exclusion, Loneliness, and Perspective Taking

MICHELLE L. RHEINSCHMIDT, Northwestern University; MAYA M. KUEHN, Northwestern University; WENDI L. GARDNER, Northwestern University
m-rheinschmidt@northwestern.edu

This research explored how socially excluded individuals adjust their behaviors to facilitate smoother interactions and how levels of chronic loneliness may impede these adjustments. Lonely individuals showed greater sensitivity to others' perspectives after being excluded; however, face-to-face interactions impeded their perspective taking, suggesting that anxiety may hinder social performance.

26

Decision Making Styles and Consumer Choice

THOMAS NYGREN, The Ohio State University; REBECCA WHITE, University of Chicago; KRISTI SNUTTJER, The Ohio State University
Rebecca.White@chicagogsb.edu

The Decision Making Styles Inventory (DMI) consists of three subscales, representing "analytical," "intuitive" and "regret-based" decision styles. Participants in this study responded to consumer choice scenarios in which

sequential request compliance techniques were presented. Results suggest that susceptibility to persuasive methods is related to decision style endorsement.

27

Analysis of Golf Performance on the PGA Tour: 2005-2006

JOHN BRUCE MCGEE, California State University, Sacramento; GEORGE PARROTT, California State University, Sacramento

jbmccgee22@aol.com

Performance on the Professional Golf Association (PGA) Tour for 2005 and 2006 was statistically examined in this study. Findings revealed the increased importance of Scrambling, an activity with a significant psychological dimension, on Scoring Average. A three-variable model including Scrambling was found to explain over 90% of Scoring Average variance.

28

Flow States and Performances of Athletes in Championship Competitions

NICHOLAS E. HERALD, California State University, Sacramento; GEORGE PARROTT, California State University, Sacramento

herahigh@hotmail.com

This study aimed to determine if flow is associated with performance by investigating a sport without confounding performance factors. By surveying track and field athletes after championship competitions, performance was empirically measured and a moderate positive correlation was found with flow.

29

The Quadripartite Framework of Spirituality

MEGHANNE E. REILLY, Loyola University Chicago; LINDA HEATH, Loyola University Chicago

mreill5@luc.edu

This Quadripartite Framework of Spirituality, a theoretically-based organizing structure for the construct of spirituality, is presented. Results of content analyses of participants' definitions of spirituality revealed the following four dimensions of spirituality: Affective, Behavioral, Cognitive and Relational-Connective. The Quadripartite Framework highlights the commonalities among the wide-ranging and diverse definitions and conceptualizations of spirituality.

30

Overcoming Social Desirability When Assessing Religiosity: The Bible Knowledge Test

DOUGLAS S. KRULL, Northern Kentucky University; RODNEY A. MCCLOY, HumRRO

krull@nku.edu

Religiosity predicts several important variables (e.g., adolescent sexual behavior), but people often over-report their religious involvement. We

developed a Bible Knowledge Test (BKT) as an objective indicator of religiosity. The BKT correlated with self-report measures and could well predict objective behaviors and attitudes as identified through means other than self-report.

31

Post-Conflict Aceh, Indonesia: Does Uncertainty Contribute to Authoritarianism Among Collectivists?

ROLF HOLTZ, Ball State University; FAJRAN ZAIN, Aceh Institute
rfholtz@bsu.edu

Our empirical model reveals that brutal civil war experiences predicted a stronger Acehnese identity; and Acehnese identity predicted Belief in a Dangerous World (BDW). Importantly, BDW mediated the relationship between vertical collectivism and right-wing authoritarianism (RWA). Wartime experiences predicted social uncertainty, but uncertainty did not contribute to BDW or RWA.

**MPA Presidential Address
The Wisdom (and Occasional Lack Thereof) of Groups
R. SCOTT TINDALE, Loyola University**

Friday, 3:00-4:00

Wabash Parlor

KIPLING D. WILLIAMS, Purdue University, Moderator

Presentation of Graduate Student Awards

Graduate Student Paper Awards

Eric E. Jones

Ian D. Longacre

Mary L. Still

Jana M. Wingo

James H. Wirth

Minority Student Travel Awards (TBA)

MAUREEN WANG ERBER, Northeastern Illinois University & R. SCOTT
TINDALE, Loyola University, Moderators

Friday, following Presidential Address

Wabash Parlor

MPA BUSINESS MEETING

Friday, 4:00-5:00

Wabash Parlor

MEETING OF MPA LOCAL REPRESENTATIVES

Friday (Immediately following the Business Meeting)

Wabash Parlor

*****SOCIAL HOUR*****

Friday, 5:00-7:00

Crystal Ballroom

SATURDAY, MAY 3

<p style="text-align: center;">Invited Address Work Motivation: Content, Context, and Change RUTH KANFER Georgia Institute of Technology</p> <p><i>Saturday, 8:30-10:00</i> <i>Crystal Room</i></p> <p>VERLIN HINSZ, North Dakota State University, Moderator</p>
--

Perception and Attention

Saturday, 8:30-10:30

Salon 5

WILBERT MCKEACHIE, University of Michigan, Moderator

8:30

Competition in Strategic Control of Learning Using a Flanker Task

ASHLEY K. RAMSEY, University of Missouri; RODICA GHINESCU, Lincoln University; J. TAYLOR THATCHER, University of Missouri; TODD R. SCHACHTMAN, University of Missouri
akrwvd@mizzou.edu

This experiment examined whether competition occurs between cues predicting a target letter in a flanker task procedure using human subjects. Expectancies for compatible and incompatible trials (degree of flanker-target matching) were manipulated using cues that predicted such trials. Competition among such cues was observed and the task involves implicit processing.

8:45

What Determines Where You Look in Photographs of Complex Objects?

JEREMIAH D. STILL, Iowa State University; VERONICA J. DARK, Iowa State University; DERRICK J. PARKHURST, Iowa State University
jeremiah@iastate.edu

Early eye fixations recorded during free viewing of photographs of natural objects were better described as regions with a high proportion of invariant features than as regions with highly salient features. This suggests that low level visual processing is biased towards visual features likely to be important for object recognition.

9:00

The Effect of Stimulus Control on the Implied-Friction Effect

J. SCOTT JORDAN, Illinois State University; CHARLES COEY, Illinois State University; KYRIAKOS TSIAPPOUTAS, Illinois State University
jsjorda@ilstu.edu

The perceived vanishing point of a moving stimulus is usually displaced beyond the actual vanishing point in the direction of stimulus motion. The magnitude of this spatial displacement decreased with increases in implied friction when participants simply observed the stimulus' movements. However, if participants controlled the movements, the opposite occurred.

9:15

Letter Detection Impairs Higher-Level Text Comprehension

JOANNA C. BOVEE, University of Illinois at Chicago; GARY E. RANEY, University of Illinois at Chicago; FRANCES DANIEL, University of Illinois at Chicago; TOM VADAKARA, University of Illinois at Chicago; FIONA LYNCH, University of Illinois at Chicago
jbovee2@uic.edu

We explored how performing a letter detection task influences text comprehension. Letter detection reduced situation-level comprehension more than textbase or surface-level comprehension, but this effect was reduced for good readers. Overall comprehension decreased relative to normal reading. It appears good readers can overcome the secondary task demands of letter detection.

9:30

Words are More Than L-E-T-T-E-R-S: Evidence of Complex Orthographic Knowledge

ANGELA C. JONES, Kent State University; JOCELYN R. FOLK, Kent State University
acanda@kent.edu

We tested the hypothesis that aspects of orthographic representations may vary in representational strength. We found that the more often a letter is used in a sound's spelling the less susceptible it was to errors, suggesting current theories of spelling representation must be revised to include variations in representational strength.

9:45

Letter Order Judgments are Influenced by Orthographic Regularity

MARY L. STILL, Iowa State University
marystl@iastate.edu

Two experiments tested the effect of orthographic regularity on temporal order judgments of sequentially presented letter-strings. Results show that participants transpose the third and fourth letters more often for irregular-nonwords ("jugde" seen as "judge", "prcuh" as "pruch") than for regular letter-strings. Thus temporal order judgments are subject to top-down influences.

10:00 Invited Talk

Two Illusions of Simultaneous Access in Visual Attention

STEVEN FRANCONERI, Northwestern University
franconeri@northwestern.edu

We feel that we can attend to multiple visual objects at once, as when judging a spatial relationship between two objects, or noticing how objects group together. Our results suggest that in both of these cases, this illusion of simultaneous attention is instead produced by rapid shifts of attention. We feel that we can attend to multiple visual objects at once, as when judging a spatial relationship between two objects, or noticing how objects group together. Our results suggest that in both of these cases, this illusion of simultaneous attention is instead produced by rapid shifts of attention.

Motivation

Saturday, 8:30-10:30

Salon 6

JOHN SKOWRONSKI, Northern Illinois University, Moderator

8:30 Invited Talk

Acts of Meaning: A Terror Management Perspective on Action Identification

MARK LANDAU; University of Kansas
mjlandau@ku.edu

Action identification theory posits that people prefer to construe their actions at the broadest, most encompassing level possible. But why is that? I'll present research inspired by terror management theory showing that meaningful conceptions of action serve to buffer the individual from the awareness of personal mortality.

9:00

Reconceptualizing Self-determination Theory's Underlying Model of Control Motivation

DANIEL A. DECARO, Miami University; JOSEPH G. JOHNSON, Miami University
decaroda@muohio.edu

We examine competing models for the structure of self-determination theory's underlying motivational taxonomy and demonstrate their implications for problem-solving performance. Contrary to the classical model which sees intrinsic and extrinsic motivation as mutually exclusive, these analyses suggest situational intrinsic and extrinsic motivation interact with prior internalization (autonomous/non-autonomous) to determine performance.

9:15

Epistemic Motivation Moderates Priming Effects Differentially across Situations

LILE JIA, Indiana University Bloomington; DOUG N. EVANS, Indiana University Bloomington; EDWARD HIRT, Indiana University Bloomington
ljia@indiana.edu

This study demonstrated that whether participants in high or low need for closure tended to be more likely to use the primed constructs varied across situations. We proposed that participants' situational construal of the task demands plays a key role in this dynamic.

9:30

Morality and Masochism: Feeling Guilt Leads to Physical Self-Punishment

YOEL INBAR, Cornell University; TOM GILOVICH, Cornell University;
DAVID PIZARRO, Cornell University; DAN ARIELY, Massachusetts Institute of Technology
yi38@cornell.edu

We report one study showing that individuals with feelings of guilt seek to metaphorically "balance the scales" through self-induced physical punishment. Participants who wrote about a time that they felt guilty subsequently administered stronger shocks to themselves than those who had written about feeling sad or about a neutral event.

9:45

Hearing What You Want: Motivation in Auditory Perception

JENNIFER K. ELEK, Ohio University; KARA LLOYD, Ohio University;
EMILY BALCETIS, Ohio University
elek@ohio.edu

Do people hear what they want to hear? In two separate studies, participants reported hearing ambiguous auditory stimuli in a manner congruent with the attainment of a desired outcome. These findings suggest that active goals may influence auditory processing at a basic perceptual level.

10:00 Invited Talk

The Influence of General Action and Inaction Goals on Impulsive Behavior: When Traits and States Combine

DOLORES ALBARRACIN, University of Illinois at Urbana-Champaign
dalbarra@uiuc.edu

General action and inaction goals can influence the amount of motor or cognitive output irrespective of the type of behavior. A recent series of experiments examining the influence of these goals on impulsive behavior indicated that general action concepts retard the switch to new behavioral patterns among trait impulsive individuals.

Psychotherapy Process and Outcome

Saturday, 8:30-10:30

KATHY SEXTON-RADEK, Elmhurst College, Moderator

Salon 7

8:30

The Application of Interpersonal Theory to Couple Psychotherapy for Depression and Relationship Distress

LYNNE KNOBLOCH-FEDDERS, Northwestern University
l-knobloch@northwestern.edu

Strong links between relationship distress and depression point to the need for a comprehensive system of interpersonal assessment and treatment. This paper presents an emerging theory of interpersonal couple therapy, which is being developed and tested in a program of research investigating couples' interpersonal behavior, depression, and relationship distress.

8:45

The Working Alliance and Employment for People with Mental Illness

MARINA E. KUKLA, Indiana University Purdue University Indianapolis;
GARY BOND, Indiana University Purdue University Indianapolis
mkukla@iupui.edu

This study investigated the working alliance between people with mental illness and their employment specialists in relationship to employment outcomes and WA differences between a team vocational approach and an individual vocational approach. Results indicate no association between the WA and outcomes and a better WA for the individual approach.

9:00

Predicting Change in Depression and Relationship Distress after Conjoint Psychotherapy: Observational Assessment of Pre-treatment Affiliation and Interdependence Using the Structural Analysis of Social Behavior Model

TARA LATTA, Northwestern University; LYNNE KNOBLOCH-FEDDERS,
Northwestern University
t-latta@northwestern.edu

The purpose of this study was to test whether couples' pre-treatment, observed levels of affiliation and interdependence predict outcomes in depression and relationship distress after conjoint psychotherapy. Couples' pre-treatment interpersonal behaviors were assessed using observational coding based on the Structural Analysis of Social Behavior model (SASB; Benjamin, 1979, 1987, 1996).

9:15

Therapist Self-Disclosure and Psychotherapy Outcome in a Non-Contrived Setting

BARRY J. UNIS, Westminster College
unisbj@westminster.edu

This study measured the effects of length, number, type, intimacy, and reactivity of therapist self-disclosures on various ratings of psychotherapy outcome. Therapy consisted of therapists and clients from the Ohio University Helping

Relationship Study (OUHRS). Preliminary analyses revealed no significant correlation between therapist self-disclosure and outcome.

9:30

A Linguistic Analysis of Marital Interactions: What Patterns of Word Use Differentiate Distressed from Non-distressed Couples?

SEEMA SAIGAL, Northwestern University; C. EMILY DURBIN, Northwestern University; LYNNE KNOBLOCH-FEDDERS, Northwestern University

s-saigal@northwestern.edu

A linguistic analysis of marital interactions reveals that the words couples use can be diagnostic of their marital satisfaction. Individuals in distressed relationships were more self-focused and less other-focused in their speech, and had a greater proportion of anger words and smaller proportion of assents than members of non-distressed couples.

9:45

Partner Violent Men's Anger Experience and Expression During Emotional Arousal

LAURA L. SUHR, Purdue University; CHRISTOPHER ECKHARDT, Purdue University (Sponsor: CHRISTOPHER AGNEW)

suhr@psych.purdue.edu

The study investigated the affective activity of intimate partner violence (IPV) perpetrators during anger arousal using a standardized anger induction task and multiple methods of anger assessment. The results suggested that anger disturbances among IPV men may be more related to disturbances in how anger is expressed during relationship conflicts.

10:00

The Association Between Mixed Message Communication, Depression and Relationship Distress in Couples

ANNE THOMAS, Northwestern University; ALEXANDRIA DAVIS, Northwestern University; LYNNE KNOBLOCH-FEDDERS, Northwestern University

a-thomas@northwestern.edu

Associations between the frequency of mixed message communication, depression, and relationship dissatisfaction were tested in a sample of distressed couples with or without current major depressive disorder or dysthymic disorder, using observational coding based on the Structural Analysis of Social Behavior model (SASB; Benjamin, 1979, 1987, 1996).

10:15

The Possible Selves of Young People with Paranoid and Narcissistic Personality Disorders

REBECCA DAVIS MERRITT, Purdue University; DEBORAH WARE BALOGH, University of Indianapolis; CYNTHIA J. KOK, Calvin College
rdavism@comcast.net

Possible selves were compared for people with Narcissistic Personality Disorder (NPD), Paranoid Personality Disorder (PPD), or no psychopathology. Groups differed in number of expected and feared selves, in number of behaviors conducted (and perceived likelihood) to achieve or prevent selves, and in their perceived abilities to accomplish or prevent selves.

Culture, Race, and Ethnicity

Saturday, 8:30-10:30

Salon 1

MICHAEL TAGLER, Ball State University, Moderator

8:30 Invited Talk

Allies: Development, Experiences, and Effects

JEFFERY SCOTT MIO, California State Polytechnic University, Pomona
jsmio@csupomona.edu

The field of multicultural psychology has discussed the importance of allies in furthering the cause of the field. However, surprisingly, few empirical studies exist regarding how allies are developed and what kinds of experiences they have encountered. This presentation will discuss some of our preliminary findings in this area.

9:00

Cultural Values Moderate Self/Other Judgments on Warmth and Competence

ABIGAIL HAZLETT, Northwestern University; AMY J.C. CUDDY, Northwestern University
hazlett@northwestern.edu

Two cross-cultural studies (one conducted in the U.S. and one conducted in S. Korea) provide evidence that cultural values moderate judgments of the self and others on the central trait dimensions of warmth and competence.

9:15

Cultural Grounding of Stereotyping

S. GOKCE GUNGOR, University of Kansas; GLENN ADAMS, University of Kansas; MONICA BIERNAT, University of Kansas
sggungor@ku.edu

The study examined effects of cultural priming (secular versus religious) on gender stereotyping in a sample of Turkish participants. Gender stereotyping was weaker in the secular than religious condition, but only among female participants. Results support an understanding of stereotypes as dynamic structures subject to contextual variation.

9:30

Choosing a Historically Black College as Racial Identity Development

JAMIE BARDEN, Howard University; DEBBIE VAN CAMP, Howard University; LLOYD R. SLOAN, Howard University
bardenjamie@yahoo.com

Reasons Black students choose to attend Black colleges were investigated. Perceived lack of ingroup racial contact growing up predicted later race related behaviors (clubs, personal reading), a relationship fully mediated by race related reasons for school choice. Thus, reasons for school choice play a self-regulatory role in racial identity development.

9:45

Cultural Differences in Curiosity

ROY SPINA, Queen's University; LI-JUN JI, Queen's University
royspina@gmail.com

Culture and curiosity. Ancient Western philosophers were curious about the nature of objects, whereas ancient Chinese philosophers were interested in practical information. Do such differences still exist? Two studies found that Canadians were more curious than Chinese about theoretical information and Chinese were more curious than Canadians about practical information.

10:00

Racial Priming and Campaign Ads: The Effect of Context

STEPHEN MAYNARD CALIENDO, North Central College; CHARLTON MCILWAIN, New York University
smcaliendo@noctrl.edu

Through an experimental design, we find that explicit racial content in a television program sufficiently activates racial schemas so as to mitigate the effectiveness of an implicit racial message in a political advertisement. Participants who watched a program with explicit racial content were more likely to recognize an implicit message as racial, thereby negating its potential effect.

10:15

Cross-Cultural Analyses of Perception of Teachers' Humorousness and Effectiveness

HIDEO SUZUKI, Loyola University Chicago; LINDA HEATH, Loyola University Chicago; TAKASHI KAKUYAMA, Tokyo International University
winterwind13@hotmail.com

This study examined students' perception of humorousness and other characteristics of effective and ineffective teachers. Both American and Japanese respondents rated effective teachers as more humorous than ineffective teachers. Analyses of other ratings revealed some cultural differences in perceived teacher effectiveness.

Attitudes and Social Cognition Posters

Saturday 8:30-10:30

Upper Exhibit Hall

AMANDA DIEKMAN, Miami University, Moderator

1

Using Shared Reality Theory to Modify Racial Profiling Behaviors

HILARY C. CISCO, University of Notre Dame; CHRISTOPHER A. NAIDUS, University of Virginia; WENDY WHITSETT, University of Notre Dame; ELLEN FITZSIMMONS, University of Notre Dame; ALEXANDRA F. CORNING, University of Notre Dame

hcisco@nd.edu

Participants engaged in a racial profiling video game in the presence of an experimenter (European American and African American) to determine the extent to which they shift their social beliefs (i.e., engage in social tuning) to align more closely with tacit social influence. Results were consistent with shared reality theory.

2

Implicit Racial Stereotypes and Violent Video Game Performance

RICHARD J. TAFALLA, University of Wisconsin-Stout; SARAH WOOD, University of Wisconsin-Stout; SARAH ALBERS, University of Wisconsin-Stout; STEPHANIE IRWIN, University of Wisconsin-Stout; ERIC MANN, University of Wisconsin-Stout

tafallar@uwstout.edu

This study investigated whether individual's level of negative implicit attitudes about race predicted how violently one plays the video game Saints Row when the character controlled is of a minority race. Participants playing the game as an African American character commit approximately 30% more crimes than as a white character.

3

The After-Image of In-Group Faces Are More Distractive than Out-Group Faces

JORDAN D. WHEELER, University of Wisconsin Stout; JUSTIN AOKI, University of Wisconsin Stout; CHAD JOHNSON, University of Wisconsin Stout; PEIZHONG LI, University of Wisconsin Stout

wheelerj@uwstout.edu

In a brief encounter with a social target, visual attention is more strongly devoted to follow a disappearing image of an in-group member relative to an out-group member. This effect was demonstrated by the experimental result that after-images of in-group members more strongly impaired a relatively difficult mental rotation task.

4

The Presence of Racial Minorities Impairs People's Ability to Focus Attention

JUSTIN T. AOKI, University of Wisconsin-Stout; JORDAN WHEELER, University of Wisconsin-Stout; CHAD JOHNSON, University of Wisconsin-Stout; PEIZHONG LI, University of Wisconsin-Stout
aokij@uwstout.edu

Due to unfamiliarity and uncertainties, inter-group contact is often stressful and resource demanding. This study shows that the presence of stigmatized out-group members impairs people's ability to focus attention on a task that demands vigilance by depleting mental resources.

5

Is America Ready for a Black Presidential Candidate? A Study of Race, Argument Strength and Political Orientation.

DUOC V. NGUYEN, University of Northern Iowa; TAYLOR W. WADIAN, University of Northern Iowa (Sponsor: HELEN C. HARTON)
duoc21@gmail.com

Participants rated a flyer of a fictitious presidential candidate. Results showed that Whites Americans may be reluctant to negatively evaluate a Black candidate or to distinguish him through the strength or content of his arguments; findings are discussed using the Integrated Model of Racism (Dovidio & Gaertner, 1998).

6

The Cross-Race Effect and Motivation to Respond Without Prejudice

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

Past research indicates that the Cross-Race Effect (CRE) is not predicted by prejudice. However, in the current experiment, increasing internal motivation to respond without prejudice exacerbated the CRE while higher external motivation reduced the effect. These results suggest that different motives to control prejudice can moderate the CRE.

7

An Exploration of Closeness: IOS and Self-disclosure.

DANIEL J. WEIDLER, Saint Louis University; EDDIE M. CLARK, Saint Louis University; BRENT A. MATTINGLY, Saint Louis University; KAREN WILSON, Saint Louis University
weidlerd@slu.edu

In contrast to previous research demonstrating a positive relationship between other measures of closeness and self-disclosure, the current study did not find a significant relationship between inclusion of other in the self (Aron, Aron, & Smollan, 1992) and self-disclosure. Implications for understanding inclusion of other in the self are considered.

8

Feminist Identification, Feminist Ideology, and Beliefs in Stereotypes About Feminists

SARA J. SMITH, Kansas State University; JERICHO M. HOCKETT, Kansas State University; CARLI THOMPSON, Kansas State University; DANIELLE ZANOTTI, Kansas State University; DONALD A. SAUCIER, Kansas State University

sjs6655@ksu.edu

The current study assesses the relationships among support for feminist ideology, self-identification as a feminist, and stereotypes about feminists. Results suggest that support for feminist ideologies is unrelated to feminist self-identification, and that women who self-identify as feminists have more positive and less negative general evaluations of feminists.

9

Innocent Until Proven White? The Effect of Race and Gender on Perceptions of Homicide

RACHEL E. TENNIAL, Saint Louis University; MAURICE ENDSLEY, JR., Saint Louis University; KRISTIN MISEROCCHI, University of Kentucky

tennialr@slu.edu

Race and gender were examined to determine if they effected the perception that the incident was a crime, and intention and severity of the crime. Caucasian perpetrators and crimes against African-American victims were found to be the most severe than intra-racial crime among both racial groups.

10

Gender Perspectives: Attitudes Toward Treatment Outcomes

CHRISTIE A. NELSON, Forest Institute of Professional Psychology; JA'CINTA MIXSON, Forest Institute of Professional Psychology; RHAMEKA SHELLEY, Forest Institute of Professional Psychology; ERIN N. MCGOWND, Forest Institute of Professional Psychology (Sponsor: KRISTIN LARSON)

nelson.christie@gmail.com

This research examined attitudes of men and women toward individuals involved with counseling and/or medication. Participants were asked to rate how well an applicant would be able to cope with academic and social aspects of a college setting. The findings suggest that men and women had different views of the types of problems a college individual involved in treatment would encounter.

11

Women's Benevolent Sexism and Legitimizing Violence Against Women

KRISTINE M. CHAPLEAU, Marquette University; DEBRA L. OSWALD, Marquette University

kristine.chapleau@mu.edu

Benevolent sexism flatters women into supporting a patriarchal system. Thus, the association between benevolent sexism and beliefs that legitimize violence toward women may be stronger for women than for men. This hypothesis was supported. This result is consistent with previous research regarding the dangers of benevolent sexism despite its positive overtones.

12

Interpretation of Performance Feedback from Gender Ingroup and Outgroup Evaluators

IVA I. KATZARSKA-MILLER, University of Kansas; MONICA BIERNAT, University of Kansas
iik@ku.edu

The study examines effects of valence and source of feedback on self-esteem and perceptions of performance. Results indicated that women were more responsive to feedback valence than men. All participants thought same-sex evaluator perceived their performance as better than opposite-sex evaluator, except when women received negative feedback from a woman.

13

Why do Students Use Less Formal Terms of Address When Referring to Female Versus Male Faculty?

AMANI G. EL-ALAYLI, Eastern Washington University
amani@ewu.edu

Self-report research shows that college students use less formal terms of address when referring to female versus male professors. The present research replicated this effect in real student-to-student communications and found that it is partially mediated by perceptions of female professors as warmer, more approachable, less formal, and less intimidating.

14

Assessing the Moderating Effect of Vigor on Personality and Commitment

MICHAEL R. SMITH, Kansas State University; MAURA J. MILLS, Kansas State University
mrs5628@ksu.edu

This research looks at the moderating effect of vigor on the relationship between the Big Five personality variables and commitment. Results supported an interaction of conscientiousness and vigor with commitment. Implications suggest that focusing on developing coping strategies and providing resources for emotional energy result in valuable organizational outcomes.

15

An Item Factor Analysis of Seven Racism Scales

JEFFREY B. BROOKINGS, Wittenberg University; CLIFFORD E. BROWN, Wittenberg University; ELIZABETH L. ASTA, Colorado State University
jbrookings@wittenberg.edu

Item factor analysis of seven racism scales produced four factors, three of which loaded on a second-order factor reflecting the belief that African American disadvantage stems from discrimination and oppression, not African American culture. The fourth factor, professing non-prejudiced attitudes to avoid disapproval, did not load on the second-order factor.

16

Creation and Validation of a Measure of Honor Beliefs

AMANDA J. STANFORD, Kansas State University; ALYSSA K. MILLER, Kansas State University; JESSICA MCMANUS, Kansas State University; OMAR BRANCH, Kansas State University; DONALD A. SAUCIER, Kansas State University
ajs707@ksu.edu

This study created a reliable and valid measure of honor beliefs that predicted aggressive responses in honor situations above and beyond aggression and sex. These results provide insight into how honor beliefs may explain aggression that might not otherwise be predicted by individual differences (e.g., trait aggression, sex).

17

The Balanced Emotion Stroop: Correcting a Threat to Internal Validity

KIMBERLY A. MERCER, Washington University in St. Louis; RANDY J. LARSEN, Washington University in St. Louis
kmercer@wustl.edu

To address an important threat to internal validity found in the Emotion Stroop literature, we created a list of lexically balanced words, and used them in an Emotion Stroop task. We demonstrate that the effect of emotion is greatly attenuated, and discuss these findings in the context of automatic vigilance.

18

College Students' Experiences With and Views about Self-Harm

MARILYN A. CORNISH, Wartburg College
marilyn.bindert@wartburg.edu

The amount of stigma surrounding self-harm and the amount of social distance desired from those who self-harm was examined. Stigma and social distance were highest among those who did not know anyone who self-harmed. Those who self-harmed and those who knew someone who self-harmed did not differ on social distance.

19

Appearance and Self-Worth Implications for Sexualized and Functionalized Body Perception

TEDDI S. DEKA, Missouri Western State University; AMANDA C. O'DELL, Missouri Western State University
deka@missouriwestern.edu

Perception of the body as sexualized or functionalized was explored via females' breast perceptions. A questionnaire measuring both constructs indicated either high sexualization or high functionalization was significantly related to higher self-worth, appearance consciousness, and maladaptive eating patterns. Implications are discussed.

20

The Influence of Cultural Norms on Stereotypes of Male Bodies

SARAH E. BUTLER, DePaul University Psychology Department; MIDGE WILSON, DePaul University
sbutler5@depaul.edu

As men now face the stereotypes of appearance, men who meet body ideals may be given preference in social and professional situations. Additionally, due to differences in cultural norms, members of different racial and gender groups may hold different size based stereotypes about men.

21

The Effects of Message Framing on Minority Influence Impact

CHRISTINE M. SMITH, Grand Valley State University; MELISSA MCDONALD, Grand Valley State University; JENNIFER LORD, Grand Valley State University; MELISSA BISSET, Grand Valley State University; GREGG HAMPSHIRE, Grand Valley State University
smithe@gvsu.edu

Message framing as an influence strategy has been demonstrated in a variety of contexts and the present study expands and contextualizes this effect. Results support the notion that framing is a powerful influence strategy for minority sources

22

Talking about Sex: Parents' Perceived Importance and What They Discuss

JESSICA BARNACK, University of Wisconsin - Milwaukee; DIANE REDDY, University of Wisconsin - Milwaukee; PATRICIA DUTCHER, University of Wisconsin - Milwaukee; CAROLYNE SWAIN, Midwestern Professional Research and Educational Services
jbarnack@uwm.edu

The purpose of this study was to examine the importance parents of adolescents place on discussing various sexual topics with their adolescents, the extent to which parents have talked about these topics with their adolescents, and parental characteristics associated with parent-adolescent sex communication.

23

Was Your Glass Left Half Full? Family Dynamics and Optimism

JOHN BURI, University of St. Thomas; AMY GUNTY, University of St. Thomas
jrburi@stthomas.edu

The relationship between Optimism and several parenting practices was investigated. Bivariate correlations revealed that nine of the parental variables investigated were significantly related to Optimism. Subsequent regression analyses revealed that 48.8% of the variance in Optimism was explained by five of these variables: Family Intrusiveness, Father's Authoritativeness, Mother's Overprotection, Father's Nurturance, and the difference between the Mother's and Father's Nurturance.

24

Learning Through Play: European- and Hispanic-American Parents' Involvement in Children's Play

ALLISON A. DIBIANCA, The University of Chicago (Sponsor: CATHERINE HADEN)

adibianc@uchicago.edu

This research examines parents' cultural ideologies of play. The popular belief in the United States is that children learn through play and parental involvement maximizes this learning. Through observations and interviews, I explore the prevalence, nature, and consequences of this "learning through play" model among Hispanic-American and European-American parents. Results suggest that alternate ideologies of play exist, which may differentially impact children's development.

25

Predicted Outcomes of Objectification: The Clash Between Expectations and Reality

ASHLEY M. ROLNIK, Northwestern University; RENEE ENGELN-MADDOX, Northwestern University

a-rolnik@northwestern.edu

Objectification Theory posits that chronic objectification leads to habitual self-monitoring of one's body. Little is known about how men and women perceive the effects of objectification in real world situations. Results indicated men and women predicted different reactions to objectification, some in opposition to the effects demonstrated by previous research.

26

Interhemispheric Interaction May Affect the Impact of Social Comparison

JEANNETTE M. WHITMORE, University of Michigan-Flint; ADAM AKERS, Wright State University

whitmore@umflint.edu

The purpose of the current study was to determine if degree of interhemispheric interaction (as determined by handedness) is associated with the impact of social comparison. Results indicated that social comparison has a greater impact on self-esteem for individuals with greater interhemispheric interaction when compared to those with less interaction.

27

The Influence of a Pseudo-Credibile Source on Persuasion

SARAH E. WOOD, University of Wisconsin - Stout; JESSICA HARR, University of Wisconsin - Stout; DIANA O'REILLY, University of Wisconsin - Stout; SARAH TOMCZYK, University of Wisconsin - Stout; SARA ZEINERT, University of Wisconsin - Stout
woodsara@uwstout.edu

Participants read an essay arguing for mandatory senior comprehensive exams in the near or distant future from either a highly credible, pseudo-credible, or low credible source. Results suggest participants rated the pseudo-credible source as more credible than the low credibility source and their attitudes mirrored this pattern.

28

The Effects of Qualifiers on Argument Strength: A Nuanced Analysis

AMANDA DURIK, Northern Illinois University; REBECCA REYNOLDS, Northern Illinois University; ANNE BRITT, Northern Illinois University; JENNIFER STOREY, Northern Illinois University
adurik@niu.edu

Persuasion and discourse research reveal different effects of qualifiers (e.g., sort of) on argument strength. These experiments show that qualifiers affect argument strength differently depending on whether the qualifiers accompany results or interpretation statements and whether the audience of the persuasive argument is high or low in reasoning ability.

29

Accessibility Experiences and Perceived Relationship Superiority

SHEVAUN L. STOCKER, University of Wisconsin at Superior
sstocker@uwsuper.edu

Prior research on perceived superiority in close relationships has focused only on accessible content, while ignoring accessibility experience. Three studies tested the role of accessibility experience in perceived superiority and provide unequivocal evidence that perceived superiority in relationships cannot be fully understood without taking into account people's accessibility experiences.

30

Predictors of Self-Care Behaviors in Diabetes: Self-Efficacy and Self-As-Doer

AMANDA M. BROUWER, University of Wisconsin-Milwaukee
abrouwer@uwm.edu

The present study explored which factors contribute to the frequency of self-care behaviors in persons with diabetes. A newer construct, the "self-as-doer", was introduced. Self-efficacy and "self-as-doer" were significant predictors of self-care behaviors. Findings extend prior research on self-care behaviors. Further research related to the self-as-doer is warranted.

31

Developing an Implicit Measure of Specific Emotions

NATHAN L. ARBUCKLE, The Ohio State University; B. KEITH PAYNE,
University of North Carolina-Chapel Hill
arbuckle.6@osu.edu

This research reports the development of an implicit measure of specific emotions using the affect misattribution procedure (AMP). A modified AMP was found to be a reliable and valid measure of emotions, and this measure was used to find that anger towards Middle Easterners predicts support for war with Iran.

32

Contextual Influence on Group Emotion Attribution

DAVID A. CHAPMAN, Indiana University; SERGIO MOREIRA, University of
Lisbon
chapman2@indiana.edu

Participants judged whether or not a variety of social groups "feel" or "make others feel" different emotions. After being subliminally primed with the emotion, participants were more likely to attribute the emotion to the group regardless of group-emotion stereotypicality. This suggests emotion attributions are affected by contextual salience.

33

Social-Cognitive Predictors of Flu Shot Intentions

MARK F. STASSON, Metropolitan State University
mark.stasson@metrostate.edu

Intentions to get an influenza vaccination were predicted from attitude, subjective norms, and perceived behavioral control, with the attitude measure being framed in terms of either affect or cognition. The planned behavior model predicted intentions well, and results supported a distinction between affective and cognitive bases of attitude.

34

Increasing and Decreasing Honesty Using Supraliminal Priming

DENNIS E. DEW, Loyola University Chicago
ddew@luc.edu

Social desirability in responses to sensitive questions was manipulated by supraliminally priming goals of honesty and fear of disclosure. Results indicate that priming can non-consciously motivate participants to adopt goals of honesty and fear of disclosure and influence levels of socially desirable responding. Implications for data quality are also discussed.

35

Including Computer Game Characters as a Part of the Self

JESSE J. CHANDLER, University of Michigan; NORBERT SCHWARZ, University of Michigan; BRAD BUSHMAN, University of Michigan
jjchandl@umich.edu

Participants played a computer game for twenty minutes. They then rated themselves, a close other, an acquaintance and a celebrity on different personality traits before being given a surprise recall task. Participants made more self-game character confusions than self-acquaintance or self-celebrity confusions. Implications for understanding media effects will be discussed.

36

Modeling the Role of Memory in the Iowa Gambling Task

JASON L. HARMAN, Ohio University; JOANNA FIEGENBAUM, Ohio University
jh354104@ohio.edu

Recent debate over the roll of memory in performance of the Iowa Gambling Task was investigated using both a working memory manipulation and cognitive modeling techniques. Results from traditional and modeling analyses support predictions from the somatic marker hypothesis, that performance on the IGT is not contingent on explicit memory.

37

Interpersonal Predictors of Post-Romantic Friendships

JANA M. HACKATHORN, Saint Louis University; EDDIE CLARK, Saint Louis University; BRENT MATTINGLY, Saint Louis University; MELINDA BULLOCK, Saint Louis University; KIARA WEAVER, Texas Women's University
hackathornj@yahoo.com

The current study investigated associations between relational constructs in individuals who had maintained friendships with their ex-romantic partners. Correlations revealed that romantic investments were significantly related to friendship commitment and openness maintenance behaviors. Additionally, romantic satisfaction was significantly related to friendship satisfaction. Implications will be discussed.

38

The Square Headed Lover: Bias in Perceptions of Computer-Mediated Infidelity

JANA M. HACKATHORN, Saint Louis University; RICHARD HARVEY, Saint Louis University
hackathornj@yahoo.com

The current study utilized the Shifting Standards model to investigate perceptions and reactions to extra-dyadic computer-mediated sexual behavior. Analysis revealed that infidelity was more likely to be perceived when cyber-cheaters were female. Additionally, same-sex bias occurred in reactions to the perceived infidelity. Implications will be discussed.

39

The Impact of Generation and Culture on Romantic Attitudes

MARK N. HATALA, Truman State University; ENEDA HOXHA, Truman State University; TRACY MULDERIG, Truman State University
mhatala@truman.edu

Two hundred seventy-seven American and European young (18-22) and older (50+) adults participated in research to measure differences in romantic attitudes between cultures and generations. Results indicated that older Americans are more romantic than Europeans and American young adults.

40

Aggression Under Duress: Rethinking Lay Perceptions of Milgram's Teachers

ANDREW E. MONROE, University of Oregon; KATIE SHEEHAN, Illinois State University; GLENN D. REEDER, Illinois State University
amonroe1@uoregon.edu

As social perceivers, we regularly make judgments concerning the aggressive actions of others. The current work utilizes Milgram's obedience paradigm (1963) to investigate observers' attributions for aggressive acts committed under coercive influence. Results show that participants make sympathetic attributions concerning the Teacher's actions, and are sensitive to increasing coercive forces.

41

Gift-Giver's Sensitivity to Recipients' Pre-Existing Attitude

MIKI NOMURA, University of Wisconsin-Stout; PEIZHONG LI, University of Wisconsin-Stout
nomuram@uwstout.edu

Americans choosing a gift for a foreigner with negative attitude toward the United States rated typical American gifts as less desirable than those who were choosing for a recipient with positive attitude. Gift givers take the recipients' attitude toward the giver and/or their social group into consideration when choosing gifts.

42

International Students' Personal Narratives and Experiences in America

MIKI NOMURA, University of Wisconsin-Stout; PEIZHONG LI, University of Wisconsin-Stout
nomuram@uwstout.edu

International students with narrative of personal development through competitions are more likely to generalize one American individual's prejudice against immigrants and foreigners to the entire American society than those with a narrative of participation in the host society. Narratives about personal goals influence international students' perceptions of their social environment.

43

“They Say It’s Wrong, But...”: Explorations of Why People Dichotomize

JAMIE DECOSTER, University of Alabama; ANNE-MARIE LEISTICO, University of Pittsburgh Medical Center; MARCELLO GALLUCCI, University of Milan-Bicocca

jamie@ua.edu

We contacted authors who have published research using dichotomized variables to understand why they did so. We used Monte Carlo simulations and logical arguments to examine the validity of these justifications. Our analysis supports the use of continuous indicators over dichotomized indicators in most circumstances.

44

Religious Fundamentalism and Helping

THETA GRIBBINS, University of Missouri - St Louis; BRIAN VANDENBERG, University Missouri-St Louis

Theta.Gribbins@umsl.edu

Religious fundamentalism (RF), the need for cognitive closure (CC), and helping were investigated through two in-group and out-group comparisons: one religious, the other nonreligious. RF influenced helping toward religious in-groups, but not nonreligious in-groups. CC moderated RF when religious groups were involved. Regarding RF and helping, values and context mattered.

45

Evoking Thoughts of Death Amplifies Attractiveness Ratings and Condom-Taking Behavior

BRETT M. WELLS, Northern Illinois University; THOMAS A. FERGUS, Northern Illinois University; JOHN J. SKOWRONSKI, Northern Illinois University

brett.wells57@gmail.com

Some participants were asked to think about their own death; others thought about dental visits. Mortality salience increased attractiveness ratings of opposite-sex targets and increased frequency of condom-taking behavior. Such results can be framed by Pennebaker et al.'s (1979) closing time hypothesis. Predictions derived from competing theories are also discussed.

46

The Effects of Religious Fundamentalism on Just World Belief

LUKE W. GALEN, Grand Valley State University; JENNIFER LORD, Grand Valley State University; BENJAMIN J. TOLMAN, Grand Valley State University; MELISSA M. MCDONALD, Grand Valley State University; CHRISTINE M. SMITH, Grand Valley State University

galenl@gvsu.edu

The possibility that individuals high in Religious Fundamentalists (RF) hold a stronger Just World Belief than those low in RF was examined. Participants

varying in RF rated video targets. High RFs held individuals more responsible for bad outcomes than did Low RFs whereas there was no difference for good outcomes.

47

Implicit and Explicit Measures of Horizontal Religiosity Predict Racial Attitudes

MARK A. VINCENT, Augustana College; MATTHEW WEEKS, Centenary College of Louisiana

markvincent@augustana.edu

Horizontal religiosity is a focus on the relationship between self and others; vertical religiosity emphasizes the connection between self and God. Both explicit and implicit measures of horizontal religiosity significantly correlated with measures of pro- and anti-black sentiment. The relationship with other religiosity measures is discussed as well.

48

The Origins of Fatalism: Holism and Religiosity as Mediators

ALBERT LEE, Queen's University; ARA NORENZAYAN, The University of British Columbia

albertleekc@hotmail.com

Our studies aimed to explore the possible cognitive origins of fatalism. It was found that the influence of culture and religious affiliation on fatalism was reliably mediated by holism and religiosity, respectively. Practical implications and directions for future research were discussed.

49

Mortality Salience, Religiosity and Forgiveness

KEITH M. WILSON, Eastern Illinois University

kwilson@eiu.edu

Participants were randomly assigned to either a mortality salience or a control condition. Analyses revealed only a significant interaction for mortality salience by religiosity. Subsequent comparisons supported the hypothesis that highly religious individuals would be more forgiving under conditions of mortality salience compared to controls.

50

It's Right Because it Says So: Religion as Legitimizing Ideology

MARK BRANDT, DePaul University; CHRISTINE REYNA, DePaul University, Chicago

mbrandt5@depaul.edu

This study addresses the legitimizing natures of religion, especially belief in Biblical literalism. Using data from the 2006 General Social Survey, Biblical literalism's mediating role between negative attitudes towards people who are

gay and opposition to gay marriage rights was examined. Biblical literalism was found to be a partial mediator.

51

The Dalai Lama meets Pat Robertson: Fundamentalism, Religiosity, and Spirituality

SAM E. COLE, Loyola University Chicago; FRED BRYANT, Loyola University Chicago; JOHN EDWARDS, Loyola University Chicago
scole@luc.edu

This study employed an internet survey in an attempt to 1) determine the extent to which spirituality and religiosity reflect distinct constructs and 2) to assess the extent to which Religious Fundamentalism (RF) moderates the relationship between the two. Contrary to initial hypotheses, confirmatory factor, principal component, and MANOVA analyses converge on the conclusion that religiosity and spirituality reflect a single construct for low-RF individuals but two distinct constructs for high-RF individuals.

52

The Relation Between Stigma Sensitivity and Signaling of Sexual Identity

KEVIN A. MCLEMORE, DePaul University; JEN ZIMMERMAN, DePaul University; CHRISTINE REYNA, DePaul University
kmclemo1@depaul.edu

Stigma sensitivity may affect the amount individuals use non-verbal cues to signal or suppress their concealed stigmatized identity. Gay men were surveyed on measures of stigma consciousness and signal/suppression of sexual identity. Analyses reveal a relation between stigma sensitivity and signaling/suppression of sexual identity. Implications of this pattern are discussed.

53

Different Reactions to Racial Profiling for Black and Arab Americans

NICHOLE M. HICKCOX, Wayne State University; ERIC FULLER, Wayne State University; AARON HOLLAND, Wayne State University; RUSTY MCINTYRE, Wayne State University
nhickcox@wayne.edu

We examined the attitudes, reactions, and feelings held by Black, Arab, and White students toward racial profiling. Significant differences were found in how students construed profiling. Specifically, Black students were more reactant, Arab students more acquiescent. Additionally, Black and Arab students felt equally more negative toward profiling compared to Whites.

54

How Fat Stigma Influences Pre-Service Teachers' Impressions of Behavior Problems

JOHN B. PRYOR, Illinois State University; LAURA E. REBER, Illinois State University

pryor@ilstu.edu

Childhood obesity is a growing social problem, resulting in harmful psychosocial consequences for affected children. In this research, we explored how obesity stigma can affect educators' interpretations of children's behavior problems. Obese children's academic difficulties were more likely to be attributed to motivational deficits than those of average weight children.

55

Monolinguals' and Bilinguals' Perceptions of Codeswitching

BERNARDO DE LA GARZA, Kansas State University; DONALD A. SAUCIER, Kansas State University; KYLE A. STEPPE, Kansas State University

bdelagar@ksu.edu

The purpose of this study was to examine perceptions of codeswitching based on individuals' language skill (Monolingual or Bilingual). Results indicate that Monolingual individuals had greater negative attitudes towards codeswitching, but Bilingual individuals had greater use of derogatory terminology towards codeswitching and codeswitchers.

56

Individual and Collective Intention Formation: A Cross-Cultural Investigation

JOHN ADAMOPOULOS, Grand Valley State University; LUTHER FURGERSON, Grand Valley State University; MELISSA MCDONALD, Grand Valley State University; JAMES KLOET, Grand Valley State University; RACHEL PERLEY, Grand Valley State University
adamopoj@vsu.edu

Intention formation under individual and group-referenced instructions was examined in US and Greek students. Social-psychological models involving attitudes, norms, and moral obligations as determinants of intentions were good at predicting intentions. However, relationships between culture, social context, and intentionality were more complex than is typically assumed in standard individualism-collectivism theory.

57

Academic Achievement and Identity of Low Status Group Members

CHAD A. JOHNSON, University of Wisconsin-Stout Student; JUSTIN AOKI, University of Wisconsin-Stout; JUSTIN WHEELER, University of Wisconsin-Stout; PEIZHONG LI, University of Wisconsin-Stout
johnsonchad1@uwstout.edu

Membership in lower status groups (small state colleges) is often associated with lower academic achievement. Lower status group members tend to dissociate from their group when primed to compete academically with higher status groups (academically selective universities) relative to being primed to join that group.

Motives Underlying Prosocial Behavior

Saturday, 10:30-12:30

Salon 6

KRISTINE KELLY, Western Illinois University, Moderator

10:30

Community and Prosocial Action: Exploring Physical and Psychological Conceptions

CLELIA ANNA MANNINO, University of Minnesota; MARK SNYDER, University of Minnesota
manni114@umn.edu

Participants (N=111) primed with a physical sense of community indicated greater interest in volunteering to enhance physical community, whereas those primed with a psychological sense of community expressed greater interest in volunteering to enhance psychological community. Thus, physical and psychological communities are distinct constructs with differential links to social action.

10:45

Social Traits and the Detection of Deception

MONIKA BAUER, Northwestern University; GALEN V. BODENHAUSEN, Northwestern University; WENDI L. GARDNER, Northwestern University; ANDREW P. BECKER, Northwestern University
m-bauer@northwestern.edu

Do different motives for social attunement influence the quality of one's attunement? To examine this question, we assessed two social traits -- interdependence and Machiavellianism -- that reflect very different motives for being socially attuned. Interdependence was found to be positively related to people's ability to accurately read others, whereas Machiavellianism was found to be negatively related to this ability.

11:00

Altruistic Rationalization and Interindividual-Intergroup Discontinuity

BRAD PINTER, Pennsylvania State University at Altoona
tbp1@psu.edu

The present research examined the idea that individuals use group membership as a cover for pursuing self-interested behavior. In two experiments individuals low in guilt-proneness were particularly likely to exploit situations in which they could claim to be acting in the best interests of others.

11:15

The Effect of Perpetrator Amends and Victim Forgiveness on Victim Self-Respect

LAURA B. LUCHIES, Northwestern University; ELI J. FINKEL, Northwestern University

l-luchies@northwestern.edu

Data from three studies, including an experimental study and a 6-month longitudinal study of naturally occurring transgressions in romantic relationships, reveal that victims who forgive transgressions when they "should not" (e.g., when the perpetrator has failed to make amends) suffer diminished self-respect.

11:30

Mutual Contributions from a Dyad Increase Rapport

JON E. GRAHE, Pacific Lutheran University; BONNIE J. NELSON, Pacific Lutheran University
graheje@plu.edu

This study manipulated structure of dyadic tasks in an effort to increase rapport experienced during an interaction. Dyads completed two tasks (computer and puzzle) where the task either required contributions from both participants or one could complete it alone. Results demonstrated increased rapport when the task required mutual contributions.

11:45

Motivating Reciprocity: Regulatory Focus and Returns in the Investment Game.

GALE M. LUCAS, Northwestern University; DANIEL C. MOLDEN, Northwestern University; J. KEITH MURNIGHAN, Northwestern University
g-lucas@northwestern.edu

Greater trust-induced reciprocity was expected for prevention-focused than promotion-focused individuals. Participants played a game in which money that one person "invests" is tripled and transferred to another person, who decides how much (if any) to return. When trusted with large (but not small) investments, prevention-focused individuals granted larger returns.

12:00

Agreeableness and Helping Behavior: A Motivational Analysis

MEARA M. HABASHI, Purdue University; WILLIAM G. GRAZIANO, Purdue University
meara@psych.purdue.edu

Research examining the existence of an altruistic personality has been controversial. The present research examines the role of agreeableness in altruistic motivations driving helping behavior. The results will be discussed in terms of pluralistic motives driving helping behavior (Batson & Shaw, 1991).

12:15

Prescriptive Beliefs, Sense of Propriety and Feelings About Social Policies

JOHN D. EDWARDS, Loyola University Chicago; LUKASZ FIEDOROWICZ, Loyola University Chicago; HIDEO SUZUKI, Loyola University Chicago
jedward@luc.edu

The findings of this research indicate that some strong feelings associated with perceived actual policies on several controversial social issues can be partly attributed to beliefs about what those policies ought to be, the discrepancy between the "actual" and "ought" policies, and a general sense of propriety regarding conventional morality.

Social Judgment

Saturday, 10:30-12:30

Salon 7

JAY JACKSON, Indiana-Purdue University Fort Wayne, Moderator

10:30

Making a Good Impression: The Effects of Perceived Impression Formation Strategy on Certainty

VICTORIA L. DESENSI, Indiana University; ZAKARY L. TORMALA, Stanford University
vdesensi@indiana.edu

We hypothesized that people would be more certain of their impressions when they perceive that their impression formation strategies are commonly shared. We found that participants were most certain of their impressions when they perceived that their impression formation strategy matched the strategy of others.

10:45

The Automatic and Simultaneous Activation of Multiple Social Inferences

ANDREW R. TODD, Northwestern University; DANIEL C. MOLDEN, Northwestern University; JAAP HAM, Eindhoven University of Technology; ROOS VONK, Radboud University Nijmegen
a-todd@northwestern.edu

Upon encountering others' behaviors, what are the first things that come to mind? Three experiments demonstrate that perceivers simultaneously activate trait- and situation-property information implied in the behaviors. This simultaneous activation of trait and situational inferences occurs relatively automatically (i.e., spontaneously, unconsciously, effortlessly, and independently of perceivers' inferential goals).

11:00

What Does Language Prime?

SPIKE W. S. LEE, University of Michigan; DAPHNA OYSERMAN, University of Michigan; MICHAEL HARRIS BOND, Chinese University of Hong Kong
spikelee@umich.edu

Manipulating language of instruction and response shifts self-concept content and self-esteem maintenance motives independently. Relative to Chinese, English heightens independence and self-esteem concern. Results suggest that

language is a broad-stroke cultural tool that activates multiple, potentially conflicting thoughts and motives.

11:15

Perceptions of Coerced Aggressive Acts: The Case for the Savvy Perceiver

ANDREW E. MONROE, University of Oregon; GLENN D. REEDER, Illinois State University; JOHN B. PRYOR, Illinois State University
amonroe1@uoregon.edu

In everyday life, people often wonder about the underlying reasons for aggressive behavior. This work examines perceivers' understanding of coerced aggressive acts using Milgram's (1963) obedience paradigm. Two studies were conducted to examine perceptions of coerced aggressive actions. Results indicate that participants actively attended to situational information when making attributions.

11:30

Counterfactual Thought Confidence: Questioning the Likelihood of What Might Have Been

JOHN PETROCELLI, Wake Forest University; ELISE J. PERCY, Indiana University Bloomington
petrocvj@wfu.edu

Counterfactual thinking plays an important role in causal attributions and feelings of regret. It is hypothesized that the degree of confidence in counterfactual thoughts is more crucial to judgments than is the frequency of counterfactual thoughts generated. Results suggest that counterfactual outcome confidence can play a moderating and mediating role.

11:45

Judgments of Intentional Action are Shaped by Moral Considerations

DAVID TANNENBAUM, University of California, Irvine; PETER H. DITTO, University of California, Irvine; DAVID A. PIZARRO, Cornell University
dave.tannenbaum@gmail.com

Intentionality judgments certainly influence our moral judgments, but do moral considerations also influence our intentionality judgments? If so, one might expect people with different moral values to also make different intentionality judgments when witnessing the same action. Several studies, all tapping different moral values, suggest that we have different notions of what constitutes intentionally bad and intentionally good actions.

12:00

With God on Our Side: Egocentrism in Judgments of God's Beliefs

BENJAMIN CONVERSE, University of Chicago; NICHOLAS EPLEY, University of Chicago
bconvers@chicagogsb.edu

A nationally-representative sample displayed more egocentrism predicting God's attitudes about important issues than the average American's attitudes. In a follow-up, subtly manipulating people's attitudes similarly affected estimates of God's, but not other targets', attitudes. To some extent, people form God in their own image. Implications and possible mechanisms are discussed.

12:15

Counterfactual Direction and Accessibility: The Impact of Other Possible Worlds upon Judgments of Responsibility

ELISE J. PERCY, Indiana University, Bloomington; STEVEN J. SHERMAN, Indiana University, Bloomington
ephall@indiana.edu

This research investigated the impact of counterfactual direction and accessibility upon responsibility-related judgments. Participants learned about a car accident and supplied counterfactual alternatives. Direction and target of the counterfactuals interacted to influence judgments, but this relationship was moderated by the ease with which the alternatives could be brought to mind.

Skilled Performance

Saturday, 10:30-12:30

Salon 5

THOMAS PETROS, University of North Dakota, Moderator

10:30 Invited Talk

Skilled Performance: From Action to Perception to Understanding

SIAN L. BEILOCK, The University of Chicago
beilock@uchicago.edu

Intensive practice is needed to achieve high levels of motor skill proficiency. But, does motor skill experience carry implications beyond the playing field to other endeavors? I will show that domains as diverse as language comprehension, memory, and preferences for objects/events in one's environment are modulated by one's action experiences

11:00

Embodied Memory Judgments: A Case for Motor Fluency

SHU-JU YANG, University of Chicago; DAVID GALLO, University of Chicago; SIAN BEILOCK, University of Chicago
sjyang@uchicago.edu

The ease or fluency to process an item can serve as a useful heuristic in recognition memory (Jacoby et al., 1989). Building on the idea of perception-action coupling (Longcamp et al., 2005), we showed that recognition memory judgments can be altered by fluency from the motor system (i.e., motor fluency).

11:15

The Motor System's Role in Object Preference

RAEDY M. PING, University of Chicago; SONICA DHILLON, Northwestern University; SIAN L. BEILOCK, University of Chicago
raedyping@gmail.com

The ease with which one can act on an object affects explicit judgments of how much one likes that object: people prefer objects whose handles are pointed toward them over objects whose handles are pointed away. This effect may be a result of the motor system's automatic activation during perception.

11:30

High-Stakes Performance: Why do Some Choke While Others Thrive?

ANDREW T. MATTARELLA-MICKE, University of Chicago; JILL MATEO, University of Chicago; MEGAN KOZAK, Roosevelt University; KATIE FOSTER, University of Chicago; SIAN L. BEILOCK, University of Chicago
mattare2@uchicago.edu

Research on anxiety has shown that stressful scenarios hurt performance by impairing WM. Still, some people excel under pressure. This study shows that the effects of stress on WM are a synthesis of both physiological response and emotional appraisal. Together these determine performance failure or success under stress.

11:45

Choking Under Pressure: Multiple Routes to Skill Failure

MARCI S. DECARO, Miami University; ROBIN D. THOMAS, Miami University; SIAN L. BEILOCK, The University of Chicago
sammonm2@muohio.edu

Using different types of category learning tasks (i.e., attention-demanding versus proceduralized) and different types of pressure environments (i.e., distracting versus increasing attention to execution), we demonstrate that faltering versus prevailing under pressure depends on the type of pressure experienced and the executive control structures required for successful task performance.

12:00

Diminishing Returns of Increasing Retrieval Practice

MARY A. PYC, Kent State University; KATHERINE A. RAWSON, Kent State University
mpyc@kent.edu

We explored the efficiency of schedules of distributed retrieval practice. Increasing the number of correct recalls during practice led to diminishing returns for final test performance. The rate of approach to asymptotic final test performance depended on the retention interval between practice and final test.

12:15

Perceptions and Practical Applications of Different Numerical Formats

GARY L. BRASE, Kansas State University
gbrase@ksu.edu

People perceive frequencies, percentages, and probabilities as differing in clarity and magnitude, even when mathematically equivalent. The present research documents these patterns in applied settings (forestry extension work, cancer research charity information), and -in the later case—shows that these perceptions can lead to differences in actual behavior.

Differential Perception of Ingroup and Outgroup Members

Saturday, 10:30-12:30

Salon 1

HAL BERTILSON, University of Wisconsin-Superior, Moderator

10:30 Invited Talk

Mind Attribution as a Function of Perceived Threat

MEGAN N. KOZAK, Roosevelt University
mkozak@roosevelt.edu

This research explores the relationship between the attribution of mental states to an outgroup and the degree to which this outgroup is perceived as threatening. This work extends on the findings that disliking for a person is often associated with the tendency to overlook this person's mental states (intentions, thoughts, and emotions).

11:00

Polarization of Social Groups as a Predictor of Explicit Racism

STEPHANIE E. AFFUL, Missouri Baptist University; RICHARD D. HARVEY, Saint Louis University
affuls@mobap.edu

Oppositional thinking (i.e., tendency to view world dichotomously) and its application to social groups are psychologically closer to the true essence of racism (i.e., inferiority/superiority beliefs). Mediation analyses confirm that juxtaposition of social groups is the strongest predictor of explicit racism and intent to engage in interracial relationships.

11:15

Friendly Intergroup Teasing

TAY E. HACK, Purdue University; MARGO MONTEITH, Purdue University
tay@psych.purdue.edu

This research examined the phenomenon of playful intergroup teasing. Participants recalled and described a teasing event that focused on their gender or race and recorded their thoughts and feelings. Results suggest that playful teases intended as harmless fun, may not be so harmless after all.

11:30

Reducing HIV Stigma: A Common Ingroup Identity Perspective

NATALIE D. SMOAK, Illinois Wesleyan University; HEATHER DEUTSCH,
Illinois Wesleyan University
nsmoak@iwu.edu

In this research, we designed an HIV-stigma reducing video. Two speaker characteristics were manipulated: group affiliation and HIV-status. We found that participants reported less explicit stigma and increased group affiliation when the intervention speaker shared a group affiliation with the participants and was HIV-positive. Implications and future research are discussed.

11:45

Strategies for Interracial Interactions

MICHELLE PERUCHE, Florida State University; E. ASHBY PLANT, Florida
State University
peruche@psy.fsu.edu

The current work examined how the source of people's motivation to respond without prejudice influences the strategies people use during interracial interactions and what impact these strategies may have on the quality of their interactions. Results are discussed in terms of the potential implications for interracial interactions.

12:00

The Impact of Pervasiveness on Standards of Injustice

ALEXANDER M. SCHOEMANN, University of Kansas; ANCA M. MIRON,
University of Wisconsin - Oshkosh; NYLA R. BRANSCOMBE, University of
Kansas
schoemann@ku.edu

How groups perceive their past injustice towards outgroups depends on their definition of injustice. We find that the pervasiveness of an unjust act influences standards of injustice. Further, standards of injustice are related to evaluations of harm doing and feelings of anger about past actions.

12:15

Signaling and Disclosing a Gay Identity Predicts Higher Self-Esteem

JENNIFER L. ZIMMERMAN, DePaul University; KEVIN MCLEMORE,
DePaul University; CHRISTINE REYNA, DePaul University
jzimmer3@depaul.edu

The present study investigates how signaling and/or disclosing a gay identity to intimates versus strangers predicts self-esteem. The results of the study suggest that gay men do not have to be in the presence of similar others to have high self-esteem.

Adult Clinical Poster Session

Saturday, 10:30-12:30

Upper Exhibit Hall

ELAINE BLAKEMORE, Indiana Purdue University Fort Wayne, Moderator

1

Measuring Empathy and its Associations with Psychopathy in Mentally Disordered Offenders

KATHRYN MISKA, Mendota Mental Health Institute; MICHAEL J. VITACCO, Mendota Mental Health Institute; DAVID LISHNER, University of Wisconsin Oshkosh; PHAN HONG-LISHNER, Univ. of Wisconsin Oshkosh
vitacmj@dhfs.state.wi.us

Psychopathy has established links with aggression; however its relationship with emotional functioning is not well understood. Sixty forensic patients were administered the Psychopathy Checklist: Screening Version and an Empathy Stimuli Questionnaire. Results demonstrate that individuals high on psychopathy having difficulties with empathy-arousing stimuli. We will discuss psychopathy and its relationship to emotional functioning.

2

The Psychological and Physical Health Correlates of Emotional Disclosure

KATIE EDWARDS, Ohio University; MEGAN CRAWFORD, University of Georgia; MEGAN MURPHY, Ohio University; ERIN TANSILL, Ohio University; CHRISTINE GIDY CZ, Ohio University; KAREN CALHOUN, University of Georgia
ke264505@ohio.edu

The purpose of the current study was to determine the physical and psychological correlates of emotional disclosure. Results suggested that different types of emotional disclosure were related to different types of physical and psychological distress. Implications of these findings will be discussed.

3

Somatization Symptoms among Female Survivors of Sexual Violence: A Multi-Site Investigation

KATIE EDWARDS, Ohio University; MEGAN CRAWFORD, University of Georgia; ERIN TANSILL, Ohio University; MEGAN MURPHY, Ohio University; CHRISTINE GIDY CZ, Ohio University; KAREN CALHOUN, University of Georgia
ke264505@ohio.edu

Results suggested that childhood sexual abuse was not related to somatization in adulthood. However, sexual victimization in adolescence and/or adulthood (ASA) was related to somatization symptoms. Moreover, results from the mediation analysis suggested that post-trauma symptomatology mediated the relationship between ASA and somatization. Implications of these findings will be discussed.

4

Genetic Discrepancies in Cognitive Performances Among Head-Injured Military Personnel

JANA M. WINGO, Loyola University of Chicago; S. DUKE HAN, Loyola University Chicago; DEAN C. DELIS, University of California San Diego; MARK W. BONDI, University of California San Diego
jwingo@luc.edu

This study examined if military personnel with a head injury show cognitive discrepancy patterns and whether these differ by APOE genotype. A significantly greater number of cognitive discrepancies were observed in $\epsilon 4$ carriers as compared to non-carriers. Results support the utility of examining cognitive discrepancies following TBI by genetic factors.

5

Optimistic and Pessimistic Bias in European Americans and Asian Americans: Distinguishing Between Predictions for Physical and Psychological Health Outcomes

KAVITA SRIVASTAVA, University of Michigan; EDWARD C. CHANG, University of Michigan; LARRY SANNA, University of North Carolina, Chapel Hill; ANAYANSI LOMBARDELO, San Francisco State University
srivastk@umich.edu

The present study examined levels of optimistic and pessimistic bias in the prediction of positive and negative physical and psychological health outcomes between European American ($n = 171$) and Asian American ($n = 168$) college students.

6

Relation of the Big-Five to Perceived Stress Among College Students

TERESA M. HECKERT, Truman State University; SHANNON M. ALBRIGHT, Truman State University; MARGARET R. TERRANOVA, Truman State University; CHRISTOPHER HONTS, Truman State University; ADAM H. KABINS, Truman State University
theckert@truman.edu

Our research investigated the relation between the Big-Five traits and perceived stress among 137 college students. Emotional stability had the strongest relationship ($r = -.70, p < .001$). Even so, intellect, conscientiousness, and extraversion added to the prediction of perceived stress, increasing the adjusted r-squared to .55 (by .07).

7

Mediation Model of Shame, PTSD, and Depression in Battered Women

MEAGAN L. HOWELL, Saint Louis University; TERRI WEAVER, Saint Louis University
howellmeagan@gmail.com

A sample of battered women participated in a study examining a mediational model of recency of violence, trauma type, ethnicity, shame and outcomes of Depression and PTSD. Statistical analysis revealed that PTSD and Shame were significant mediators and were accurate at predicting which women met diagnostic symptom levels for depression.

8

Assessing Sleep Quality in Clinical Populations: Subjective Versus Objective Measurement

J. ALBERS ANDREW, Clayton Sleep Institute, St. Louis; PATRICIA G. BAGSBY, Clayton Sleep Institute; ERIC D. POWELL, Clayton Sleep Institute
triciabagsby@gmail.com

The relationship between objective and subjective sleep quality was examined in several subgroups. The affective disorder group overestimated their sleep quality compared to their objective sleep variables, while the control group more accurately estimated their sleep quality. The inflammatory condition and hypertensive groups tended to underestimate their sleep quality.

9

Sleepiness or Fatigue: Which is a Better Predictor of Sleep Quality?

EMILY K. HARRIS, Clayton Sleep Institute, St. Louis; PATRICIA G. BAGSBY, Clayton Sleep Institute, St. Louis; ERIC D. POWELL, Clayton Sleep Institute, St. Louis (Sponsor: DAVID C. MUNZ)
triciabagsby@gmail.com

Sleepiness, fatigue and sleep quality were examined in patients from a sleep center. Both sleepiness and fatigue were significantly related with subjective sleep estimates, but fatigue demonstrated a stronger relationship with subjective sleep quality estimates.

10

Intervention for the Media's Negative Effect on Male Body Image

SARA M. SHEHADEH, Southern Illinois University; LAURA PAWLOW, Southern Illinois University Edwardsville; CHERYL HAAS, Southern Illinois University Edwardsville; ANDREW POMERANTZ, Southern Illinois University Edwardsville; DAN SEGRIST, Southern Illinois University Edwardsville
sshehad@siue.edu

Research has shown that the media can have a negative effect on male body image. This study assessed the effectiveness of a "media truth" intervention to reduce those effects. Participants completed multiple body image measures at three time points. Results suggest the intervention may decrease drive for muscularity in men.

11

Hypersensitivity to Food Cues

SHANNON L. FOWLER, University of Detroit Mercy; ASHLEY WIEDEMAN, Eastern Michigan University; AMY COLLINGS, Eastern Michigan; KAREN SAULES, Eastern Michigan University
slfowler1@gmail.com

Relationships between body image, depression, food cue hypersensitivity, and disordered eating were explored. Hypersensitivity to food cues contributed added variance to the prediction of disordered eating, beyond that predicted by body image alone. Future research should explore the mechanism by which food cue hypersensitivity may contribute to disordered eating.

12

Recent Victimization's Impact on Women's Perceptions of Subsequent Victimization Risk

DANIELLE R. PROBST, Ohio University; CHRISTINE A. GIDYCH, Ohio University
dp304205@ohio.edu

Recognition of a threatening situation that could lead to a physical or sexual assault could aid in decreasing the likelihood of being victimized. The current study explored the impact of recent experiences of victimization on women's perceptions of risk of experiencing subsequent victimization. Implications for programming will be discussed.

13

Daytime Functioning and Sleep Quality in Patients with Affective Disorders

KELLI N. BARTON, Clayton Sleep Institute, St. Louis; PATRICIA G. BAGSBY, Clayton Sleep Institute, St. Louis; ERIC D. POWELL, Clayton Sleep Institute, St. Louis
triciabagsby@gmail.com

Archival data was used to assess the relationship between daytime functioning (sleepiness/ fatigue) and participants diagnosed with affective disorders (anxiety and/or depression). Results indicate that estimates of daytime functioning have a higher predictive relationship with subjective sleep estimation. Like previous results, participants with affective disorders overestimated poor sleep quality.

14

Self-Injurious Behaviors and the Experience of Pain

AIKATERINI PSARROPOULOU, Roosevelt University; SUSAN TORRES-HARDING, Roosevelt University
katerina.psarropoulou@gmail.com

This study examines the associations between personality factors, depression, self-report reasons for self-injury, and dissociative pain relief in a sample of individuals who are currently hospitalized for treatment for self-injurious behaviors. Results of statistical analyses examining the associations among these factors will be presented and discussed.

15

Reliability and Validity of a Scale to Measure Self-Harm

SUSAN TORRES-HARDING, Roosevelt University; SARAH BROWN, Roosevelt University; CATRINA KIMBLE, Roosevelt University; KIM HARRISON, Roosevelt University; UFUOMA ABIOLA, Roosevelt University
katerina.psarropoulou@gmail.com

The Self-Harm Inventory is a clinical scale that screens for presence of self-harm behaviors, defined as behaviors in which individuals deliberately cause physical injury to their own bodily tissues, without suicidal intent. This study assesses the reliability and validity of this scale. Potential uses for this scale will be presented.

16

Associations Between Type of Drug and University Students' Reported Reasons for Abstinence and Limited Use of Illicit Substances

HAROLD ROSENBERG, Bowling Green State University; ERIN BONAR, Bowling Green State University; LANCE JONES, Bowling Green State University; MICHELLE PAVLICK, Bowling Green State University; SHANNA MURRAY, Bowling Green State University (Sponsor: PERILOU GODDARD)
smurray@bgsu.edu

We assessed college students' attributions for either abstinence from or limited use of four illegal drugs (MDMA/ecstasy, cocaine, marijuana, hallucinogens). Some reasons varied by drug, but fear of getting caught, drug use being contrary to one's self-image, and perceived lack of benefits were seen as relatively important influences across all drugs.

17

The Effect of Race and Attire on the Diagnosis of Mental Illness

SHANNON TONEY SMITH, Southern Illinois University Edwardsville; LAURA PAWLOW, Southern Illinois University Edwardsville; PAUL ROSE, Southern Illinois University Edwardsville; ANDREW POMERANTZ, Southern Illinois University Edwardsville
stsmith02@hotmail.com

Studies attribute the higher prevalence rate of Schizophrenia in African Americans versus European Americans to biased misdiagnoses. Clothing style may contribute to this bias. Preliminary results indicate that race and clothing affect perceptions regarding likelihood of mental illness, drug use, and SES. This knowledge has implications for mental health providers.

18

Rumination in the Creative Process: An Adaptive or Maladaptive Cognitive Process?

JOSEPH R. COHEN, DePaul University; EMILY LATTIE, DePaul University; JOSEPH R. FERRARI, DePaul University
JCohen24@depaul.edu

Rumination as a cognitive process has interested clinical and cognitive psychologists for several years. Typically, focus is on negative components of rumination. In the current study we examined self-reported rumination within a sample of adult men and women to assess how this cognitive process related to creativity.

19

Predictors of Self-Harm Behaviors in College Students

JUNE SPROCK, Indiana State University; JACLYN GREEN, Indiana State University
j-sprock@indstate.edu

This study investigated predictors of self-injury in a college student sample. BPD symptoms, depression, and drug abuse were significant predictors of lifetime self-harm behaviors, whereas depression and drug abuse predicted self-harm in the past year. Implications, strengths and limitations of this study, and directions for future research are discussed.

20

The Clinical Utility of Categorical versus Dimensional Subclassification of Schizophrenia

JUNE SPROCK, Indiana State University; MEGAN A. HASENWINKEL, Indiana State University
j-sprock@indstate.edu

This study compared the interrater reliability and clinical utility of categorical versus dimensional subclassification of schizophrenia. Although there was an interaction with case prototypicality, interrater reliability and clinical utility were similar for categorical and dimensional models. Implications, strengths and limitations of this study, and directions for future research are discussed.

21

Integrating State and Trait: Validating the NEO Using EMA Data

KEVIN A. HALLGREN, University of Missouri-Columbia; LAUREN M. SCHAEFER, University of Missouri-Columbia; MARIKA SOLHAN, University of Missouri-Columbia; SEUNGMIN JAHNG, University of Missouri-Columbia; TIMOTHY J. TRULL, University of Missouri-Columbia (Sponsor: NELSON COWAN)
KevinHallgren@gmail.com

Correspondence of NEO-PI-R neuroticism, angry hostility, anxiety, depression, and positive emotion with ecological momentary assessment data of mood states (negative affect, hostility, fear, sadness, and positive affect) was evaluated in borderline PD and major depression outpatients. Both groups revealed moderate convergent validity for the NEO-PI-R with corresponding mood states.

22

An Examination of Coping in Borderline PD and MDD Using EMA

LAUREN M. SCHAEFER, University of Missouri; KEVIN A. HALLGREN, University of Missouri; MARIKA SOLHAN, University of Missouri; SEUNGMIN JAHNG, University of Missouri; TIMOTHY J. TRULL, University of Missouri
lms7vc@mizzou.edu

This study examined affective instability and coping styles in individuals with Borderline PD and those with Major Depressive Disorder using EMA methodology. Active coping was moderately correlated with hostility and modestly correlated with sadness. Avoidance was modestly correlated with fear. The MDD group indicated greater use of active coping styles.

23

The Detection of Malingering on Measures of Competency to Stand Trial: A Study of Coached and Uncoached Simulators

RACHAEL SPRINGMAN, University of Missouri -St Louis; BRIAN VANDENBERG, University Missouri-St Louis
rachaelspringman@umsl.edu

This study investigated the detection of coached and uncoached malingering on two measures of competency to stand trial: the Georgia Court Competency Test (GCCT) and the Evaluation of Competency to Stand Trial - Revised (ECST-R).

24

Anger, Aggression, and Female Perpetration of Intimate Partner Violence

CORY CRANE, Purdue University; JESSICA NIKSICH, Purdue University; CHRISTOPHER ECKHARDT, Purdue University
cacrane@psych.purdue.edu

Female college students in dating relationships were assessed for evidence of uni or bidirectional IPV. Anger control/expression and self as well as perceived partner aggression were determined to reliably differ between groups of female perpetrators and non-violent females but not between groups characterized by uni- vs. bidirectional aggression.

25

Heavy Alcohol Consumption, Aggressivity, and Intimate Partner Violence

CORY CRANE, Purdue University; CHRISTOPHER ECKHARDT, Purdue University
cacrane@psych.purdue.edu

The role of dispositional aggression (aggressivity) was considered as a potential moderator to the relationship between alcohol consumption habits and intimate partner violence across genders. Aggressivity moderated the observed relationship in cases of male-to female, but not female-to-male, IPV.

26

Towards the Development of a Comprehensive Measure of Medical Anxieties

PHILLIP O. PEGG, Western Kentucky University; KATHERINE FITZGERALD, Western Kentucky University
phil.pegg@wku.edu

This study represents an effort to develop a psychometrically sound and comprehensive measure of medical anxieties. From an initial item pool of 237 items assaying various anxiety relevant dimensions of the healthcare context, the 137-item Medical Anxieties Scale, with nine subscales, was derived.

27

Cross-Cultural Therapeutic Alliances Versus Ethnic Matching

JALEEL ABDUL-ADIL, University of Illinois at Chicago; SURINA KAMDAR MAZZOLA, Argosy University; A. DAVID FARMER, JR., Northeastern Illinois University; PATRICK TOLAN, University of Illinois at Chicago; KAREN TAYLOR-CRAWFORD, University of Illinois at Chicago
jabdul@psych.uic.edu

Do ethnic difference between therapist and client impede the therapeutic relationship, or can the culturally competent therapist overcome cultural barriers to carry out a successful therapeutic treatment? In order to effectively work with minority populations, the therapist must adapt treatment to meet the needs of culturally diverse families.

28

Perfectionism, Loneliness, and Psychological Adjustment: A Look at Gender Differences

RITIKA SINGH, University of Michigan; MARGUERITE BODEM, University of Michigan; EDWARD C. CHANG, University of Michigan; NICOLE HERMANN, University of Michigan; KAVITA SRIVASTAVA, University of Michigan; NAZLI UREMEK, University of Michigan; M. LEE, University of Michigan; E. WARDJIMAN, University of Michigan
ritika@umich.edu

The present study aimed to (a) examine gender differences on perfectionism and loneliness; and (b) examine the associations of perfectionism and loneliness with psychological outcomes (viz., worry, anxious symptoms, and depressive symptoms). Findings indicated evidence for gender differences in the associations of perfectionism, but not loneliness, with psychological adjustment.

29

Responses to Descriptions of DSM Disorders and Normal Behavior

CHRISTOPHER R. BERGHOFF, Southern Illinois University Edwardsville; DAVID R. BEDWELL, Southern Illinois University Edwardsville; DEZSIREE JONES, Southern Illinois University Edwardsville
cberghoff@gmail.com

The effect of degree of psychopathology on ability to detect mental pathology was investigated. The results indicate individuals can reliably discriminate between normal behavior and provisional and mental disorders using a

dimensional scale. Findings suggest the public may accept provisional disorders as mental disorders in future editions of the DSM.

30

Assessing Trait Aggression in Video Game Trained Participants

DAVID R. BEDWELL, Southern Illinois University Edwardsville;
CHRISTOPHER R. BERGHOFF, Southern Illinois University Edwardsville;
CASEY C. FAGIN, Southern Illinois University Edwardsville; WILLIAM D.
KRAUS, Southern Illinois University Edwardsville; MICHAEL A. SKELLY,
Southern Illinois University Edwardsville
dabedwe@siue.edu

The effect of extensive video game training on trait aggression was investigated. Results indicate no significant change in aggression after video game training. Accordingly, previous reports linking video gaming and aggression may be due to preventing sufficient video game playing time rather than a video game's content.

31

Therapy Retention for Urban Clients in Family Therapy

JALEEL ABDUL-ADIL, University of Illinois at Chicago; CAROLYN
GIANNONE, Illinois Institute of Technology; A. DAVID FARMER, JR.,
Northeastern Illinois University; PATRICK TOLAN, University of Illinois at
Chicago; KAREN TAYLOR-CRAWFORD, University of Illinois at Chicago
jabdul@psych.uic.edu

Therapeutic attrition was explored in inner city, high-risk families seeking treatment for youth with defiant behavior. Using a multiple regression analysis, characteristics of families seeking treatment were used to predict number of clinical contacts. Implications and future interventions are discussed.

32

Mediators of Media Effects on Body Image and Eating Behavior

NICOLE BOSSE, University of Dayton; ROGER N. REEB, University of
Dayton;
roger.reeb@notes.udayton.edu

Family "process" (e.g., cohesion), family "climate" (e.g., family's excessive concern with body weight and shape), and personality variables (e.g., neuroticism) are associated with eating disorders in young females. Results of research examining the hypothesis that these variables mediate the effects of "thin-ideal" media on body image and eating behavior are presented.

33

Effects of Service Experiences on Community Service Self-Efficacy

ROGER N. REEB, University of Dayton; COURTNEY RYAN, University of
Dayton; STACEY LANGSNER, University of Dayton; NICOLE BOSSE,
University of Dayton

roger.reeb@notes.udayton.edu

The Community Service Self-Efficacy Scale assesses an individual's confidence in his or her own ability to make clinically meaningful community service contributions. Due to evidence of "ceiling effects" in some studies, this research examines whether an adapted version is more sensitive in detecting pre- to post-intervention changes in self-efficacy.

34

Examining Ostensible Differences Between Major and Minor Depressive Disorder

CRYSTAL D. NASH, Southern Illinois University Edwardsville (Sponsor: MICHAEL G. DUDLEY)
nashionall@yahoo.com

The current study examined the diagnostic usefulness of including separate major and minor depressive disorder classifications. Results indicated that Minor Depressive Disorder, currently a provisional mental disorder for the DSM-V, is closely related to Major Depressive Disorder, thus eliminating the need to be included in the DSM-V.

35

Concern for Appropriateness, Social Norms, and Collegiate Alcohol Consumption

AUDREY NORRIS, Kent State University; DAN J. NEAL, Kent State University
anorris2@kent.edu

Exaggerated social norms are associated with alcohol consumption. This study tested the interaction of Concern for Appropriateness and norms to predict alcohol consumption. Self-other differences (SODs) in average and peak drinks were correlated with cross-situational variability, reflecting an increased desire to change behavior to minimize SODs in specific social situations.

36

Social Desirability, Alcohol Use, and Alcohol-Related Problems

ANDREW FEDOR, Kent State University; DAN J. NEAL, Kent State University
anorris2@kent.edu

In situations involving alcohol, social desirability may have an influence on how much that people drink, which can lead to increased risk of alcohol related consequences. A significant interaction between number of drinking days and social desirability emerged during analysis.

37

Aging, Gambling, and Impulse Control

F. RICHARD FERRARO, University of North Dakota; ANGELA ALLMARAS, University of North Dakota

mrkraft@hotmail.com

Of ninety-four older adults (M age 70 years), 67 scored 0 on the South Oaks Gambling Scale (SOGS), while 27 scored 1 or higher. Older adults with higher SOGS scores (more gambling behaviors) had greater deficits in impulse control, as measured by the Executive Function Index (EFI).

38

Parasympathetic Arousal Following Meditation Based on Level of Participant Religiosity

ELISE WOOMER, Westminster College
woomerer@westminster.edu

This study assesses the effectiveness of religious versus non-religious meditative practices as a function of an individual's religiosity. A host of psychophysiological methods were used. Preliminary analysis suggests that levels of religiosity do not significantly impact the degree to which differing meditative techniques decrease physiological reactivity.

39

Patients' Insights on their Mental Disorders, Number of Hospitalizations and Current Day of Hospitalization

CEYLA ERHAN, Washington University in St Louis
cerhan@artsci.wustl.edu

In the current study, patients' insights into their disorder and delusions were assessed using two semi-structured scales: SUMD and local. Patients' diagnoses were schizophrenia, schizoaffective, bipolar disorder, major depression, and psychotic disorder NOS. Correlations among diagnoses, insight into disorder, number of hospitalizations and the length of current hospitalization were calculated.

40

Well I Think It's Funny: Gender Differences in Relational Aggression

CAROLYN E. ROECKER PHELPS, University of Dayton; KRISTEN TURI, University of Dayton; STACEY LANGSNER, University of Dayton; KATIE KURTZ, University of Dayton
carolyn.roecker-phelps@notes.udayton.edu

This study examined men and women's perception of the harmfulness and acceptability of malicious humor across three interpersonal contexts: acquaintanceships, friendships, and romantic relationships. Findings suggest that, in some contexts, males view malicious humor as more acceptable and less harmful than do females.

41

Confrontation of Negative Attitudes and Stereotypical Responding Toward the Overweight

ALYSSA L. FAGAN, Southern Illinois University Edwardsville; LAURA A. PAWLOW, Southern Illinois University Edwardsville; PAUL ROSE, Southern Illinois University Edwardsville; DANIEL J. SEGRIST, Southern Illinois University Edwardsville
afagan@siue.edu

The purpose of this research is to examine whether social confrontation will significantly reduce the number of stereotypic responses made about the overweight and obese during a photograph/ description inference task as well as reduce self-reported levels of anti-fat bias.

42

Internalization of “Everyday” Objectification Experiences, Feminist Attitudes, and Eating Disordered Attitudes

BROOKE ROCKWERN, Kenyon College; SARAH K. MURNEN, Kenyon College
rockwernb@kenyon.edu

The inter-relationships between the experience of "every day" objectification, feminist identity, self-objectification, body shame, and eating disordered attitudes were examined in this study. Total objectification related to self-objectification, body shame, and eating disordered attitudes, but feminist attitudes did not moderate relationships as expected.

43

Do Hyperarousal Symptoms Predict Intimate Partner Violence?

RITA E. SAMPER, Purdue University; ERICA WEBER, Purdue University; CHRISTOPHER I. ECKHARDT, Purdue University (Sponsor: CHRISTOPHER R. AGNEW)
rsamper@psych.purdue.edu

The risk for perpetration of IPV is elevated among individuals with a diagnosis of PTSD. Recent findings indicate that hyperarousal symptoms are significantly associated with the perpetration of IPV. The current study seeks to examine this relationship using structural equation modeling (SEM) and considers potential mediators of this relationship.

44

Loneliness as a Moderator of the Link Between Perfectionism and Depressive and Anxious Symptoms

NAZLI UREMEK, University of Michigan; MARGUERITE BODEM, University of Michigan; EDWARD C. CHANG, University of Michigan; KAVITA SRIVASTAVA, University of Michigan; NICOLE HERMANN, University of Michigan; RITIKA SINGH, University of Michigan; E. WARDJIMAN, University of Michigan; M. LEE, University of Michigan
nazliu@umich.edu

The present study aimed to (a) examine the relations between perfectionism, loneliness, and depressive and anxious symptoms; (b) determine if loneliness

would add any incremental validity to the prediction of psychological symptoms beyond perfectionism; and (c) determine if the Perfectionism x Loneliness interaction would add further incremental validity to these predictions beyond main effects of perfectionism and loneliness.

45

Effectiveness of the Disconnected Values Model: An Action Study

MARK H. ANSHEL, Middle Tennessee State University; THOMAS M. BRINTHAUPT, Middle Tennessee State University; MINSOO KANG, Middle Tennessee State University; BRYNDA QUINN, Middle Tennessee State University
manshel@mtsu.edu

We examined the effects of a unique 10-week intervention promoting health behavior change in university faculty/staff. Results indicated significantly improved pre-/post-intervention scores in mental well-being, disconnected values, physical fitness, and blood lipids. Results suggest that the Disconnected Values Model provides an effective approach to replacing negative habits with positive routines.

**Council of Teachers of Undergraduate
Psychology (CTUP)**

THURSDAY, MAY 1

Creative Classroom Presentations

Thursday, 1:00-2:00

PDR 18

The Lunatics Ran the Asylum: Our Venture into a Senior Excellence Seminar

JULIANN BOSKO, HEATHER PARK HATCHETT, ZACH ROSS, DAVID STETTER, Northern Kentucky University; ALISON DONOHUE, Cincinnati Children's Hospital

Outstanding senior psychology majors were trained to mentor freshmen introductory Psychology students interested in majoring in the discipline. This roundtable will discuss the methods employed in training the seniors, the mentoring process and the outcomes for the seniors and freshman. The educational impact for the participants will also be discussed.

Thursday, 2:00-3:00

PDR 18

Class Activities that Work: An Interactive Instructor's Manual

KRISTINE M. KELLY, Western Illinois University; ROBIN A. ANDERSON, St. Ambrose University; KRISTIN K. LARSON, Monmouth College; SUSAN J. MARKUNAS, DePaul University

We will present demonstrations that we know work well in various psychology courses. Demonstrations will be followed by discussion of concepts illustrated in the activity (e.g., cognitive errors, self-esteem, attraction, basic statistics). Participants will take home materials required to use these activities in their own courses.

Thursday, 3:00-4:00

PDR 18

Involving Undergraduate Students in Research Projects

DONNA DAHLGREN, DIANE E. WILLE, MATTHEW W. JOHNSTON, Indiana University Southeast; KAREN CHAMBERS, Saint Mary's College
Panel discussion of the implementation of undergraduate research program from the perspective of both faculty and students. Topics included are creating a campus culture that promotes research, recruitment of students for research and what to do with students once you get them into your research program. Benefits of research involvement will be discussed by both faculty and student perspectives.

FRIDAY, MAY 2

Friday, 8:00-9:00

PDR 18

Learning Content in Hybrid Psychology Courses: A Shared Responsibility

DIANE K. FEIBEL, University of Cincinnati—Blue Ash Campus (RWC)

This presentation will describe the use of hybrid format (50% in-class & 50% online) in teaching psychology courses. Success depends upon the instructor's setting up a structured technological approach to teaching. Students must take responsibility to learn the basic content so class meetings can focus on facilitating higher critical thinking in Bloom's Taxonomy.

Friday, 9:00-10:00

PDR 18

“Holy Tenure! Where did this guy come from?”: Concerns about Ratemyprofessors.com

RENEE ENGELN-MADDOX, Northwestern University; AMANDA DYKEMA-ENGLADE, Northeastern Illinois University

The impact of Ratemyprofessors.com has been widely discussed in the mainstream media and in publications specific to academia, with a number of significant concerns emerging. This presentation will address these concerns with empirical data from an analysis of 8,200 ratings of psychology instructors from 32 U.S. colleges and universities.

Friday, 10:00-11:00

PDR 18

Giving Undergraduates a Graduate School Experience through Two Advanced Seminar Courses

KATHERINE HELM, EDMUND KEARNEY, Lewis University

This joint presentation will discuss how two advanced seminar courses combine didactic and experiential learning experiences to provide undergraduates with a graduate school experience. Students learn how to distinguish content from process, understand how to build, maintain, and use the therapeutic relationship, and understand the use of self-and-other analysis in the counseling setting and in their own interpersonal relationships.

Friday, 11:00-12:00

PDR 18

Do Good Teachers Use What We Know About Good Learning?

EDMUND KEARNEY, KATHERINE HELM, SUSAN SHEFFER, Lewis University

Over the past decade, we have gained significant knowledge about how students learn. We have moved beyond knowledge of learning styles to understand that biological, cognitive, social, emotional, and interpersonal variables impact the learning process. This panel will engage the audience in a discussion focused on how we as teachers can consistently use these new findings to help students strengthen their learning.

CTUP Creative Classroom /CUPP Creative Program Poster Session

Friday 1:00-3:00

Upper Exhibit Hall

DONNA DAHLGREN, Indiana University Southeast, Moderator

Come view the teaching scholarship as fellow professional share their creative classroom projects and teaching based research with you. Learn new ideas to invigorate your classroom and enhance your teaching effectiveness.

32

Learning Through Doing: An Assessment of the Relation Between Service Learning Attitude and Effective Course Connections

SUSAN R. BURNS, Morningside College
burns@morningside.edu

The present study investigated the relationship between students' attitudes toward service learning and community involvement (assessed via pre and post-surveys) with their abilities to make relevant course material connections to their experience through their required service learning paper. Conclusions and recommendations for service learning pedagogy are discussed.

33

A Problem-Based Approach for Teaching Sensation & Perception

DAVID S. KREINER, University of Central Missouri
kreiner@ucmo.edu

Problem-based activities were incorporated into a Sensation & Perception course. For each of the 14 activities, students worked in small groups to apply their knowledge to real-world problems. Student ratings of the effectiveness of the activities varied but were generally high. Students indicated significant increases in their ability to apply knowledge

34

The Effectiveness of the Four-Questions Activity on Learning

BETH DIETZ-UHLER & JASON LANTER, Miami University
uhlerbd@muohio.edu or lanterjr@muohio.edu

Students engaged in an activity and responded to questions encouraging reflection, relating material to their lives, and questioning. Performance on a quiz was better when questions were completed before rather than after the quiz. The advantage of the activity is that it can make all learning activities more effective in promoting learning.

35

Using Commercially Prepared Course Outlines in Introduction to Psychology

DERRICK L. PROCTOR & EILEEN K. CORREDERA, Andrews University
proctor@andrews.edu or shorec@muohio.edu

Two frequently used Introduction to Psychology course outlines were compared to the most frequently cited concepts in Introductory Psychology texts. The Quick Study course outline covered 43.7% of the core concepts and the SparkCharts course outline covered 58.4% of the core concepts.

36

The Exam-Post-Mortem: An Investigation of the Effectiveness of Goal Setting and Self Monitoring

DIANNE R. MORAN & BRENDA CICHON, Benedictine University
dmoran@ben.edu

This investigation examined whether students benefitted from participating in an exercise in self-examination of test preparation and performance. After each exam students evaluated their performance and set goals for preparing for the next test. Students also completed a daily study journal. Tests scores were compared for the treatment group and a comparison class.

37

Social Psychology Survivor: A Method for Teaching Theories of Altruism

SUZANNE M. MEEHAN, University of Akron – Wayne College
meehan1@uakron.edu

This work presents two short resource allocation games that force students to choose survivors from a kin group and to distribute resources to different tribes. Students' choices mirror the tenets of kin selection/protection theory, the reciprocity norm, and the social responsibility norm, thus providing a basis for discussion of theories of altruism.

38

Demonstrating Memory Distortion and Suggestibility Over Time

JASON BARKER, University of Illinois at Springfield
jbark4@uis.edu

Discussions of the suggestibility of memory and its distortion over time are more effective when students can experience the phenomena for themselves. Described here are two simple, semester long projects that provide numerous opportunities to reliably induce a variety of such effects.

39

The Benefits of an Online Lifespan Development Course

SUSAN J. SHAPIRO, Indiana University East
sjshapir@indiana.edu

While the quality of Online courses has been questioned, the benefits of a well designed course with appropriate content can also be seen. The online format works well for writing intensive courses that require both reflective writing and more formal papers. This format is used for a lifespan development course. The

quality of student assignments and the connections they make to personal issues are more apparent in the online sections of the course and are facilitated by the online discussion.

40

The Signature Pedagogy of Psychology

BLAINE F. PEDEN, University of Wisconsin-Eau Claire; CARMEN R.

WILSON VAN VOORHIS, University of Wisconsin-La Crosse

pedenbf@uwec.edu or cyberian@charter.net

Lee Shulman (2005) proposed that disciplines have distinct methods of teaching and learning that convey the content, values, and actions of the profession or discipline (i.e., a signature pedagogy). Our poster will present our analysis of psychology's signature pedagogy.

41

Teaching with Technology: Promising Pedagogical Practices

BLAINE F. PEDEN, University of Wisconsin-Eau Claire

pedenbf@uwec.edu

I use technology both in online courses (Perception and Ethics) and traditional courses (Research Methods). I choose technology to accomplish learning outcomes in the APA (2007) guidelines for the undergraduate psychology major. This poster illustrates some ways to combine Goal 6 (Information and Technological Literacy) with Goal 7 (Communication Skills) and Goal 9 (Personal Development).

42

Teaching It Twice: The Effects of Spaced Encoding and Textbook Type on Student Learning in a General Education Cognitive Science Course

KARL G. D. BAILEY, Andrews University

kgbailey@andrews.edu

Students in a cognitive science class were taught course curriculum twice consecutively during a semester using a traditional textbook and a popular paperback. Students were able to learn at the required pace; moreover, textbook order had no effect. This technique may allow students to benefit from spaced encoding.

43

Norms Regarding Syllabus Contents and Classroom Policies

CECILIA SHORE, Miami University

shorec@muohio.edu

Undergraduates' perceptions of faculty versus graduate students as research mentors were compared. Graduate students were perceived at least as positively as faculty mentors. Clear expectations, providing feedback and support strongly predicted the total mentor rating in both groups, while certain mentoring skills were especially important in each group separately.

44

Peer Evaluation of Online Course

LESLEY HATHORN & JOHN HATHORN, Metropolitan State College of Denver

Lhathor1@mscd.edu or hatornj@mscd.edu

We present an evaluation instrument for online courses in psychology that takes advantage of the potential of the Web, the expectations of the students, and the objectives set by the instructor. This instrument enables instructors to assess effective instructional strategies for online courses in a consistent and objective manner.

45

Service-Learning as a Crucible for Personal and Social Transformation

STEVEN A. MEYERS, Roosevelt University

smeyers@roosevelt.edu

Service-learning encourages students' personal development and social engagement. I highlight how service-learning can help students become self-aware, appreciative of diversity, and agents of social change. I describe how I have used service-learning, and include supporting qualitative data to document how these experiences impact students' personal growth and civic participation.

46

The Effect of Social Comparison on Students Writing APA Style Papers

LAWRENCE BOEHM, Thomas More College

Lawrence.Boehm@thomasmore.edu

This project investigated the effect of social comparison information on the quality of student writing. Students wrote APA style papers with or without a sample paper written by a previous student. Students receiving a sample paper earned significantly higher writing scores compared to students writing without a sample paper.

47

Putting the Paper in Order Teaches Students APA Format

DEBORAH FINKEL, Indiana University Southeast

dfinkel@ius.edu

Psychology majors in an experimental methods course participated in an in-class group-activity that involved taking the randomized paragraphs of a published article from a psychology journal and (a) putting them in the correct APA section: Introduction, Method, Results, Discussion and then (b) putting the paragraphs in order within the section.

48

Exploration of Performance and Learning Motivations in a Unit Mastery Course

KARL G. NELSON & MARK HOYERT, Indiana University Northwest, CARL MINKE, JOHN YOUNG, CATHERINE ABAD, ELIJAH CHUNG, JORDAN HARRISON, RYAN KINOSHITA, HOLLY LAFRANCE & EFRIAN OQENDO, University of Hawaii at Manoa
kagnelso@iun.edu

In past research, a Learning Approach to school has correlated positively with better classroom performance and length of time in college. However, data gathered from a Unit Mastery course appeared to contradict such previous findings. Potential reasons for this could include unique class format and increased numbers of transfer students.

49

Understanding Our Majors, Our Alumni, and Our Faculty Colleagues: The PSYCDATA National Coalition

R. ERIC LANDRUM, Boise State University; MEERA RASTOGI, Edgewood College

elandru@boisestate.edu or mrastogi@edgewood.edu

Based on a symposium hosted at the American Psychological Association national convention in 2007, Eric Landrum and Chris Hakala proposed a coordinated effort, based on a national coalition, to systematically study national issues facing undergraduate psychology students, alumni, and understanding faculty members within departments of psychology. We invite you to join a national, concerted effort to gather and merge data to answer questions of national interest to help improve/ enhance/ undergraduate education in psychology. The PSYCDATA discussion continues across the Internet through the PSYCDATA listserv (<http://list.kennesaw.edu/archives/psycdata.html>). This poster presents the results of our initial efforts to collect data with coalition partners.

50

Strategies to Motivate Students for Program Assessment

A. ADAMOPOULOS, A. COLE, C. COLE, L. HUFFMAN, R. MCDERMID, & G. MURDOCK, Missouri Southern State University
murdock-g@mssu.edu

Like other Psychology programs, we have increased our emphasis on formal assessment of student learning. We use the Psychology Area Concentration Achievement Test (PACAT). Our results showed poor performance and we attributed it to a lack of student motivation. Scores were not correlated with the GPA and, therefore, may not be valid. In 2005, we used no explicit motivators. In 2006, we offered an opportunity to win a \$50 gift certificate for students scoring above the 50th percentile. In 2007, all senior level classes saw an 11-slide PowerPoint presentation. The presentation was designed to draw on students' intrinsic motivation to give their best effort by appealing to: their pride; their contribution to the program; and their individual accountability. We told them that all faculty would be aware of their scores. Although there was no

difference between 2006 and 2007 groups in GPA, there was significant improvement in the overall PACAT scores (411 vs. 526), average percentile ranking (19th percentile vs. 60th percentile), proportion of people above the 50th percentile (27% vs. 64%), and proportion of students who scored below the 25th percentile (4% vs. 45%).

51

Benchmarking Undergraduate Psychology with the APA Learning Goals

E. JEAN JOHNSON, ALBERT TUSKENIS, CHRISTOPHER DYSLIN &

DARLENE WRIGHT, Governors State University

j-johnson@govst.edu

Presentation of how a university revised their undergraduate psychology program to align with and benchmark the APA Guidelines for the Undergraduate Psychology Major into all courses followed with a discussion on assessment of the goals in the program and what constitutes a high-quality undergraduate psychology program.

**Affiliated Meeting of the Society
for Community Research and Action
Open Meeting of the Division 27 Interest Group**

FRIDAY, MAY 2

**Roundtable Discussion
Psychological Sense of Community Among Torture Survivors**

Friday, 8:00-8:50

Salon 2

NANCY J. BOTHNE, DePaul University, Session Organizer
CHRISTOPHER B. KEYS, DePaul University
MIDGE WILSON, DePaul University
MARIANNE JOYCE, DePaul University
MARTINE SONGASONGA, DePaul University
AARON SPEVACEK, DePaul University
MARIO VENEGAS, DePaul University
ADRIANA PORTILLO BARTOW, DePaul University
JANET MACLEAN, DePaul University

Symposium

**Finding Common Ground: Institutional Mission as a Community
Building Tool**

Friday, 8:00-8:50

Salon 3

ROBERT E. GUTIERREZ, DePaul University, Session Organizer
PETER A. DRAKE, DePaul University
LAUREN A. MILNER, DePaul University
BRENDAN J. MCCARTHY, DePaul University
MEGAN C. MADER, DePaul University
JOSEPH R. FERRARI, DePaul University

Roundtable Discussion
Gaining Insights from a Successful Cross-Disability
Collaboration

Friday, 8:00-8:50

PDR 4

PENNIE FOSTER-FISHMAN, Michigan State University, Facilitator
TIFFENY R. JIMENEZ, Michigan State University

Symposium

**Capacity Building Partnership to Benefit Minorities:
Lessons From the Field**

Friday, 9:00-9:50

Salon 2

FABRICIO BALCAZAR, University of Illinois at Chicago, Chair

TINA TAYLOR-RITZLER, University of Illinois at Chicago

YOLANDA SUAREZ-BALCAZAR, University of Illinois at Chicago

FABRICO BALCAZAR, University of Illinois at Chicago

CHRISTOPHER KEYS, DePaul University

NELSON PORTILLO, University of Illinois at Chicago

EDURNE GARCIA, University of Illinois at Chicago

ASMA ALI, University of Illinois at Chicago

ROOSHEY HASNAIN, University of Illinois at Chicago

SCOTT FRIEDMAN, University of Illinois at Chicago

LUCIANO BERARDI, DePaul University

OSCAR DONOSO, DePaul University

Roundtable Discussion
Integrating Community Psychology Principles with
Clinical Work

Friday, 9:00-9:50

Salon 3

SUSAN TORRES-HARDING, Roosevelt University, Facilitator

JOSEFINA ALVAREZ, Adler School of Professional Psychology, Facilitator

MARCO A. HIDALGO, DePaul University

CHRISTA MARSHALL, Roosevelt University

JENNA FELCZAK, Roosevelt University

DANIELLE NAPPE, Roosevelt University

BRANDI K. BOAN, Adler School of Professional Psychology
AMBER BORRILEZ, Adler School of Professional Psychology
MADINA BOYD, Adler School of Professional Psychology
ERLYN ERAWAN-COPPAGE, Adler School of Professional Psychology
JESSICA FOX, Adler School of Professional Psychology
CHRISTINA REH, Adler School of Professional Psychology

Symposium

Empowerment in Theory and Action: Innovation and Reflection

Friday, 9:00-9:50

PDR 4

CHRIS KEYS, DePaul University, Convener
LUCIANO BERARDI, DePaul University
MONIKA BLACK, DePaul University
RONALD HARVEY, DePaul University
PETER DRAKE, DePaul University
LIEZL ALCANTARA, DePaul University

Symposium

Research and Intervention Pertaining to the Psychosocial and Educational Development of Latino Children & Adolescents

Friday, 10:00-10:50

Salon 8

MICHELLE CRUZ-SANTIAGO, University of Illinois Urbana-Champaign,
Session Organizer

SUZANNE LINO, University of Illinois Urbana-Champaign, Session
Organizer

BERENICE FUENTES, University of Illinois Urbana-Champaign

FADYA MANASRA, University of Illinois Urbana-Champaign

MICHELLE CRUZ-SANTIAGO, University of Illinois Urbana-Champaign

SUZANNE LINO, University of Illinois Urbana-Champaign

MICHELLE FISCHER, University of Illinois Urbana-Champaign

TICHINA MOORE, University of Illinois Urbana-Champaign

CINDY DERUITER, University of Illinois Urbana-Champaign

DANIELLA LANG, University of Illinois Urbana-Champaign

MICHELLE CRUZ-SANTIAGO, University of Illinois Urbana-Champaign

ROSELIA BANUELOS, University of Illinois Urbana-Champaign

BERENICE FUENTES, University of Illinois Urbana-Champaign

MICHELLE CRUZ-SANTIAGO, University of Illinois Urbana-Champaign

Roundtable Discussion

Community Psychology, Dynamic Systems Theory, and Public Policy

Friday, 10:00-10:50

Salon 2

NICOLE PORTER, DePaul University, Session Organizer

STEVEN HOWE, University of Cincinnati, Session Organizer

LEONARD JASON, DePaul University, Session Organizer

PENNIE FOSTER-FISHMAN, Michigan State University

BRAD OLSON, Northwestern University

DINA BIRMAN, University of Illinois at Chicago

JUDAH VIOLA, DePaul University

AARON BOULTON, DePaul University

JENNIFER MORTENSEN, DePaul University

BRITTANY PARENTI, DePaul University
ELIZABETH SHELLBY, DePaul University

<p style="text-align: center;">Symposium The Inclusion of Students with Disabilities: Multiple Perspectives and Approaches</p> <p><i>Friday, 10:00-10:50</i> <i>Salon 3</i></p> <p>CHRIS KEYS, DePaul University, Chair SUSAN MCMAHON, DePaul University, Chair</p> <p>SANDRA SORANI, DePaul University RONALD CROUCH, DePaul University LUCIANO BERARDI, DePaul University</p> <p>ECHO BECKER, DePaul University MICHELE MORGAN, DePaul University ADIA GOODEN, DePaul University</p> <p>NICOLE ROESNER, DePaul University KANEY O'NEIL, DePaul University JULIA DIGANGI, DePaul University</p>

Roundtable Discussion
**Dialogue with Policy-Makers: The Role of Community
Psychology in Community-University-Political Partnerships**

Friday, 11:00-11:50 *Salon 2*

NICOLE PORTER, DePaul University, Session Organizer
AARON BOULTON, DePaul University, Session Organizer
JENNIFER MORTENSEN, DePaul University, Session Organizer
BRITTNEY PARENTI, DePaul University, Session Organizer
ELIZABETH SHELLBY, DePaul University, Session Organizer

SCOTT WAGUESPACK, Alderman for 32nd Ward of Chicago
MARK ABER, University of Illinois Champaign-Urbana
PAUL TORO, Wayne State University
LEONARD JASON, DePaul University
BENJAMIN GRAHAM, DePaul University
PHYLLIS TIMPO, DePaul University
ERIN PAAVOLA, DePaul University
MARY GLORIA NJOKU, DePaul University
JESSICA COBB, DePaul University

LAIAH FACTOR, DePaul University
MANOLYA TANYU, Learning Point Associates

<p style="text-align: center;">Symposium</p> <p style="text-align: center;">Data Analysis as a Tool for Promoting Critical Consciousness</p> <p><i>Friday, 11:00-11:50</i> <i>Salon 8</i></p> <p>PENNIE FOSTER-FISHMAN, Michigan State University, Session Organizer ERIN DROEGE, Michigan State University LAUREN LICHTY, Michigan State University KRISTEN LAW, Michigan State University</p>
--

Roundtable Discussion
**Ex-Offenders with Substance Abuse Problems: Researching
Systemic Interventions**

Friday, 11:00-11:50 *Salon 3*

DARRIN AASE, DePaul University, Session Organizer
LEONARD JASON, DePaul University, Session Organizer
DAVID MUELLER, DePaul University
RON HARVEY, DePaul University
ED STEVENS, DePaul University
JENNIFER MORTENSEN, DePaul University
KATIE SULETA, DePaul University
WILLIAM BARRON, DePaul University
STEPHANIE MAREZ, DePaul University
LEON VENABLE, DePaul University
DAVID GROH, DePaul University
OLYA RABIN-BELYAEV, DePaul University
EMILY ORTIZ, DePaul University
ROBERT ANGULO, DePaul University
BRAD OLSON, Northwestern University
JOHN MAJER, Richard J. Daley College
JOSEPH FERRARI, DePaul University

Roundtable Discussion
**Science, Politics, and Implementation:
The Grant-Writing Process**

Friday, 12:00-12:50 *Salon 2*

MONICA ADAMS, DePaul University, Moderator
LEONARD JASON, DePaul University
JEFF BARR, Illinois Liquor Control Commission
LAVOME ROBINSON, DePaul University
ANNIE TOPLIFF, DePaul University
AKIRA BRADLEY, DePaul University
TODD BOTTOM, DePaul University
KATIE SULETA, DePaul University
LINDSAY KONIECZNY, DePaul University
CONSTULA KILDERIS, DePaul University

Roundtable Discussion
Perspectives on Empowerment: Past, Present and Future

Friday, 12:00-12:50

Salon 3

CHRIS KEYS, DePaul University, Convener
NANCY BOTHNE, DePaul University
RONALD CROUCH, DePaul University
ROBERT GUTIERREZ, DePaul University
KEVIN MCLEMORE, DePaul University

Symposium	
Community-Based Research on Asset Building and Empowerment in Africa	
<i>Friday, 1:00-1:50</i>	<i>Salon 3</i>
JAMI CURLEY, St. Louis University, Session Organizer	
JAMES H. ZAHNISER, Greenville College, Session Organizer	
FRED M. SSEWAMALA, Columbia University	
JAMI CURLEY, St. Louis University	
JAMES H. ZAHNISER, Greenville College	
EVARISTE HABİYAMBERE, Food for the Hungry International-Rwanda	
JESSE WALLS, St. Louis University	
DWIGHT JACKSON, Food for the Hungry International-Rwanda	
JESSE WALLS, St. Louis University	
JAMI CURLEY, St. Louis University	
JAMES H. ZAHNISER, Greenville College	
DWIGHT JACKSON, Food for the Hungry International-Rwanda	

Roundtable Discussion
Describing the Concept of Reasonable Accommodation for
Students with Chronic Illness

Friday, 1:00-1:50

Salon 2

MARY GLORIA NJOKU, DePaul University
LYNN ROYSTER, DePaul University

Symposium
Applied Community Psychology in Higher Educational Settings
Friday, 2:00-2:50 *Salon 2*

BENJAMIN GRAHAM, DePaul University, Session Organizer
GLORIA MARY NJOKU, DePaul University
LUCIANO BERARDI, DePaul University
DEB SCHMIDT-ROGERS, DePaul University
CHRISTOPHER KEYS, DePaul University

Roundtable
Understanding Issues in the Education of
Marginalized Students

Friday, 2:00-2:50

Salon 3

SHANIKA BLANTON, University of Illinois at Chicago, Session Organizer
TRACI WEINSTEIN, University of Illinois at Chicago
NELLIE TRAN, University of Illinois at Chicago

APA Division 27 Poster Session

Friday, 1:00-3:00

Upper Exhibit Hall

DEBRA JOZEFOWICZ-SIMBENI, Wayne State University, Moderator

52

Importance of Organizational Climate on Mental Health Staff Attributes

GABRIELA JUAREZ, LUCIANO BERARDI, JOSEPH FERRARI,
BERNADETTE SANCHEZ, DePaul University

53

Exploratory Analysis of a Multilevel Model of Abstinence Maintenance
ED STEVENS, LEONARD A. JASON, JOSEPH R. FERARRI, DAVID G.
MUELLER, DePaul University

54

Mental Health, Learned Helplessness, and Gender Role Expectations in Latinas
ELBIA NAVARRO, RICHARD RENFRO, DePaul University

55

Student Experiences of the Adolescent Diversion Project: A Community-Based Exemplar in the Pedagogy of Service-Learning
TIFFENY R. JIMENEZ, EYITAYO ONIFADEE, WILLIAM DAVIDSON,
SEAN HANKINS, Michigan State University

56

Factors Impacting Recidivism in Juvenile Female Offenders
MARK COE, AMANDA BOOTH, HEATHER EADDY, University of South
Carolina Lancaster

57

Development and Validation of the Cultural Competence Assessment Instrument (CCAI)
YOLANDA SUAREZ-BALCAZAR, FABRICIO BALCAZAR, JULEEN
RODAKOWSKI, TINA TAYLOR-RITZLER, NELSON PORTILLO,
University of Illinois at Chicago

58

Validation of an Evaluation Capacity Building Conceptual Model
TINA TAYLOR-RITZLER, YOLANDA SUAREZ-BALCAZAR, EDURNE
GARCIA, FABRICIO BALCAZAR, ROOSHEY HASNAIN, ASMA ALI,
University of Illinois at Chicago

59

Influence of Organizational Factors on the Sustainability of Oxford Houses
JENNIFER MORTENSEN, DARRIN AASE, LEONARD JASON, DAVID
MUELLER, DePaul University

60

The Effects of Comprehensive Mental Health Services on Immigrant Children
SARAH BEEHLER, DINA BIRMAN, University of Illinois at Chicago

- 61**
Setting Type, Location and Barriers to Accessing Mental Health Services
LATESHA WASHINGTON, BERNADETTE SANCHEZ, RICHARD RENFRO, DePaul University
- 62**
Racial Identity and Self Concept in African American Adolescent Females
LATESHA WASHINGTON, TARA GILL, DePaul University
- 63**
Exploring Significant Factors in Educational Achievement Among Lower Socioeconomic Populations
MEAD GOEDERT, DEBRA M. HERNANDEZ JOZEFOWICZ-SIMBENI, Wayne State University
- 64**
Psychological Sense of Community Among Torture Survivors
NANCY J. BOTHNE, DePaul University
- 65**
Development of a Scale to Measure Orientation Towards Social Justice
SUSAN R. TORRES-HARDING, CHERONDA STEELE, Roosevelt University; BRAD OLSON, Northwestern University; BRIAN SIERS, Roosevelt University
- 66**
Are Active Kids Happier?: Afterschool Activities and Quality of Life
JENNIFER DUNN, DANA E. CRAWFORD, PAUL FLASPOHLER, Miami University
- 67**
Factors Related to 12-step Participation among Dually-Diagnosed Individuals
DARRIN AASE, LEONARD JASON, LAVOME ROBINSON, DePaul University
- 68**
The Role of Gender in Mentoring Relationships of Latino Youth
BERNADETTE SANCHEZ, RACHEL FEUER, JOEY PAUL, DePaul University
- 69**
Goal Setting, Achievement and Impact: Preliminary Findings of Project PLS
ED STEVENS, CHRISTOPHER KEYS, DePaul University

70

Rap Music Interventions with Urban Minority Youth

JALEEL K. ABDUL-ADIL, University of Illinois at Chicago; CHANTE D. DELOACH, The Chicago School of Professional Psychology; SABINE ELIZABETH FRENCH, University of Illinois at Chicago

71

Inner-city Youth: Unpacking Treatment Processes in Family Intervention Research

JALEEL ABDUL-ADIL, DAVID HENRY, PATRICK H. TOLAN, DEBORAH GORMAN-SMITH, MICHAEL SCHOENY, University of Illinois at Chicago

72

Evaluating Outcomes of Community Mental Health Programs for Urban Youth

JALEEL K. ABDUL-ADIL, PATRICK H. TOLAN, University of Illinois at Chicago; A. DAVID FARMER, JR., Northeastern Illinois University; RACHEL RILEY, Chicago School of Professional Psychology; KAREN BARBEE-DIXON & DONALD J. DEW, Habilitative Systems, Inc.

73

Gender Differences in Micro-Systemic Structures and Implications for Recovery

NATAKA MOORE, JOSEFINA ALVAREZ, VIDA DYSON, Adler School of Professional Psychology; LEONARD A. JASON, JOSEPH R. FERRARI, DePaul University

Psi Chi Program

THURSDAY, MAY 1

Psi Chi Poster Session I

Thursday, 9:00-9:50

Upper Exhibit Hall

KRISTINE M. KELLY, Western Illinois University, Moderator

1

The Effects of WIN 55,212-2 and AM404 on Extinction and Renewal in a Fear Conditioning Model

STEPHANIE DAMAS, Baldwin-Wallace College (LAURA PAWLOW, Faculty Sponsor)

2

Individual Experiences and Subjective Effects of Salvia Divinorum among Recreational Users

LAURA GRUBBS, Minnesota State University, Mankato (DAWN ALBERTSON, Faculty Sponsor)

3

Infants' Ability to Parse Continuous Actions

STACY GROSSMAN, Northwestern University (SUSAN J. HESPOS, Faculty Sponsor)

4

Effects of Distinctiveness on Recognition of Words in Incidental Learning of College Students

ANTHONY PULITO, Lewis University (CHWAN-SHYANG JIH, Faculty Sponsor)

5

The Effect of Race on Facial Recall

CARRAN CALDERWOOD, Central College (PEGGY FITCH, Faculty Sponsor)

6

Integrating Inconsistent Information: Effect of Interhemispheric Interaction on Impression Formation

ERIN TAHVONEN, University of Michigan-Flint (JEANNETTE M. WHITMORE, Faculty Sponsor)

7

The Context Shift Effect on Recall of Emotional Words

DANIEL OLIVER, Ashland University (MITCHELL METZGER, Faculty Sponsor)

8

Investigating the Impact of Sensation Seeking and Other Personality Factors on Drug and Alcohol Behavior

DANIEL DIVINE, Wright State University (JULIE KONIK, Faculty Sponsor)

9

Anti-Inflammatory Effects on Behavior and Hypothalamic-Pituitary-Adrenal Activity During Separation

ALLISON PERKEYBILE, Wright State University (MICHAEL HENNESSY, Faculty Sponsor)

10

Successful Careers with a Baccalaureate in Psychology

KRISTIN BOWMAN, JACQUELINE SPRATT, SCOTT WALKER, AMANDA BAILEY, Boise State University (R. ERIC LANDRUM, Faculty Sponsor)

11

Deciding to Apply to Graduate School: Perspectives of Senior Psychology Students

AMBER KLEIN, DAVID WYNN, MARIBETH HORAN, Boise State University (R. ERIC LANDRUM, Faculty Sponsor)

12

Nontraditional Students Deciding to Apply to Graduate School: A Multi-Faceted Decision

AMBER KLEIN, MARIBETH HORAN, DAVID WYNN, Boise State University (R. ERIC LANDRUM, Faculty Sponsor)

13

Effects of Adolescent versus Adult Exposure to Alcohol on Stress-Induced Drinking in Mice Selectively Bred for High and Low Alcohol Preference

MATTHEW HUGHES, Purdue University (JULIA A. CHESTER, Faculty Sponsor)

14

The Effects of the Norepinephrine Reuptake Inhibitor, Atomoxetine on Long-Term Memory Following Lesion to Rat Medial Septum: An Exploration of Possible Treatment for Aged-Associated Cognitive Decline and Alzheimer's Memory Type Deficits

ANDREW THARP, Illinois Wesleyan University (RENEE A. COUNTRYMAN, Faculty Sponsor)

15

Withdrawal from a High-Sugar Diet in Binge Eating Prone and Resistant Rats

ALICIA PARDEE, SOPHIA MCGUIRK, CAROLYN KELLEY, MATTHEW WILL, University of Missouri-Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

16

Detecting Sexual Orientation by Movement

TRENT WILKERSON, Washburn University (JOANNE ALTMAN, Faculty Sponsor)

17

Am I Pretty? Effects of Menstrual Cycle on Self-Perceived Attractiveness

RANEE REJMAN, St. Cloud State University (LESLIE A. VALDES, Faculty Sponsor)

18

Does the Novel Psychostimulant Modafinil Possess Reinforcing Properties and Abuse Potential?

RAYMOND SERRA, ADAM CARTON, SETH DAVIS, AMANDA QUISENBERRY, Western Illinois University (RUSSELL E. MORGAN, Faculty Sponsor)

19

The Effect of Glucose on Memory of Neutral Words in the Presence of Neutral and Arousing Stimuli

MATHEW KICZEK, Ashland University (MITCHELL METZGER, Faculty Sponsor)

20

Directed Forgetting: A Study of Gender Differences for Emotional Stimuli

BRANDON KUBITZ, Ashland University (MITCHELL METZGER, Faculty Sponsor)

21

The Effects of College Adjustment on Memory

JILLIAN YODER & KRISTEN BOYLAN, Ashland University (MITCHELL METZGER, Faculty Sponsor)

22

Metaphor Comprehension in the Context of Second Language Learning

BRITTANY ADAMS, Augustana College (DANIEL CORTS, Faculty Sponsor)

23

Profanity Increases Verbatim Recall of Written Text

STEPHEN HOFSTAD, Augustana College (DANIEL CORTS, Faculty Sponsor)

24

Effect of Conceptual-Motor-Compatibility on False Memory for Affective Words

SARAH MCCOY, SAMANTHA SITTING, KADIE DUREN, JOHN BENNETT, PATRICK POWELL, MAZHERUDDIN MULLA, Birmingham-Southern College (SHANE PITTS, Faculty Sponsor)

25

The Effect of Priming Thin Words on Body-Image

BROOKE BOND, Bradley University (DEREK MONTGOMERY, Faculty Sponsor)

26

The Effect of Music on Object Recall

JASON GELLER, Concordia University—River Forest (BETH VENZKE, Faculty Sponsor)

27

Awareness of Consciousness and the Deciding Factors

SARAH ANDERSON, Lewis University (CHWAN-SHYANG JIH, Faculty Sponsor)

28

Attention Restoration: Is Viewing Photographs of Nature vs. Urban Scenes More Restorative to Focused Attention Capacity?

LAURIE HUGHES, STACEY RIECK, ZACHARY ROSS, Northern Kentucky University (JEFFREY M. SMITH, Faculty Sponsor)

29

Meditation, Focus and Productivity: Effect of Meditation on a Timed Focus Task

ELISHA GIRKEN, Simpson College (SAL MEYERS, Faculty Sponsor)

30

Position Learning

CHASITY RATLIFF, Southeast Missouri State University (RICHARD A. BURNS, Faculty Sponsor)

31

The Effect of Articulatory Suppression on the Recall of Words and Images

ERICA BLUMENSHINE, MEAGEN FICKINGER, MARY CRUMP,
BRADLEY BLAKE, Southern Illinois University Edwardsville (MICHAEL
SKELLY, Faculty Sponsor)

32

Effects of Color and Illumination on the Ability to Detect Symmetry

REBECCA SNOW, JUSTIN PHILLIPS, WILLIAM WESSELMAN, TIFFANY
POWERS, Southern Illinois University Edwardsville (MICHAEL SKELLY,
Faculty Sponsor)

33

Influences on Memory for College Grades

ASHLEY STURM, JUSTIN RATCLIFFE, Southern Illinois University
Edwardsville (ELIZABETH MEINZ, Faculty Sponsor)

34

False Memory in Bilinguals

LEYDA ANTUNEZ, St. Cloud State University (LESLIE A. VALDES, Faculty
Sponsor)

35

The Influence of Musical Familiarity on Cognition

ALAN WEDD, The College of Wooster (JOHN NEUHOFF, Faculty Sponsor)

36

The Effects of Force, Choice, and Music Type on Arousal Levels

KATIE MILLER, CHRISTINA BRAZEAU, MELISSA FUITEN, JESSICA
WOELFEL, University of Wisconsin-Oshkosh (TAMMY L. KADAH-
AMMETER, Faculty Sponsor)

37

**Academic Locus of Control and Academic Achievement Among College
Students**

OLIVIA MONDAY, Wisconsin Lutheran College (LEANNE OLSON, Faculty
Sponsor)

38

Memory Recall on Objects and Characteristics in Scenes

MARK NIMMER, Wisconsin Lutheran College (LEANNE OLSON, Faculty
Sponsor)

39

Color-Coding a Diagram will Enhance the Student's Ability to Memorize Conceptual Information for a Test

VERRONICA FLORES, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)

40

Pupil Dilation in Response to Violent Images: Gamers and Non Gamers

HEIDI FISHER, University of Illinois at Springfield (JASON BARKER, Faculty Sponsor)

41

Social and Non-social Misinformation and Conformity in Eyewitness Accounts

AMANDA GRITTMANN, Central College (PEGGY FITCH, Faculty Sponsor)

42

The Effects of Acculturation of Korean Americans on Visual Attention

YOUNGHWHA KIM, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)

43

The Vicious Cycle: Relationship Satisfaction's Influence on Male Visual Attention

LORRAINE SIEBOLD, YECIKA SANTOS, KELLY WILLIAMS, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)

44

Do Our Eyes Deceive Us? Testing Facial Recognition with Distractor-Only Tests

TIMOTHY BATDORF, Ashland University (MITCHELL METZGER, Faculty Sponsor)

45

Articulatory Suppression Does Not Interfere with Directed Forgetting

ANTHONY FINA, NICOLE ROHNER, AMY GARCZYNSKI, Augustana College (DANIEL CORTS, Faculty Sponsor)

46

The Impact of Imaging Muscle Movements on Basketball Free Throw Performance

WILLIAM MURTHA, Dakota Wesleyan University (ANNE KELLY, Faculty Sponsor)

47

Gender Differences in Wayfinding Memory

SONAL PATEL, Hamline University (ROBERT GUENTHER, Faculty Sponsor)

48

Memory for Hierarchical Processing of Survival Relevant Categories

BENJAMIN MARSHALL, DAVID CEO, Purdue University (JAMES S. NAIRNE, Faculty Sponsor)

49

The Reflection of Conceptual Knowledge, Spatial Memory, and Reaction Time in Respect to Mental Imagery Triggered by World Geography

BRIAN DORNER, Saint Louis University (DONNA LAVOIE, Faculty Sponsor)

50

The Effects of Mood on Inattentional Blindness

MEGAN WETEKAMP, Saint Mary's College (REBECCA STODDART, Faculty Sponsor)

51

Scripted and Reality Television Programs may be Categorized Separately Within Semantic Memory

CHANDRA FELTMAN, RACHAEL FELDMANN, AMANDA TARTER, JUSTIN DOUGERTY, Southern Illinois University Edwardsville (MICHAEL SKELLY, Faculty Sponsor)

52

The Effect of Working Memory Span on Functional Fixedness

COREY HOHENBERY, ALEXANDRA KIBLER, MARILYN OSHINOWO, BROOKE WOIWODE, Southern Illinois University Edwardsville (MICHAEL SKELLY, Faculty Sponsor)

53

The Effect of Articulatory Suppression on Mental Rotation

RACHEL BRETZ, IAN FERGUSON, JACKIE MARSTALL, MARIJA SMITH, Southern Illinois University Edwardsville (MICHAEL SKELLY, Faculty Sponsor)

54

Cross Linguistic Evidence on the effect of Lexical Marking

LEDINA IMAMI, MIRENA ALI, University of Michigan-Dearborn (ROBERT HYMES; DAN J. SWIFT, Faculty Sponsors)

55

Vertical Stimuli in a Mediated Simon Task

KATHLEEN WENZLICK, University of Missouri - Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

56

Optimal Duration and Intensity of Exercise to Enhance or Facilitate Mental Performance

MEGAN CASEY, Washburn University (JOANNE D. ALTMAN, Faculty Sponsor)

57

The Effects of Outcome Expectation and Background Music on Time Perception

AMANDA PADGITT, Eastern Illinois University (CARIDAD BRITO, Faculty Sponsor)

58

Culture's Influence on Age Estimation

BONNIE ECHEVERRIA, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)

59

The Influence of Music Tempo on Reading Comprehension for 10th Grade Standard English Students

DONNA GOERING, Central College (KEITH JONES, Faculty Sponsor)

60

Usability and Appeal of a 2D versus 3D Linux Operating System

PATRICK CARLSON, Simpson College (SAL MEYERS, Faculty Sponsor)

61

The Impact of Outcome Groupings and Agent Type on the Tendency to Commit Either Gambler's or Hot Hand Fallacy

RYAN NICHOLSON, Thompson Rivers University (MICHAEL R. WOLOSZYN, Faculty Sponsor)

62

Second Language Acquisition: Effects of Gender and Social Context

MIHO KANAI, St. Cloud State University (LESLIE A. VALDES, Faculty Sponsor)

63

Methods for Estimating the Frequency Difference Threshold of Rats

HANNAH DAVIDSON, SARAH MCCORMACK, University of Wisconsin-River Falls (DANIEL LINWICK, Faculty Sponsor)

64

Consumer Decision-Making and the Consumption of Information

ERICA ERMANN, The Ohio State University (THOMAS NYGREN, Faculty Sponsor)

65

Gender Differences in the Perception of Relationship Difficulty: An Exploration Utilizing the Method of Successive Intervals

KATHERINE KLIPFEL, KIMBERLY OLSON, Minnesota State University (RICHARD KOLOTKIN, Faculty Sponsor)

66

The Role of Emotional Valence in Age-Related Differences in Memory for Associations

PETER JONES, University of Missouri-Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

67

Using Eye Tracking Measurement to Assess Older Adults' Associative Memory Deficit

CHRISTOPHER MORGAN, University of Missouri-Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

68

Using the Response Bias Scale to Detect Malingering in Mild Head Injured Litigants

MOLLY LEHR, Central College (EDMOND E. WILLIS, Faculty Sponsor)

69

The Impact of Visual Presentations and ERP on the Guilty Knowledge Test (GKT)

BRETT BUNDY, Westminster College (KIRK M. LUNNEN, Faculty Sponsor)

70

Differences Between Bilinguals and Monolinguals in Memory and Attention

JAMILYN COLEMAN, Coleman Hamline University (KIM GUENTHER, Faculty Sponsor)

Psi Chi Poster Session II

Thursday, 10:00-10:50

Upper Exhibit Hall

KARL KELLEY, North Central College (IL), Moderator

1

Ethnicity and Close Relationships: A Black and White Examination

ADRIAN THOMAS, CRYSTAL AVON, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

2

Differences in Parent-Adolescent Interaction Behaviors with First- and Later-Born Children

MICHAEL PASCH, University of Missouri-Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

3

Handedness and Language Development: Is Early Hand Preference Associated with Speech Production?

ANDREW QUACKENBUSH, JUNG WON LEE, KAREN ANLIKER, PENNY CLARK, University of Wisconsin-Madison (H. HILL GOLDSMITH, Faculty Sponsor)

4

Working Moms and Stay-at-Home Dads: An Examination of Warmth and Competence at Work

SARAH DISSINGER, MARGARET SWEANY, LEXI HETRICK, Kansas State University (SATORIS S. YOUNGCOURT, Faculty Sponsor)

5

Helping Infants Encode Width to Detect Height Violations in Containment Events

MISTY HICKS, University of Missouri-Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

6

Romantic Expectations and Media

JAMIE PEETERS, Western Illinois University (SCOTT HEMENOVER, Faculty Sponsor)

7

How are Happiness-Increasing Strategies, Subjective Well-Being and Locus of Control Related?

ALISON LAFOLLETTE, MAGGIE GRIFFITH, Truman State University (KAREN SMITH, Faculty Sponsor)

8

Subjective Well-Being and Connectedness

ALISON LAFOLLETTE, JAMIE MATTHEWS, Truman State University
(MICHELE BREault, Faculty Sponsor)

9

**Do I Love My Job Because I Am Secure? The Indirect Relation Between
Adult Attachment Style and Job Satisfaction**

ADAM FETTERMAN, St. Cloud State University (DAREN S. PROTOLIPAC,
Faculty Sponsor)

10

**Exploring the Progression towards Terrorism and Its Possible Onset as a
Personality Disorder**

JONATHON PHINNEY, College of the Ozarks (MICHAEL O. JONES, Faculty
Sponsor)

11

**Parental Substance Abuse and Implications for Externalizing and
Internalizing Behaviors in Offspring: Risk Specificity**

LEAH PAQUIN, Hamline University (SERENA KING, Faculty Sponsor)

12

**Does ADHD Predict Early and Late Onset Substance Use Disorders?: A
Longitudinal Twin Study**

GREG SIMONSON, Hamline University (SERENA KING, Faculty Sponsor)

13

Psychopathic Tendencies in College Students

DOUGLAS SABART, Hamline University (KIM GUENTHER, Faculty
Sponsor)

14

**The Effects of Anxiety, Alcohol Expectancies, and Situational Confidence
on College Women and their Alcohol Consumption**

CAILENE PISCIOTTA, Saint Mary's College (REBECCA STODDART,
Faculty Sponsor)

15

Exploring a Dimensional Versus Categorical Model of Abnormality

NATALIE CHUDOBA, AMY MARTIN, DANAYKA BERROCAL, TINA
JONES, Southern Illinois University Edwardsville (DAN SEGRIST, Faculty
Sponsor)

16

The Effects of Childhood Sexual Abuse on Mental Health, Substance Abuse, and Interpersonal Functioning

JESSICA PETERSON, Western Illinois University (MELANIE HETZEL-RIGGIN, Faculty Sponsor)

17

Sororities and Disordered Eating

JEN POWELL, STACY ROBERTS, Wittenberg University (STEPHANIE LITTLE, Faculty Sponsor)

18

The Effects of Worry and Mindfulness on Emotion Regulation

WILLIAM LEEVER, College of Wooster (WILLIAM B. SCOTT, Faculty Sponsor)

19

Impulsivity, Familial History of Substance Use, and Bulimic Symptoms Among College Women

KEZIA GAYAN, Hamline University (MATTHEW OLSON & SERENA KING, Faculty Sponsors)

20

Do Ratings of Impulsivity and Social Isolation Predict Gambling Behavior in a College Population?

DAVID TERRY, Hamline University (SERENA KING, Faculty Sponsor)

21

Special Housing for Freshman Students: Beneficial or Not?

ELISE COCHRANE, University of Northern Iowa (HELEN C. HARTON, Faculty Sponsor)

22

Increasing Condom-Related Behavioral Intentions, Motivation, and Willingness via Social Ties in Advertisements

MARYLEE RICHARDSON, Illinois Wesleyan University (NATALIE SMOAK, Faculty Sponsor)

23

Performing at Your Best? The Effect of Audience Expectation on Self-Concept

CORI HARLEY, North Central College (HEATHER COON, Faculty Sponsor)

24

The Relationship Between Substance Abuse and Hooking Up in Male and Female University Students

MELISSA WIER, Andrews University (HERBERT W. HELM, JR., Faculty Sponsor)

25

Psychological, Pharmaceutical, or Surgical: A Meta-analysis of Treatments for Tourette's Syndrome

EMMET MCGINLEY, Marietta College (RYAN MAY, Faculty Sponsor)

26

Evaluation of the Psychometric Properties of the Revised SES

MARY MANN, Northern Kentucky University (KIMBERLY HANSON BREITENBECHER, Faculty Sponsor)

27

Eating Disorders in Sorority Women: A Study of Prevalence, Body Image Disturbance, Attractiveness, and Social Desirability

FREDRIK PERSSON, Northern Kentucky University (KIMBERLY HANSON BREITENBECHER, Faculty Sponsor)

28

Fathers Know Best: Differences between Parents' and Teachers' Assessments of Behaviors Related to Poor Academic Achievement in Reading

OLIVIA MARCZUK, Northwestern University (H. DAVID SMITH; JEFFREY O'KOON, Faculty Sponsors)

29

Perceptual Defense as Affected by Mood Induced Depression

STEPHANIE REAGAN, Simpson College (SAL MEYERS, Faculty Sponsor)

30

Perception of Family Functioning and Family Styles in Predicting Trust in a College Population

ASHLEY STURM, DEZMAN BUTLER, ANGELA COBURN, TIFFANY HOLMES, Southern Illinois University Edwardsville (JEREMY JEWELL, Faculty Sponsor)

31

Adolescent Weight and Activity Level as Contributing Factors to Adult Obesity

LISA PELLEGRIN, Southern Illinois University Edwardsville (LAURA PAWLOW, Faculty Sponsor)

32

Lack of Empathy in College Students with Antisocial Tendencies: A Mirror Neuron System Dysfunction?

MARGARET FREIBERG, St. Cloud State University (LESLIE A. VALDES, Faculty Sponsor)

33

Students' Perceptions of Marijuana Use as a Possible Trigger for Schizophrenia

CLAIRE BURGESS, KAYLEE DAUSSIN, ASHITA GURNANI, AMY TOOLIS, The College of Wooster (VIRGINIA WICKLINE, Faculty Sponsor)

34

Ongoing Struggles versus Resolved Issues: Are Either Appropriate for a Therapist to Reveal?

JUSTIN SOKOL, University of Wisconsin—La Crosse (CARMEN WILSON VAN VOORHIS, Faculty Sponsor)

35

Changing College Students' Beliefs about Alcohol Abuse: Assessing Prevention Effects

CANDICE RISO, Western Illinois University (MELANIE D. HETZEL-RIGGIN, Faculty Sponsor)

36

Effects of Therapist Self-Disclosure on Therapeutic Alliance

CHRISTEN CHIRI, KIRK LUNNEN, Westminster College (KIRK M. LUNNEN, Faculty Sponsor)

37

Therapist Self-disclosure and Psychotherapy Outcome in a Non-Contrived Setting

BARRY UNIS, Westminster College (KIRK M. LUNNEN, Faculty Sponsor)

38

An Examination of Stress Management in Children Through Creative Exercises

MEGAN ARTHUR, Wittenberg University (STEPHANIE LITTLE, Faculty Sponsor)

39

Diagnostic Prediction of Outcome in Juvenile Sex Offenders

JAMIE RATHERT, Saint Mary's College (CATHERINE PITTMAN, Faculty Sponsor)

40

Sexual Behavior as a Function of Family Environment Variables

THOMAS HUGHES, SARAH MCQUAID, TECORA CARMICHAEL,
Southern Illinois University Edwardsville (JEREMY JEWELL, Faculty
Sponsor)

41

**Beliefs and Attitudes Toward Help-Seeking Behaviors and Mental Illness in
American and Spanish College Students**

MICHELLE DEISS, ZOFIA PRZYBYSZ, Eastern Illinois University
(ANUPAMA SHARMA, Faculty Sponsor)

42

**Promoting Environmentally Responsible Behaviors Using Motivational
Interviewing Techniques**

SARAH TRIBBLE, Illinois Wesleyan University (LINDA KUNCE, Faculty
Sponsor)

43

Stigmatization of Obsessive-Compulsive Disorder and Treatments

JENNIFER HAUSCHILDT, John Carroll University (JOHN YOST, Faculty
Sponsor)

44

Eating Disorders, Perfectionism, and Self-Monitoring Style

JUSTINE RAY, Saint Mary's College (REBECCA STODDART, Faculty
Sponsor)

45

**Examining Differences in Reported Family Environment of Children in
Single and Dual Career Families**

SHAWN BRODIE, NICOLE PEPIN, ASHLEY TINTORI, LAUREN
WHEELER, Southern Illinois University Edwardsville (JEREMY JEWELL,
Faculty Sponsor)

46

**The Influence of Cultural Identification, Religiosity and Self-Esteem on
Alcohol Consumption Among African American, Hispanic, and Caucasian
Adolescents**

TERRANCE WALKER, University of Missouri - St. Louis (MATTHEW J.
TAYLOR, Faculty Sponsor)

47

**Social Influences on Smoking Among College Students: A Daily Diary
Study**

MICHELLE LINKE, University of Missouri—Columbia (THOMAS M. PIASECKI, Faculty Sponsor)

48

The Association Between Adult ADHD and Both Stress and Romantic Coping Among University Students

MICHAEL UTOFF, Southeast Missouri State University (WILLIAM E. SNELL, JR., Faculty Sponsor)

49

Isolation Effects on Children in a Hospital Environment

KELLI SELK, GABRIELLE PATTERSON, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

50

College Students' Reaction to Unwanted Sexual Experiences: The Role of Victim and Perpetrator Alcohol Use

AMY SALING, Ohio University (CHRISTINE A. GIDYCH, Faculty Sponsor)

51

Parasympathetic Arousal Following Religious versus Non-Religious Meditation Based on Level of Participant Religiosity

ELISE WOOMER, Westminster College (KIRK M. LUNNEN, Faculty Sponsor)

52

Perceived Discrimination and Mental Health: The Moderating Role of Ethnic Identity

ADAM LIVENGOOD, Central College (SOO YUN UHM, Faculty Sponsor)

53

Aging in Place for Community Dwelling Seniors: Steady as You Go

JULIA MURPHY, ANN STEFFEN, University of Missouri – St. Louis (ANN STEFFEN, Faculty Sponsor)

54

Predictors of Teens' Expectation of Being Married by Age 30

NATHAN MEDEIROS-WARD, Calvin College (MARJORIE LINDNER GUNNOE, Faculty Sponsor)

55

Relationships Between Gender, Ethnicity, Childhood Parenting, and Self-Esteem

MARCY JAHN, PRISCILLA NUNEZ, Lewis University (MARY VANDENDORPE, Faculty Sponsor)

56

Quality of Friendships and Sibling Relationships Among College Students

SAIRA KHAN, Marietta College (MARY BARNAS, Faculty Sponsor)

57

Relational Victimization and Internalizing Symptoms of Middle School Students

NICOLE MODARELLI, Saint Mary's College (REBECCA STODDART, Faculty Sponsor)

58

Parent-Adolescent Relationships, Sibling Ordinal Status, and Adolescent Adjustment

TRACEY LATIMORE, University of Missouri-Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

59

Children's Causal Explanations of False Reports Induced by Interrogative Suggestibility

MATHEW D. BUTLER, University of Toledo (KAMALA LONDON, Faculty Sponsor)

60

Comparing Children's Relationships in South Korea and the U S

BETH CHUNG, Wartburg College (SHAHEEN MUNIR, Faculty Sponsor)

61

A Longitudinal Study of Young Children's Strategy Use in a Deliberate Memory Task

AMANDA WARD, Loyola University Chicago (CATHERINE A. HADEN, Faculty Sponsor)

62

Outcomes of Elementary Gifted Programs in Early Adulthood Coping and Self-Esteem

LISA HIETBRINK, SHAWNA WOLFE, Missouri Western State University (TEDDI DEKA, Faculty Sponsor)

63

Conversational Self-Focus and Negative Affect in Youths' Friendships

MELISSA HORD, REBECCA SCHWARTZ-METTE, AMANDA ROSE, University of Missouri- Columbia (AMANDA J. ROSE, Faculty Sponsor)

64

Children's Perceptions of Mental Illness: Knowledge, Attitudes, and Stigma

JESSICA MARSHIK, Hamline University (ROBIN PARRITZ, Faculty Sponsor)

65

Social Approach to a Stranger Mouse and Role of Opioids: Animal Model of Autism-Like Social Behaviors

KYLIE KLOSTERMAN, HOWARD JOHNS, University of Missouri-Columbia (MATT WILL, Faculty Sponsor)

66

Spare the Rod, Spoil the Child. Corporal Punishment in the Home: Correlates and Long-Term Effects

ASHLEY ALBERS, DAVID STETTER, Northern Kentucky University (JULIANN BOSKO YOUNG, Faculty Sponsor)

67

The Relationship between Locus of Control, Goal Orientation, and G.P.A. Among College Students

JENNIFER KLEIER, Northern Kentucky University (HEATHER P. HATCHETT, Faculty Sponsor)

68

The Effect of Post Traumatic Stress on Relationship Satisfaction

CARLA ALVAREZ, Wright State University (JULIE KONIK, Faculty Sponsor)

69

The Multifaceted Relations between Perfectionism and Academic Performance

LILIAN RAMSAY, Elmhurst College (PATRICK ACKLES, Faculty Sponsor)

70

Alcohol Use and Academics: The Roles of Intrinsic and Extrinsic Motivation

KARA LEA BECK, North Park University (ELIZABETH GRAY, Faculty Sponsor)

71

The Influence of Stress and Self-Esteem on Performance

ALLISON BRATSCH, St. Cloud State University (JODY J. ILLIES, Faculty Sponsor)

72

Sensation Seeking and Competition in Female Athletes

RACHEL HULKONEN, St. Cloud State University (JODY ILLIES, Faculty Sponsor)

73

Task Performance by Optimists and Pessimists: Does Appearance of the Confederate Influence the Effect of Negative Feedback?

MITCH LORENZ, Simpson College (SAL MEYERS, Faculty Sponsor)

74

The Effects of Autonomous and Controlled Motivation on Goal Disengagement

SAMANTHA HIRSCH, University of Missouri (TODD SCHACHTMAN, Faculty Sponsor)

75

The Relationship Between Spiritual Disciplines and Religiosity

JEFFERY HABENICHT, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)

Psi Chi Poster Session III

Thursday, 11:00-11:50

Upper Exhibit Hall

MARJORIE GUNNOE, Calvin College (MI), Moderator

1

Affectivity, Coping Skills, and Alcohol Abuse correlating to Life Satisfaction

DIANE RITTER, VALERIE STUCKEY, JOSHUA FORMA, Wright State University (JULIE KONIK, Faculty Sponsor)

2

Development of Students' Liberal Arts Acculturation

CHRISTOPHER HONTS, JENNIFER CRAWFORD, SARA BOZEMAN, JENNIFER SCHMIDT, NICOLE SHARP, Truman State University (JEFFREY VITTENGL, Faculty Sponsor)

3

Sleep Deprivations Effect on Academic Performance

SARAH COLLINS, California State University, Sacramento (GEORGE PARROTT, Faculty Sponsor)

4

A Longitudinal Study of Writing by Psychology Majors: A Quantitative Text Analysis

ELIZABETH ASPINWALL, University of Wisconsin—Eau Claire (BLAINE F. PEDEN, Faculty Sponsor)

5

Ovulatory Shifts in “Flirtatious-Self” Perceptions

MELISSA WILLIAMS, University of Missouri- Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

6

The Effect of Defendant Gender and Education on the Severity of Mock Jurors’ Punishment Choice

ALANA HAESSLER, DAWN LEBLOND, Michigan Technology University (SUSAN AMATO-HENDERSON, Faculty Sponsor)

7

Victim Impact Statements, Aggravating vs. Mitigating Circumstances, and Juror Attitudes in a Capital Sentencing Decision

HEATHER CASPERS, ANGELA EISCHEID, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

8

Father-Daughter Relationship Influence on College Women’s Self-Esteem and Feminism

MARY FEARON, Saint Mary’s College (REBECCA STODDART, Faculty Sponsor)

9

Effects of Attributional Style During Stress

AMANDA OLDRING, Thompson Rivers University (JOHN HALLONQUIST, Faculty Sponsor)

10

Resilience and Learned Helplessness

NATALIE STE-MARIE, Thompson Rivers University (JOHN HALLONQUIST, Faculty Sponsor)

11

Coping with Pain in a College Sample

LESLIE CAK, University of Northern Iowa (ELAINE M. ESHBAUGH, Faculty Sponsor)

12

An Exploratory Study of the Use of Humor in Job Advertisements

KAREN HINES, University of Missouri-Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

13

Examining Nonlinear Relationships between Conscientiousness and Contextual and Task Performance

DANIEL DIVINE, Wright State University (DAVID LAHUIS, Faculty Sponsor)

14

Using Broad-Band Versus Narrow Personality Traits in the Prediction of Aggressive Driving

MELISSA SYLVESTER, RACHEL ALDEN-ANDERSON, Auburn University (TRAVIS TUBRÉ, Faculty Sponsor)

15

Alternate-Forms Reliability Assessment of a Five-Factor-Model Personality Inventory Across Mandarin Chinese and English Bilingual Speakers

ASHLEY THOMPSON, LYNN HARTMANN, MAI VANG, University of Wisconsin-River Falls (TRAVIS TUBRÉ, Faculty Sponsor)

16

Influence of Attachment Styles and Professional Relationships in the Workplace

JACQUELINE WILLIAMS, St. Cloud State University (LESLIE A. VALDES, Faculty Sponsor)

17

Perceptions of Employees returning from Family Leave in Accordance to the FMLA

LAUREN ROMERO, North Central College (KARL N. KELLEY, Faculty Sponsor)

18

Carry-over Effects of Expert Testimony

JUSTIN JOSEPH, John Carroll University (JOHN YOST, Faculty Sponsor)

19

How Young Adults Perceive the Mentally Ill Based on Their Educational Level

TERRY-ANN ADJMUL, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)

20

Temperament and Sexual Orientation

BRADLEY BOIVIN, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)

21

Influence of College Career Orientation on Prejudice Toward Mental Illness

ANDREANNE CADET & MYRIAM LECLERC, Andrews University
(HERBERT W. HELM JR., Faculty Sponsor)

22

Religious Orientation and Sexual Attitudes and Behavior

EILEEN CORREDERA, Andrews University (HERBERT W. HELM, JR.,
Faculty Sponsor)

23

At First Sight: Socioeconomic Status and Halo Effects on Judgments of Children

CRYSTAL AVON, KELLI SELK, Buena Vista University (WIND
GOODFRIEND, Faculty Sponsor)

24

Gay or Straight: An Examination of Stereotypes Used to Predict a Target's Sexual Orientation

MAURITA GHOLSTON, TREVOR URICH, Buena Vista University (WIND
GOODFRIEND, Faculty Sponsor)

25

Unit Bias, Obesity, and Mood Influences on Food Intake

GABRIELLE PATTERSON, ADRIAN THOMAS, Buena Vista University
(WIND GOODFRIEND, Faculty Sponsor)

26

The Effects of Analogies and Hints on Problem Solving

JEREMY HINKEL, EDMOND WILLIS, Central College (EDMOND E.
WILLIS, Faculty Sponsor)

27

Attribution of Guilt and Punishment Based on Physical Attractiveness and Smiling: A Replication

MOLLY LEHR, Central College (EDMOND E. WILLIS, Faculty Sponsor)

28

Is Brown the New Black? Racial Differences and Helping Behavior

WHITNEY LONGNECKER, AUSTIN MUNOZ, RUTH BAEHR, Central
College (EDMOND E. WILLIS, Faculty Sponsor)

29

Materialism, Personality, and Psychological Well-Being

ROBERTA ROBINSON, Edgewood College (J. DAVID LAMBERT, Faculty Sponsor)

30

The Face of Impressions: Using Facebook to Determine the Accuracy of Impression Formation

ELIZABETH JACH, WHITNEY KNOPF, SARAH LUETZOW, Grinnell College (LAURA SINNETT, Faculty Sponsor)

31

Pitch Factor in Gender Stereotypes of Musical Instruments

STACY DIMAPELIS, Hamline University (CHARLES LABOUNTY, Faculty Sponsor)

32

Self-Esteem and Attributional Style in Relationships

EMILY SPANJERS, Hamline University (DOROTHEE DIETRICH, Faculty Sponsor)

33

The Effect of Rape Myth Acceptance and Social Distance Toward Victims

MARTINA SHERIDAN, John Carroll University (JOHN YOST, Faculty Sponsor)

34

Truth in Sentencing: Impression Formation and Gender Stereotypes in Courtroom

ERIN KOCH, Lewis University (MARY VANDENDORPE, Faculty Sponsor)

35

MySpace Profiles: Relationship Between Explicit Sexuality, Gender, and Ethnicity

LINDSEY RASKE, Lewis University (MARY VANDENDORPE, Faculty Sponsor)

36

The Relationship between Caffeine Consumption and Time Spent on Studying

JILLIAN SHEWMAKE, Lewis University (CHWAN-SHYANG JIH, Faculty Sponsor)

37

Perceptions of Aggression in High School Children Using the Middle Eastern Ethnicity

ALLISON YURASEK, Marietta College (RYAN MAY, Faculty Sponsor)

38

Understanding Attitudes Toward Drug Use

ERIN SALONEK, Minnesota State University, Mankato (DAWN ALBERTSON, EMILY STARK, Faculty Sponsors)

39

The Effects of Test Type and Stereotype Reminders on Women's Performance in Math

KATELYN TYNDORF, EMILY PETERS, LAKODA YTURBE, MOLLY LAMBERT, North Central College (HEATHER COON, Faculty Sponsor)

40

You (Don't) Sound Gay!: The Effects of Homosexual Speech and Expectancy Violation

EMILY WILSON, The College of Wooster (AMBER GARCIA, Faculty Sponsor)

41

I Drive Better When I'm High: Perceptions of Harms Associated with Soft and Hard Drugs

KALINDA BASTAJA, Thompson Rivers University (REID WEBSTER, Faculty Sponsor)

42

Violent Video Game Character Identification and its Effects on State

NICOLE DICKSON, Thompson Rivers University (SANDRA VERMEULEN, Faculty Sponsor)

43

Negative Affect and the Preference for Heavy Metal Subgenres: In Defense of our Good Name

JONATHAN PFEIFFER, Thompson Rivers University (JOHN HALLONQUIST, Faculty Sponsor)

44

Non-Offenders' Tolerance towards Law Violations: An Examination of the False Consensus Effect

CHRISTINA PHILLIPS, Thompson Rivers University (REID WEBSTER, Faculty Sponsor)

45

Happiness Orientations and Experiences

LEAH KERN, ANH NGUYEN, BECKY DEFINE, Truman State University (KAREN SMITH, Faculty Sponsor)

46

Implicit Egotism and Divorce

JONATHAN GOLE, THERESA KENNELLY, STEVEN BENGAL, JORDAN BORKOWSKI, KATE GASPARRINI, JESSE CHANDLER, University of Michigan (JESSE CHANDLER, Faculty Sponsor)

47

The Effects of Warm and Cold Descriptors on Object Perception

LAUREN SZCZUREK, JESSE CHANDLER, University of Michigan (NORBERT SCHWARZ, Faculty Sponsor)

48

Stigmas Within the College Community

MEGAN KINCAID, University of Michigan-Dearborn (JANE SHELDON & NANCY WROBEL, Faculty Sponsors)

49

Love Attitudes in Collectivist and Non-Collectivist Cultures

RAEHEL MATYAS, LAUREN REED, University of Michigan-Dearborn (ROBERT HYMES, Faculty Sponsor)

50

The Mediating Effects of Perception of Psychological Abuse on Depression, Self-Esteem, and Locus of Control

ELIZABETH LANDWEHR, University of Missouri-Columbia (DEBORAH L. HUME, Faculty Sponsor)

51

Effects of Needs Satisfaction on Maladaptive Eating Behaviors

STEPHANIE PEAK, University of Missouri-Columbia (KENNON M. SHELDON, Faculty Sponsor)

52

Attitudes Towards Abortion and Risky Behaviors in Midwestern College Students

ASHLEY ANDREW, University of Northern Iowa (ELAINE M. ESHBAUGH, Faculty Sponsor)

53

The Effects of Religiosity and Religious Denomination on Risk Perceptions and Views of Terrorist Motivations

MELISSA DUKE, BRIAN SCHMIDTKE, TAYLOR WADIAN, COURTNEY STUFFLEBEAM, TRACIE PRIEBE, University of Northern Iowa (HELEN C. HARTON, Faculty Sponsor)

54

Emotional Dependency, Stress, and Social Support

BETHANIE FRATTINI-SCOTT, University of Northern Iowa (ELAINE M. ESHBAUGH, Faculty Sponsor)

55

Influence of Computer Discussion on Relationship Attitudes

KARI SHAW, ZEBBEDIA GIBB, University of Northern Iowa (HELEN C. HARTON, Faculty Sponsor)

56

“Ours Are Better Than Yours”: How In-group Bias Affects Consumers’ Product Evaluations

KYLE SHORT, University of Toledo (ALEXANDER M. CZOPP, Faculty Sponsor)

57

The Relationship between Gender-Role Orientation and Creative Activity

KRISTIN CHAPIEWSKY, DANIELLE LUND, University of Wisconsin-La Crosse (BETSY L. MORGAN, Faculty Sponsor)

58

Who’s to Blame? Sexual Orientation and Hate Crimes

STACY CHRISTOFF, CRAIG ORCHOLSKI, University of Wisconsin-La Crosse (CARMEN WILSON VAN VOORHIS, Faculty Sponsor)

59

Dating in a Virtual Environment: The Role of Attractiveness and Friendliness in Online Dating

JENNIFER LEPTIEN, CASSANDRA VOGT, University of Wisconsin-River Falls (SATORIS S. YOUNGCOURT, Faculty Sponsor)

60

A Course in the Psychology of Prejudice and Racism: What are the Long-Term Effects?

ASHLEY THOMPSON, University of Wisconsin-River Falls (CYNDI KERNAHAN, Faculty Sponsor)

61

Relationship Between Perceptions of Current and Ex-partners: An Application of Possible Others

ASHLEY THOMPSON, University of Wisconsin-River Falls (RICHARD SEEFELDT, Faculty Sponsor)

62

International Traveling Classroom: A Participant Observation Study

REBECCA SULIVAN, RACHAEL BERG, NICOLE HOGAN, JOHN STRHARSKY, JASON USHER, University of Wisconsin-River Falls, RHIANA WEGNER, Wayne State University (RICHARD SEEFELDT, Faculty Sponsor)

63

Women and Drinking Games: An Analysis of Motivations and Participation Rates

COLIN CLARK, LINDSAY REYNOLDS, AMBER REEVES, JESSICA PROMISSION, Western Illinois University (DAVID LANE, Faculty Sponsor)

64

Effects of Attachment on Coping and Alcohol Use in a Collegiate Setting

AMY DUNTON, Western Illinois University (DAVID LANE, Faculty Sponsor)

65

Social Snacking and the Ability to Recover from Social Exclusion

LAURA PAGE, MINDY SHARP, Western Illinois University (KRISTINE M. KELLY, Faculty Sponsor)

66

Validity of the Need to Belong Scale: Differentiating the Need to Belong from Neuroticism and Attachment

LISA PETESCH, DAVID AGUIRRE, Western Illinois University (KRISTINE M. KELLY, Faculty Sponsor)

67

Source of Self-Esteem, Similarity and Competition among College Roommates

AMY WHITLING, Westminster College (SHERRI PATAKI, Faculty Sponsor)

68

Juror Perceptions of Child Eyewitness Testimony

BRITTANY NELSON, Hamline University (DOROTHEE DIETRICH, Faculty Sponsor)

69

Affect, Altruism, and Health: Various Outcomes of Mood Priming

ANGELA EISCHEID, HEATHER CASPERS, Buena Vista University (WIND GOODFRIEND, Faculty Sponsor)

70

Legally-Themed Television Shows and Legal Attitudes: The Role of Cognitive Factors

MAGGIE SULLIVAN, Eastern Illinois University (ANUPAMA SHARMA, Faculty Sponsor)

71

Unpredictability and Paranoia: The Desire to be Unknown

CIARAN CONSIDINE, University of Michigan (NORBERT SCHWARZ, Faculty Sponsor)

72

Cognitive Appraisal of Emotions: Effect of Valence

AARON EICKHOFF, St. Cloud State University (BRENDA N. BUSWELL, Faculty Sponsor)

73

The Effect of Education on Mental Illness Stigma

KATIE RADCLIFF, Marietta College (RYAN K. MAY, Faculty Sponsor)

74

Exhibition of Aggression In Shy and Bullied Individuals

REBECCA KENO, RAYMOND CORN, Cardinal Stritch University (TERRANCE STEELE, Faculty Sponsor)

75

Exposure to Explicit Sexual Media Impacts Men's Perceptions of Women's Motives for Sexual Intercourse

AARON HAND, University of Missouri- Columbia (MELANIE SKAGGS SHELDON, Faculty Sponsor)

76

Belief in a Higher Being and Fear of Death

MARY BOULOS, Benedictine University (DIANNE MORAN, Faculty Sponsor)

77

Adolescent Drinking as a Function of Stress, Gender, and Self-Esteem

TIFFANY HIXON, Dakota Wesleyan University (ANNE KELLY, Faculty Sponsor)

Psi Chi Distinguished Speaker

“I Felt Less Because I Was Different... Now I’m Proud For Being Brown”: Embracing Cultural Diversity in Therapy
JOSÉ RUBÉN PARRA-CARDONA, Michigan State University

Thursday, 12:30-1:30

Wabash Parlor

BETSY MORGAN, University of Wisconsin-LaCrosse, Moderator

*****Psi Chi Conversation Hour*****

JOSÉ RUBÉN PARRA-CARDONA, Michigan State University

All interested parties, especially students, are invited to a conversation Hour with Dr. Parra-Cardona immediately after the talk (in a different room)

Thursday, 1:30-2:30

PDR 16

DANIEL CORTS, Augustana College (IL), Moderator

Psi Chi Poster Session IV

Thursday, 3:00-4:00

Upper Exhibit Hall

TEDDI DEKA, Missouri Western State University, Moderator

1

Family Size and Other Biodemographic Correlates of Sexual Orientation in Men

GENE SCHWARTZ, RAECHEL KIM, GERULF RIEGER, ALANA KOLUNDZIJA, ALAN SANDERS, Northwestern University (ALAN R. SANDERS, Faculty Sponsor)

2

Motivation’s Role in Health Message Framing

DANIELLE GRAHAM, Kent State University (JOHN UPDEGRAFF, Faculty Sponsor)

3

Does Lady Justice Peek if You Are Arab? The Influence of Race on Guilt and Punishment

DONNA GOERING, EDMOND WILLIS, Central College (EDMOND E. WILLIS, Faculty Sponsor)

4

What's a Residence Hall Assistant to Do to Have Successful Events?

Circadian Rhythms, Personality and Sociability

KELLY HANSON, St. Cloud State University (LESLIE A. VALDES, Faculty Sponsor)

5

The Effect of Pro-Environmental Arguments on Social-Dilemma Reasoning

KELLY MAYERCAK, Ohio University - Zanesville (DEVEREAUX POLING, Faculty Sponsor)

6

The Sympathetic Effects of Witnessing Ostracism

DANIELLE BAGG, Purdue University (KIPLING D. WILLIAMS, Faculty Sponsor)

7

"Why Bother?" – Lay Theories of Prejudice and Intentions to Confront

MAUREEN CRAIG, Purdue University (STEPHANIE GOODWIN, Faculty Sponsor)

8

Investigating the Number of Sources and Targets in the Ostracism

Experience

ERIN SCHEFSKE, Purdue University (KIPLING D. WILLIAMS, Faculty Sponsor)

9

Investigating Influences of Rumination on an Ostracism Experience

EMILY SWIM, Purdue University (KIPLING D. WILLIAMS, Faculty Sponsor)

10

The Effects of Viewing Idealized Advertisements on Perceptions of the Ideal Weight and Waist-to-Hip Ratio

MELISSA SIMMERMAKER, Simpson College (SAL MEYERS, Faculty Sponsor)

11

Math Anxiety and Math Self-Concept: The Effect of Gender

SARAH BEYERS, Southern Illinois University Edwardsville (DAN SEGRIST, Faculty Sponsor)

12

That's Not What I Saw: Social Influences on Memory Conformity Due to Post-Event Misinformation

KALEE LINDEMANN, DAN KNEWITZ, St. Ambrose University (ROBIN ANDERSON, Faculty Sponsor)

13

Satisfaction of Romantic Relationships in Relation to Conflict Management Style and Amount of Stress in Undergraduates

KRISTI JENNER, St. Cloud State University (LESLIE A. VALDES, Faculty Sponsor)

14

Avoidance of Confrontation Relating to Personality and Gender

JEFF MILLS, St. Cloud State University (JODY J. ILLIES, Faculty Sponsor)

15

Racial Stereotypes of Facial Expressions

RUDOLPH MORAVEK, LISA SHELTON, ASHLEY PRENTISS, St. Cloud State University (BRENDA N. BUSWELL, Faculty Sponsor)

16

Attitudes towards the Middle East and Terrorism

LAUREN REED, ERIC FULLER, SANDRA STOCKWELL, JENNIFER BOIK, & LEDINA IMAMI, The University of Michigan-Dearborn (ROBERT HYMES, Faculty Sponsor)

17

Effects of Mortality Salience on Evaluations of Acculturation Strategies

KAREN NEWMAN, Thompson Rivers University (SANDRA VERMEULEN, Faculty Sponsor)

18

The Effect of Mood-States on the False Consensus Effect

LORRAINE WATTS, Thompson Rivers University (SANDRA VERMEULEN, Faculty Sponsor)

19

A Stimulus Generalization Approach to Religious Classification

KELLY BARNES, Trinity Christian College (DERRICK HASSERT, Faculty Sponsor)

20

Effect of Feedback Type and Need for Achievement on Test Performance

LEE RABY, ADAM KABINS, Truman State University (MICHELE BREAUULT, Faculty Sponsor)

21

Language Exclusionary Behavior and Attitudes Toward Immigrants

CHRISTINE BENNETT, AMANDA HARMS, University of Northern Iowa
(HELEN C. HARTON, Faculty Sponsor)

22

Perceptions of Threat and Racial Prejudice: A study of Five Ethnic Groups

PRIYANKA JOSHI, CHRISTINE BENNETT, University of Northern Iowa
(HELEN C. HARTON, Faculty Sponsor)

23

Gender, Traits, and Terror: Their Effects on Willingness to Forfeit Freedoms

COURTNEY STUFFLEBEAM, TRACI PRIEBE, TAYLOR WADIAN,
MELISSA DUKE, BRIAN SCHMIDTKE, University of Northern Iowa
(HELEN C. HARTON, Faculty Sponsor)

24

Surrendering Freedom: Effects of Personality Variables and Perceptions of Terrorism

TAYLOR WADIAN, COURTNEY STUFFLEBEAM, MELISSA DUKE,
BRIAN SCHMIDTKE, TRACI PRIEBE, University of Northern Iowa (HELEN
C. HARTON, Faculty Sponsor)

25

Maldita y Buena Mujer, ¿Cómo Puede Ser? (A Wicked and Good Woman, How can it be?): Benevolent Sexism in Spanish Culture

KRISTINA SORIC, University of Toledo (ALEXANDER M. CZOPP, Faculty
Sponsor)

26

“You Are Being Unfair”: Emotional Trigger Phrases and Conflict

ELIZABETH MEARS, MELISSA NEEVEL, University of Wisconsin—La
Crosse (BETSY L. MORGAN, Faculty Sponsor)

27

Gender Differences and Group Size Effects on Memory Conformity

ASHLEY THOFTNE, MICHELLE ECK, University of Wisconsin-La Crosse
(BART VAN VOORHIS, Faculty Sponsor)

28

Work or Stay-at-Home? The Impact of Perceived Maternal Vocational Satisfaction on College Students' Beliefs and Future Plans

RENAE NEMMERS, Waldorf College (KELLI GARDNER, Faculty Sponsor)

29

The Effects of Labeling and Information about Feminism on Acceptance of Feminist Ideology

MARILYN CORNISH, NICOLE ERSPAMER, LIA KAMPMAN, Wartburg College (CYNTHIA BANE, Faculty Sponsor)

30

An Examination of Characteristics that Predict Homophobia

LYDIA PARKER, ROMUALDO CHAVEZ, MELISSA LINQUIST, SHANNA FELTS, Washburn University (SUSAN R. BURNS, Faculty Sponsor)

31

Failure to Immunize Against Learned Helplessness

LINDSEY ANN OHLER, MICHAEL CLEMENS, West Liberty State College (DAVID R. LINDEN, Faculty Sponsor)

32

Peer Pressure and College Norms: Popularity, Promiscuity, and Alcohol Consumption

RAYMOND SERRA, KENDRA PUGH, LAURA SPROW, ADAM CARTON, Western Illinois University (KRISTINE M. KELLY, Faculty Sponsor)

33

Factors Influencing Undergraduate Application for Graduate School

NOELLE ZAREMBSKI, CANDICE RISO, Western Illinois University (DAVID LANE, Faculty Sponsor)

34

Interracial Interactions: Self-Other Bias and Empathy

MARY DUNCAN, Wisconsin Lutheran College (LEANNE OLSON, Faculty Sponsor)

35

Romantic Partner Desirability According to Female Waist-to-Hip and Male Waist-to-Shoulder Ratios

MEGAN ZIEGLER, CAROLYN BOGGS, Wittenberg University (CLIFFORD BROWN, Faculty Sponsor)

36

Ego Threat, Hormones, and Implications for Male Aggression

JENNIFER BORDER, Wright State University (MARTIN P. GOODEN, Faculty Sponsor)

37

Examining the Relationship between Attitudes Toward Lesbian and Gay Men and Student Organization Participation

STEPHANIE BROOKS, Wright State University (JULIE KONIK, Faculty Sponsor)

38

Strikes or Gutters? A Naturalistic Investigation of Construal Level Theory

WILLIAM GAKER, Wright State University (HELEN ALTMAN, Faculty Sponsor)

39

Cognitive Predictors of Social and Political Attitudes

WILLIAM GAKER, Wright State University (JULIE KONIK, Faculty Sponsor)

40

Effect of Gender Roles and Self-Affirmation on Rape Myth Acceptance

AMANDA MAGGIOTTO, John Carroll University (JOHN YOST, Faculty Sponsor)

41

Stigma by Association: Impressions of Individuals with Obese Dating Partners

ASHLEY RUSSO, John Carroll University (JOHN YOST, Faculty Sponsor)

42

Self-Monitoring and Social Groups

LUCAS BREWER, KRISTY HRINKO, Wright State University (JULIE KONIK, Faculty Sponsor)

43

Shyness and Self-Presentation: Conscious and Non-Conscious Interactions in Self-Concept Formation

ISAAC MOORE, University of Illinois at Springfield (JASON BARKER, Faculty Sponsor)

44

Lighten Up, it's Just a Joke: Gay Stereotype Activation through Joke Telling

SARA SHAUGHNESSY, University of Michigan-Flint (JEANNETTE M. WHITMORE, Faculty Sponsor)

45

Effects of Adult Attachment on Perceptions of Romantic Conflict

MEAGAN OLIVER, AMANDA SHIRKEY, University of Wisconsin—La Crosse (CARMEN R. WILSON VAN VOORHIS, Faculty Sponsor)

46

Stereotype Threat, Hormones, and Athletic Performance

MICHAEL KALOYDIS, Wright State University (MARTIN P. GOODEN, Faculty Sponsor)

47

Measuring Implicit and Explicit Attitudes and Behavior toward Islam and Muslims

JAMES ROGERS, University of Missouri-Columbia (ROBERT RYDELL, Faculty Sponsor)

48

Religiosity: A Factor in the Use of Birth Control

GARY HOWELL-WALTON, Andrews University (HERBERT W. HELM, JR., Faculty Sponsor)

49

Handwashing Behavior in Public Restrooms When Prompted by a Visual Sign

NICKOLAS PANIAGUA, Andrews University (KARL G. D. BAILEY, Faculty Sponsor)

50

The Effects of Perceived Social Pressure to Abstain from Alcohol and Sex in Relationship to Aggression Levels as Measured by Video Games

KATTIA AMADIAS, Andrews University (HERBERT W. HELM, JR., Faculty Sponsor)

51

Self- Predictions on Future Positive Life Events and Future Negative Life Events with Gender and Ethnic Differences

ILEAN ULOA, ERICA SAEZ, NADIA SANTANT, Andrews University (DERRICK PROCTOR, Faculty Sponsor)

52

Gender Differences in Attitudes towards the Need for Domestic Violence Services

BRENDA CICHON, Benedictine University (DIANNE R. MORAN, Faculty Sponsor)

53

Hot or Not: The Effects of Recreational Exercise on the Misattribution of Attraction

HEATHER CASPERS, DANIELLE NELSON, ADRIAN THOMAS, Buena Vista University (ROBERT BLODGETT, Faculty Sponsor)

54

Gender-Role Attitudes and College Students: Are there Differences in Sexist Attitudes among Majors?

HEATHER CASPERS, Buena Vista University (JEANNE TINSLEY, Faculty Sponsor)

55

Violent Video Games and Aggression in Young Women

DANIELLE NELSON, Buena Vista University (JEANNE TINSLEY, Faculty Sponsor)

56

Evaluating the Influence of Volunteering on Happiness

MELISSA STEWART, Central College University (KEITH JONES, Faculty Sponsor)

57

Socioeconomic Status and Individualism-Collectivism

ERYN MCGOWAN, College of Wooster (VIRGINIA WICKLINE, Faculty Sponsor)

58

The Effects of Facial Symmetry and Attractiveness on Perceived Promiscuity

MICHELLE SCHWANKE, REBECCA HUMPHREY, VANESSA KNUDSON, JETAIME AUSTIN, Culver-Stockton College (GREG BOHEMIER, Faculty Sponsor)

59

The Abdication of Morals

ERIC CAYLOR, Dakota Wesleyan University (ANNE KELLY, Faculty Sponsor)

60

The Impact of Perceived Race Discrimination in the Labor Market on Criminal Activity

MONIKA MARKO, DePaul University (CHRISTINE REYNA, Faculty Sponsor)

- 61**
The Effects of Physical Attractiveness on College Students' Perceptions of Personal Attributes
ANDREA KOSTEN, MELISSA GADZICHOWSKI, ELVISA PANDZIC, & LILIAN RAMSAY, Elmhurst College (TOM SAWYER, Faculty Sponsor)
- 62**
Weight-Related Negative Stereotypes Among Elementary and Middle School
KAYCE CARTWRIGHT, Hamline University (ROBIN PARRITZ, Faculty Sponsor)
- 63**
Media and Public Influence on the Perceptions of Immigrants
JENNIFER DENTON, John Carroll University (JOHN YOST, Faculty Sponsor)
- 64**
Effect of Self-Verification and Ease of Retrieval on Commitment in Relationships
AMANDA PIZZI, John Carroll University (JOHN YOST, Faculty Sponsor)
- 65**
The Roles of Gender and Romantic Love in Regret over Sexual Debut
KORRIN VANDERHOOF, SARAH BOYLE, John Carroll University, Case Western Reserve University (JANET LARSEN, Faculty Sponsor)
- 66**
Comparison of Perceptions Between College and Adult Populations of Foster, Adopted, and Biological Adolescents
SABRINA HIGGINS, Morningside College (JOHN PINTO, Faculty Sponsor)
- 67**
Content Analysis of Infant Feeding Images as Portrayed in Popular Parenting Magazines
MOLLY REIGERS, ASHLEY SHIER, MICHELE ACKER, Otterbein College (MICHELE ACKER, Faculty Sponsor)
- 68**
Male and Female Gender Bias in Perceptions of Self Knowledge and Gender Similarity in Vocal Instruction
SHAWN REDINGTON, Saint Mary's College (REBECCA STODDART, Faculty Sponsor)
- 69**
Does Religious Fundamentalism Predict Worldview Defense?

ANNE ALESCH, Simpson College (SAL MEYERS, Faculty Sponsor)

70

Evaluations of Married Couples

MILENA MAURIC, The College of Wooster (AMBER GARCIA, Faculty Sponsor)

71

Effects of Aural Skills Training on General Musical Abilities

ERIN GILLETTE, Hope College (SONJA TRENT-BROWN, Faculty Sponsor)

72

Feature Integration and Visual Search in Patients with Congenital Prosopagnosia

CLAUDIA KLIMKOWSKI, TARIN COULAS, STEVEN BRANFORD, Hope College (CHARLES BEHENSKY, Faculty Sponsor)

73

Congenital Prosopagnosia: A Comparative Look at Forced-Choice Decision Making

CASEY STRYZEWSKI, AMER KARADSHEH, NICOLAS WITKOWSKI, LAURA NETTLETON, Hope College (CHARLES BEHENSKY, Faculty Sponsor)

74

Acculturative Strategy and Well-Being Among Latino Youth

JENNIFER BIRKENHOLZ, BRANDEN BACON, CHELSEA STEPHENSON, KATE VAN EEUWEN, Hope College (PATRICIA ROEHLING, Faculty Sponsor)

75

The Effects of the Immigration Debate on the Self-Ascribed Identity Labels of Latino Adolescents

JENNIFER BIRKENHOLZ, JONATHAN SPRIK, Hope College (LORNA HERNANDEZ JARVIS & PATRICIA V. ROEHLING, Faculty Sponsors)

76

Effects of Generational Status with Conduct Disorder and Pro-Social Behaviors

ABIGAIL LANTING, KATHERINE MUZZY, JENNIFER THOMPSON, Hope College (PATRICIA ROEHLING, Faculty Sponsor)

77

The Psychological Profile of Young Athletes with Overuse Injuries

ANNE HOEKSTRA, Hope College (SCOTT VANDERSTOEP, Faculty Sponsor)

78

Latino(a)? Mexican-American? Mexican?: What Ethnic Labels Tell us About Ethnic Identity and Acculturation

JENNIFER BIRKENHOLZ, PRECIOUS CAMPBELL, Hope College (LORNA HERNANDEZ JARVIS, Faculty Sponsor)

79

Misperceptions of Body Type Preferences: Men Don't Want Twiggy; Women Don't Want the Hulk

BRETT KINGMA, Hope College (MARY INMAN, Faculty Sponsor)

80

Generational Status and Substance Use among Hispanic Adolescents

CHELSEA VANDLEN, STEPHANIE GIEGLER, & MATTHEW TIMMINS, Hope College (PATRICIA ROEHLING, Faculty Sponsor)

FRIDAY, MAY 2

Psi Chi Regional Research Award Posters

Friday, 10:00-11:30

Upper Exhibit Hall

BETSY L. MORGAN, University of Wisconsin – La Crosse, Moderator

51

Recategorization Due to Disability Information: A Test of the Continuum Model

MARISA BENICH, John Carroll University (JOHN YOST, Faculty Sponsor)

The present study examined the effect of having a disability on perceived academic success and character evaluations of a target. Results support the continuum model hypothesis of recategorization with regard to ratings of Self-Reliance. Evaluations were highest when participants rated a physically disabled target and this information was revealed last.

52

Psychosocial Correlates of Self-Injurious Behavior, Suicidality, Eating Disorders, Body Dissatisfaction, and Sexual Orientation Surveyed from a Small Midwestern Liberal Arts College

JOHN A. CAMPBELL, Illinois College (ELIZABETH RELLINGER-ZETTLER, Faculty Sponsor)

Self-injurious behavior (SIB), eating disorders, body dissatisfaction, and other phenomena of interest were surveyed in an undergraduate sample. Different correlational patterns emerged for males and females. Additional analyses show significant interactions between non-heterosexual orientation and body dissatisfaction, eating disorders, SIB, and suicidality.

53

Exploring Learning Strategies During Training on a Truck Dispatcher Task

DOROTHY CARTER, Wright State University (DEBRA STEELE-JOHNSON, DRAGANA CLAFLIN, Faculty Sponsors)

In a series of three exploratory studies, we applied various measures of learning to archival training research data. Results revealed the possibility of using changes in the frequency and types of errors committed during training to identify successful task strategies for improving task performance.

54

Perceptions of Gender and Alcoholic Beverage Type on Aggression

JESSICA CHOU, AMBER SCHERER, MICHELLE HAMILTON & ASHLEY MCCORMICK. Southern Illinois University Edwardsville (DAN SEGRIST, Faculty Sponsor)

This study measured the effect of alcoholic beverage type and target gender on college students' perceptions of aggression. Participants read one of four vignettes featuring either a male or a female drinking beer or liquor. A significant interaction was found between character gender and beverage type for mild verbal aggression.

55

Actual Versus Desired Body Size: Comparing the Role of Mothers, Fathers, Male Peers, and Female Peers in Young Adult Eating Behaviors

EMILY CRAIG, Eastern Illinois University (CARIDAD BRITO, Faculty Sponsor)

This study examined the role of peer and parental factors for body image. Differences between individuals identified as being at risk or not at risk for an eating disorder were compared. Individuals at risk for an eating disorder perceived themselves and male peers as desiring a smaller body size for them.

56

Smart and Sexy? Major and Clothing's Influence on Perceptions of Intelligence

TIFFANY GILLE & RACHEL MITTAG, University of Wisconsin—La Crosse (CAROL OYSTER, Faculty Sponsor)

This study evaluated college students' perceptions of intelligence based on clothing style (provocative or conservative), and attributed major (male-dominated or female-dominated). Clothing style and attributed major showed significant main effects and an interaction for ratings of intelligence. Females were rated less intelligent when dressed provocatively and in a female-dominated major.

57

Effects of Prime Sex, Prime Plural, and Prime Age on Decisions and Reaction Times

SAMI HAYS, BRAD LANDRUM, REBECCA LEHMAN, JAYME MORRISON, & TESSA WARNKE, Missouri Western State University (BRIAN CRONK, Faculty Advisor)

This study measured the effects of primes representing different sexes (male, female, neutral), ages (adult, child), and plurality (singular, plural), on reaction times for targets from the Bem (1974) Sex Role Inventory. All were involved in significant main effects or two-way interactions. Three and four way interactions were not significant.

58

Forgiveness Through Altruism: The Emotional and Physiological Impact of Suppression and Reappraisal Responses to a Real-life Offense

NOVA HINMAN & ROSS KNOLL, Hope College (CHARLOTTE WITVLIET, Faculty Sponsor)

This study investigated the physiological, emotional, and forgiveness impact of using emotion suppression versus altruistic reappraisal as an immediate coping response to offense rumination. Both coping strategies stimulated positive emotions, and reduced negative emotions, blood pressure, and skin conductance. Although altruistic reappraisal was difficult, only it stimulated empathy and forgiveness.

59

Relationship Uncertainty and the Input of Others: Influence on Romantic Relationship Commitment

ABBY HOWARD, Purdue University (CHRISTOPHER AGNEW, Faculty Sponsor)

The present research proposes that relationship uncertainty leads members of romantic relationships to seek network input from friends and family. Friends and family either express approval or disapproval of the current romantic relationship and this input affects people's commitment and stability.

60

Could Attempts to Reduce the Effects of Inadmissible Evidence Go Too Far?

JUSTIN JOSEPH, John Carroll University (JANET LARSEN, Faculty Sponsor)

This study measured the effects of inadmissible evidence on juror verdicts. There were no differences in verdicts across the conditions. The inadmissible evidence was considered as more important in the conditions where it was admissible and no warning was given about inadmissible evidence before the trial.

61

Video Game Violence Exposure, Neural Responses to Violence, and Aggressive Behavior: An Experimental Study of Desensitization

GEOFFREY T. KERR, University of Missouri- Columbia (BRUCE BARTHOLOW, Faculty Advisor)

Participant's event-related brain potentials (ERPs) and dimensions of aggression were examined after participants played either a violent or nonviolent video game. We predicted that both long term violent video game history and short term violent video game exposure desensitize one to violence as well as increase levels of aggression.

62

Effects of Linguistic Context in the Grammatical Classification Process

WHITNEY KNOPF & SARAH MARCUM, Grinnell College (JANET GIBSON, Faculty Sponsor)

This study manipulated the linguistic context components of noun and verb targets in a grammatical classification task to explore the roles of phonology, morphology, and semantics in the grammatical classification process. Response time and accuracy data indicate that each linguistic context component aids grammatical class identification.

63

The Relationship of Self-Esteem, Parenting Practices and Gender to Externalizing Behaviors Among Latino Adolescents

KRISTA MEHARI, MEGAN KLEINHEKSEL & KIM BOELKINS, Hope College (LORNA HERNANDEZ JARVIS, PATRICIA ROEHLING, Faculty Sponsors)

We examined the relationship of parenting practices, gender and self-esteem to conduct disorder and alcohol abuse among Latino adolescents. Self-esteem and parenting practices were related to both dependent variables. Self-esteem moderated the relationship between parenting practices and conduct disorder, whereas gender moderated the relationship between alcohol abuse and parenting practice.

64

How Teaching Styles Affect Word Learning in Infants

NICOLE PUCCI, Purdue University (GEORGE HOLLICH, Faculty Sponsor)

This study examined whether certain educational practices are more effective in teaching vocabulary to infants. 14 and 20-month-olds were taught and tested on novel words using three teaching methods: repetition, variation across exemplars, or quizzing. Results suggest that quizzing produced the most robust word learning in infants.

65

Prevention of Kanamycin Ototoxicity with Dietary Antioxidants

CANDICE R. RISO, JACOB PRITCHARD & ALICIA ATKINS, Western Illinois University (SANDRA L. MCFADDEN, Faculty Sponsor)

The purpose of this study was to investigate the preventative qualities of diets enriched with antioxidants (vitamin C, α -lipoic acid) against drug-induced hearing loss. Adult CBA mice were injected with kanamycin, an ototoxic antibiotic, and hearing loss was determined by measuring auditory brainstem responses. Antioxidant-enriched diets provided significant protection.

66

Empathy: Victim Impact Panels and DWI Offenders

KATHERINE SCHAAF, University of Wisconsin-La Crosse (BETSY L. MORGAN, Faculty Sponsor)

This study assessed the relationship between Victim Impact Panels, empathy and DWI offenders. Average empathy levels significantly increased for 61 participants after attending the VIP. In a follow-up study, I will be evaluating the effects that severity of injury, age and sex have on potential victim empathy using an experimental design.

67

The Mediating and Moderating Effects of Self-concealment and Need for Approval in the Social Support and Stress Relationship

SARA SCHWATKEN, Dominican University (REBECCA PLISKE, Faculty Sponsor)

This study surveyed 144 undergraduates to determine if any potential mediating or moderating relationships were present among social support, self-concealment, need for approval, and perceived stress. Self-concealment significantly mediated the relationship between social support and stress whereas need for approval did not significantly mediate social support and stress, or moderate self-concealment and stress.

68

The Role of Social Norms in Predicting Sexual Aggression in College Men: A Prospective Study

JEN SEGULA, Ohio University (LINDSAY M. ORCHOWSKI, CHRISTINE A. GIDYCZ, & CATHERINE LOH, Faculty Sponsors)

Based on the social norms model, the current study examined the relationship between college men's ($N=315$) perceptions of their peers' sexual activity and sexual aggression over a 3-month follow-up. Results suggested viewing other men as having more frequent sexual activity was positively associated with perpetration of rape over the follow-up.

69

Cross-Cultural Comparison of Altruism and Competitiveness in Brazil and the United States

SAWA SENZAKI, LAURA DEBROUX, University of Wisconsin–Superior; DANIELA NAVAES, University of Ruy Barbosa; DIOGO CAVALCANTI, Federal University of Bahia (KATHLEEN STETTER, Faculty Sponsor)

Employing scenario questionnaires, we examined cultural difference of altruism between Brazil and the U.S., and the influence of individual's competitiveness and risk-involvement in helping. Brazilian participants were significantly more likely to help in-groups (e.g. friends) than out-groups (e.g. stranger). Results may contribute to increase cultural awareness of such personal traits.

70

When Outgroup Becomes Ingroup: Self-Stereotyping as a Function of Cross-Race Friendship

JOHN OLIVER SIY, University of Illinois at Urbana-Champaign & ELIZABETH PAGE-GOULD, University of California – Berkeley (RODOLFO MENDOZA-DENTON, Faculty Sponsor)

This study investigates the possibility of including outgroup characteristics into the self, specifically through the mechanism of self-stereotyping. Reaction time data, in conjunction with self-report measures, suggest that individuals' self-evaluations catered to the stereotypes associated with their cross-race friend's race to the extent that the cross-race friendship was made salient.

71

Investigating Time Pressure's Effect on Adherence to the Take the Best Heuristic's Discrimination Rule

ANTHONY TARESCAVAGE, John Carroll University (JANET LARSEN, Faculty Sponsor)

This study examined the discrimination rule, a component of the take the best heuristic of binary choice decision making. Participants guessed the larger of two cities both under and not under time pressure. Their behavior is consistent with the model, though modifications are suggested based on the results.

**Psi Chi Symposium
Finding Employment with an
Undergraduate Degree in Psychology**

**“Workforce Readiness: What Psychology Graduates Need to Know
About the Job Market”**

ERIC LANDRUM, Boise State University

“Psychology Undergraduate Training and Skills for Careers”

REBECCA STODDART, Saint Mary's College

Friday, 10:30-11:20

Salon 7

**Psi Chi Symposium
Tips for Getting into Graduate School**

**“Types of Programs and Acceptance Rates”
DANIEL CORTS, Augustana College (IL)**

**“Applicant Characteristics Valued by
Graduate Programs in Psychology”
DREW APPLEBY, Indiana University Purdue University Indianapolis**

Friday, 11:30-12:30

Salon 7

**Psi Chi Chapter Exchange: Ideas for
Improving Your Chapter**

All Psi Chi officers and active members are invited to attend this session to share ideas about chapter vitality.

Friday, 2:30-3:00

PDR 16

MARTHA ZLOKOVICH, Southeastern Missouri State University,
Moderator

*****Psi Chi Awards Presentation and Reception*****

All Psi Chi students and faculty advisors are invited to come and enjoy some refreshments and getting to meet one another. The regional awards will be presented at 4:30.

Friday, 4:00-6:00

Crystal Room

HOSTS: BETSY MORGAN, University of Wisconsin–La Crosse (Psi Chi Midwest Vice President), and the Psi Chi Midwestern Steering Committee: TEDDI DEKA, Missouri Western State University, MARJORIE GUNNOE, Calvin College (MI), KARL KELLEY, North Central College (IL), KRISTINE KELLY, Western Illinois University, DAN CORTS, Augustana College (IL)

EXHIBITOR LIST

COMPANY	BOOTH
Adler School of Professional Psychology 65 E. Wacker Place, Suite 2100, Chicago IL 60601	116
APA Bookstore 750 First St., NE. Washington, DC, 20002-4242 The American Psychological Association is the premier source for information in psychology. APA delivers this information through its expansive collection of books, journals, newsletters, electronic products and its website, www.apa.org	APA Store Booth
American Psychological Association of Graduate Students 750 First St., NE. Washington, DC, 20002-4242	117
Association Book Exhibits 9423 Old Mount Vernon Road, Alexandria, VA 22309 New and current titles of professional interest from leading publishers worldwide. Free catalog available.	112
Bedford, Freeman, & Worth Publishing Group 41 Madison Avenue, New York, NY, 10010 Wadsworth is the prestigious publisher of leading psychology textbooks and media, which are remarkably distinctive in terms of content, design, and scholarship.	100
Cedrus Corporation 1121 S. Meyer St., San Pedro, CA 90731 Please stop by the Cedrus booth for a demonstration of Superlab 4.0 with support for movies, conditional branching, and lots more!	123
The Chicago School of Professional Psychology 325 N. Wells, Chicago, IL 60610 The Chicago School, Founded in 1979, is an independent, non-profit institution of professional psychology, offering practitioner-based doctoral and masters programs.	107

Lafayette Instrument 3700 Sagamore OKWY N, Lafayette, IN 47904 Instruments and software for Psychology, Physiology, and Neuroscience. Displaying products for biofeedback and general physiological data acquisition, reaction time/movement time measurement, animal activity and behavioral testing, and Schuhfried Psycho-Diagnostic Testing.	106
Laura Rizzardini, Inc. 715 W. North Ave., No. 168, Oak Park, IL 60302	113
Psychology Software Tools 2050 Ardmore Blvd., Suite 200, Pittsburgh, PA 15221	101
Sage Publications 2455 Teller Road, Thousand Oaks CA 91320	103
Wadsworth Cengage Learning 10 Davis Drive, Belmont, CA 94002	102

MPA LOCAL REPRESENTATIVES

Alabama

University of Alabama, Tuscaloosa – Beverly Roskos-Ewoldsen

Arkansas

Arkansas State University – Kris Biondolillo

Arkansas Tech University, Russellville - William C. Titus

University of Arkansas, Fayetteville – Joel S. Freund

California

University of California-Berkeley – Geoffrey Keppel

University of California-Santa Cruz – Anthony R. Pratkanis

Florida

University of Florida, Gainesville - Dolores Albarracín

Georgia

Georgia Institute of Technology, Atlanta - Randall Engle

Georgia Southern University, Statesboro - Janice N. Steirn

Kennesaw State University, Kennesaw - Christopher K. Randall

Iowa

Central College, Pella – Edmond E. Willis

Cornell College, Mt. Vernon – William Dragon

Iowa State University, Ames – Veronica Dark

Luther College, Decora – Richard Halverson

Morningside College, Sioux City – Larry David Sensenig

St. Ambrose University, Davenport – Carol Devolder

University of Northern Iowa, Cedar Falls – Linda Walsh

University of Iowa, Iowa City – Edward A. Wasserman

Idaho

Boise State University, Boise – Ronald Eric Landrum

Illinois

Aurora University, Aurora – Christina Krause

Black Hawk College, Moline – William Hampes

Bradley University, Peoria – Claire Etaugh

Chicago Medical School, North Chicago – Lawrence C. Perlmutter

Chicago State University, Chicago – Karin Anderson

College of DuPage, Glen Ellyn – Patricia J. Slocum

DePaul University, Chicago – Ralph Erber

Eastern Illinois University, Charleston – Gary Canivez

Elmhurst College, Elmhurst – Kathleen Sexton-Radek

Eureka College, Eureka – John A. Halpin
Governors State – Jean Johnson
Illinois State University, Normal – Jeff Wagman
Illinois Wesleyan University – Natalie Smoak
Knox College, Galesburg – Gary R. Francois
Lake Forest College, Lake Forest – Robert B. Glassman
Lewis University, Romeoville – Susan Sheffer
Loyola University, Chicago – Scott Tindale
McKendree College, Lebanon – Tami Eggleston
Millikin University, Decatur – Rene Verry
Monmouth College, Monmouth - Marsha Dopheide
North Central College, Naperville – Thomas Frank Sawyer
Northeastern Illinois University, Chicago – Maureen Wang Erber
Northern Illinois University, DeKalb – John Skowronski
Northwestern University, Evanston – Galen V. Bodenhausen
Olivet Nazarene University, Bourbonnais – Ray Bower
Roosevelt University, Chicago – Susan Torres-Harding
St. Xavier College, Chicago – Julie A. Deisinger
Southern Illinois University, Carbondale – Meera Komaraju
Southern Illinois University, Edwardsville – Bryce Sullivan
Spoon River College, Canton – Jeanine R. Bloyd
University of Illinois, Urbana-Champaign – Glenn Roisman
University of Illinois, Chicago – Stephen Reilly
University of Illinois-Springfield – Marcel Yoder
University of St. Francis, Joliet – Ling-Yi Zhou
Western Illinois University, Macomb – Russell Morgan

Indiana

Anderson University, Anderson – Curtis K. Leech
Ball State University, Muncie – Rolf Holtz
DePauw University, Greencastle – Karin L. Ahlm
Hanover College, Hanover – John H. Krantz
Indiana State University, Terre Haute – Ebrahim Fakouri
Indiana University, Bloomington – Edward Hirt
Indiana University East, Richmond – Walter F. Wagor
Indiana University Kokomo – Angela Becker
Indiana University Northwest, Gary – Mark Hoyert
Indiana University Purdue University, Fort Wayne – Elaine Blakemore
Indiana University Purdue University Indianapolis – Gregor Fetterman
Indiana University Southeast, New Albany – Donna Dahlgren
Purdue University, West Lafayette – Janice R. Kelly
Rose-Hulman Institute of Technology, Terre Haute – Patrick Brophy
Saint Mary's College, Notre Dame – Catherine Pittman
University of Notre Dame, Notre Dame – Laura Carlson

University of St. Francis, Fort Wayne – Rolf Daniel
Valparaiso University, Valparaiso – Daniel Arkkelin

Kansas

Benedictine College, Atchison – Giovanni F. Misceo
Fort Hays State University, Hays – Carol Patrick
Kansas State University, Manhattan – Don Saucier
Pittsburg State University, Pittsburg – Julie A. Allison
University of Kansas, Lawrence – Nyla R. Branscombe
Washburn University, Topeka – Joanne Altman

Kentucky

Berea College, Berea – Wayne Messer
Eastern Kentucky University, Richmond – Robert M. Adams
Morehead State University, Morehead – Bruce A. Mattingly
Northern Kentucky University, Highland Heights – Kathleen Fuegen
Transylvania University, Lexington – Margaret Upchurch
University of Kentucky, Lexington – Michael Bardo
Western Kentucky University, Bowling Green – Steven Haggbloom

Louisiana

Loyola University, New Orleans – Kim Ernst
McNeese State University, Lake Charles – Diana Odom Gunn

Massachusetts

Northeastern University, Boston – Stephen Harkins
University of Massachusetts, Amherst – Marian L. MacDonald

Michigan

Albion College, Albion – Mareike Wieth
Calvin College, Grand Rapids – Donald Tellinghuisen
Central Michigan University, Mt. Pleasant – Bryan Gibson
Eastern Michigan University, Ypsilanti – Ken Rusiniak
Ferris State University, Big Rapids – Jeffrey Nagelbush
Hope College, Holland – Mary Inman
Michigan State University, East Lansing – Zach Hambrick
Oakland University, Rochester – Ranald D. Hansen
Saginaw Valley University, University Center – Gerald L. Peterson
University of Detroit Mercy, Detroit – Steven Abell
University of Michigan, Ann Arbor – Denise Sekaquaptewa
University of Michigan, Dearborn – Robert W. Hymes
University of Michigan, Flint – Jeannette Whitmore
Wayne State University, Detroit – Lee Wurm

Minnesota

Bemidji State University, Bemidji – Jim Rafferty
Carleton College, Northfield – Neil Lutsky
Gustavus Adolphus College, St. Peter – Timothy Robinson
Hamline University, St. Paul – Dorothee Dietrich
Metropolitan State University, St. Paul – Mark Stasson
Minnesota State University, Mankato – Dawn Albertson
Moorhead State University, Moorhead – Elizabeth Nawrot
Riverland Community College, Austin – Sharon Hyland
St. Cloud State University, St. Cloud – Chris Jazwinski
St. Olaf College, Northfield – James Dickson
St. Thomas University, St. Paul – John Buri
Southwest State University, Marshall – Corey Butler
University of Minnesota, Morris – Jeffrey Ratliff-Crain
Winona State University, Winona – Carrie Fried

Missouri

Central Missouri State University, Warrensburg – David Kreiner
Missouri Western State College, St. Joseph – Brian C. Cronk
St. Louis University, St. Louis – Edward J. Sabin
Southeast Missouri State University, Cape Girardeau – Martha Zlokovich
Southwest Missouri State University, Springfield – Elissa M. Lewis
Truman State University, Kirksville – Judi M. Misale
University of Missouri, Columbia – Gary Brase
University of Missouri, Kansas City – Lisa Terre
University of Missouri, Rolla – Robert L. Montgomery
University of Missouri, St. Louis – Matthew Taylor
Washington University, St. Louis – Randy J. Larsen
Westminister College, Fulton – David K. Jones
William Jewell College, Liberty – Patricia Ann Schoenrade

New York

Columbia University – Michael Serra

North Carolina

University of North Carolina, Greensboro – Paul Silvia
University of North Carolina, Pembroke – Jennifer Bonds-Raacke
Wake Forest University, Winston-Salem – Karen L. Roper

North Dakota

North Dakota State University, Fargo – Verlin Hinsz
University of North Dakota, Grand Forks – Thomas Petros

Nebraska

College of Saint Mary and University of Nebraska, Omaha – Ken Ryalls

Chadron State College, Chadron – Mary Jo Carnot
Dana College, Blair – Barbara Zimmerman
Hastings College, Hastings – Chuck Eigenberg
University of Nebraska, Kearney – Robert F. Rycek
University of Nebraska, Lincoln – John H. Flowers
University of Nebraska, Omaha – Kenneth A. Deffenbacher
Wayne State College, Wayne – Karen E. Walker

Nevada

University of Nevada, Las Vegas – Mark H. Ashcraft

New York

State University of New York, Fredonia – Jack S. Croxton

Ohio

Ashland University, Ashland – Mitchell Metzger
Baldwin-Wallace College, Berea – Charles A. Levin
Case Western Reserve University, Cleveland – Robert L. Greene
Cleveland State University, Cleveland –
College of Mount St. Joseph, Cincinnati – James H. Bodle
Denison University, Granville – Frank Hassebrock
Kent State University, Kent – David C. Riccio
Marietta College, Marietta – Mark E. Sibicky
Miami University of Ohio, Oxford – Arthur G. Miller
Muskingum College, New Concord – Larry Normansell
Oberlin College, Oberlin – Norman Henderson
Ohio State University, Columbus – Richard Petty
Ohio State University, Mansfield – Terri Fisher
Ohio University, Athens – Francis S. Bellezza
Sinclair Community College, Dayton – Solomon Fulero
University of Akron, Akron – Jan Yoder
University of Dayton, Dayton – Melissa Cahoon
Ursuline College, Pepper Pike – Christopher L. Edmonds
Wittenberg University, Springfield – Jeffrey B. Brookings
Wright State University, Dayton – Michael B. Hennessy
Youngstown State University, Youngstown – Margaret M. Gittis

Oklahoma

University of Oklahoma, Norman – Kirby Gilliland

Oregon

Linfield College, McMinnville – T. Lee Bakner

Pennsylvania

Drexel University, Philadelphia – Douglas L. Chute

St. Joseph's University, Philadelphia – Paul L. Devito
Seton Hill College, Greensburg – Lawrence L. Jesky
The Pennsylvania State University, University Park – Karen Gasper
University of Pittsburgh, Pittsburgh – Jonathan Schooler

Rhode Island

Rhode Island College, Providence – Allan L. Fingeret

South Carolina

The Citadel, Charleston – Steve A. Nida

Tennessee

Middle Tennessee State University, Murfreesboro – Donald F. Kendrick

University of Memphis, Memphis – David A. Houston

Vanderbilt University, Nashville – Andrew J. Tomarken

Texas

Rice University, Houston – John W. Brelsford

Stephen Austin State University, Nacogdoches – Jason W. Hart

Texas A& M University, College Station – Steven M. Smith

Texas Tech University, Lubbock – Ruth Hipple Maki

University of the Incarnate Word, San Antonio – Harold Rodinsky

Virginia

Virginia Polytechnic Institute, Blacksburg – Joseph J. Franchina

Washington, D.C.

Howard University - Lloyd Ren Sloan

Wisconsin

Alverno College, Milwaukee – Paul Smith

Beloit College, Beloit – Greg Buchanan

Carroll College, Waukesha – Ralph F. Parsons

Carthage College, Kenosha – Ingrid M. Tiegel

Edgewood College – Joan Schilling

Lakeland College – Alicia Helion

Lawrence University, Appleton – Beth A. Haines

Marquette University, Milwaukee – Michael Wierzbicki

Ripon College, Ripon – J. Timothy Petersik

Saint Norbert College, De Pere – Paul Ngo

Silver Lake College, Manitowoc – Steve Vanden Avond

University of Wisconsin, Eau Claire – Blaine Peden

University of Wisconsin, La Crosse – Betsy Levonian Morgan

University of Wisconsin, Madison – Colleen Moore

University of Wisconsin, Milwaukee – Diane M. Reddy

University of Wisconsin, Oshkosh – Lee I. McCann
University of Wisconsin-Parkside, Kenosha –
University of Wisconsin, Platteville – Theron E. Parsons IV
University of Wisconsin, Stevens Point – Craig Wendorf
University of Wisconsin-Stout, Menomonie – Helen A. Swanson
University of Wisconsin, Superior – Hal S. Bertilson
University of Wisconsin, Whitewater – Douglas B. Eamon

West Virginia

Marshall University, Huntington – Steven P. Mewaldt

CANADA

Alberta

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
University of Western Ontario – Bertram Gawronski

CONDENSED PROGRAM A

THURSDAY, MAY 1

Psi Chi Poster Session I, Upper Exhibit Hall, p. 186

9:00-9:50

Kelly, Moderator

- 1 Damas & Pawlow
- 2 Grubbs & Albertson
- 3 Grossman & Hespose
- 4 Pulito & Jih
- 5 Calderwood & Fitch
- 6 Tahvonen & Whitmore
- 7 Oliver & Metzger
- 8 Divine & Konik
- 9 Perkeybile & Hennessy
- 10 Bowman, Spratt, Walker,
Bailey & Landrum
- 11 Klein, Wynn, Horan &
Landrum
- 12 Klein, Horan, Wynn &
Landrum
- 13 Hughes & Chester
- 14 Tharp & Countryman
- 15 Pardee, McGuirk, Kelley, Will
& Sheldon
- 16 Wilkerson & Altman
- 17 Rejman & Valdes
- 18 Serra, Carton, Davis,
Quisenberry & Morgan
- 19 Kiczek & Metzger
- 20 Kubitz & Metzger
- 21 Yoder, Boylan & Metzger
- 22 Adams & Corts
- 23 Hofstad & Corts
- 24 McCoy, Sittig, Duren, Bennett,
Powell, Mulla & Pitts
- 25 Bond & Montgomery
- 26 Geller & Venzke
- 27 Anderson & Jih
- 28 Hughes, Rieck, Ross & Smith
- 29 Girken & Meyers
- 30 Ratliff & Burns
- 31 Blumenshine, Fickinger,
Crump, Blake & Skelly
- 32 Snow, Phillips, Wesselman,
Powers & Skelly
- 33 Sturm, Ratcliffe & Meinz
- 34 Antunez & Valdes
- 35 Wedd & Neuhoff
- 36 Miller, Brazeau, Fuiten,
Woelfel & Kadah-Ammeter
- 37 Monday & Olson
- 38 Nimmer & Olson
- 39 Flores & Bailey
- 40 Fisher & Barker
- 41 Grittmann & Fitch
- 42 Kim & Bailey
- 43 Siebold, Santos, Williams &
Bailey
- 44 Batdorf & Metzger
- 45 Fina, Rohner, Garczynski &
Corts
- 46 Murtha & Kelly
- 47 Patel & Guenther
- 48 Marshall, Ceo & Nairne
- 49 Dorner & Lavoie
- 50 Wetekamp & Stoddart
- 51 Feltman, Feltman, Tarter,
Dougerty & Skelly
- 52 Hohenbery, Kibler, Oshinowo,
Woiwode & Skelly
- 53 Bretz, Ferguson, Marstall,
Smith & Skelly
- 54 Imami, Ali, Hymes & Swift
- 55 Wenzlick & Sheldon
- 56 Casey & Altman
- 57 Padgitt & Brito
- 58 Echeverria & Bailey
- 59 Goering & Jones
- 60 Carlson & Meyers
- 61 Nicholson & Woloszyn
- 62 Kanai & Valdes
- 63 Davison, McCormack &
Linwick
- 64 Ermann & Nygren
- 65 Klipfel, Olson & Kolotkin

- 66 Jones & Sheldon
- 67 Morgan & Sheldon
- 68 Lehr & Willis
- 69 Bundy & Lunnen
- 70 Coleman & Guenther

Invited Address, Crystal

Room, p. 9

10:00-11:30

Branscombe

**How Remembering Historical
Victimization Shapes**

**Intergroup Behavior in the
Present**

Miller, Moderator

Self and Others, Salon 8, p. 10

Inman, Moderator

10:00 Slotter & Gardner

10:15 Bernstein, Brown, Young,
Sacco & Claypool

10:30 Wirth, Sacco, Hugenberg,
Chen & Williams

10:45 Johnston, Diekman &
Lanter

11:00 Hoover & Goodwin

11:15 Hoffman, Etcheverry & Le

11:30 Skowronski

**Stress and Coping in Clinical &
Health Psychology, Salon 7, p. 12**

Merritt, Moderator

10:00 Hankin

10:15 Duprey, Orchowski &
Gidycz

10:30 Baker & Berenbaum

10:45 Fingerhut

11:00 Holland, McKirnan,
Fingerhut, Bird & DuBois

11:15 Carleton, Howard,
Farahmand, Groh & Woods

**Assessment in Clinical and
Health Psychology, PDR 6, p. 13**

Weis, Moderator

10:00 Rathert & Pittman

10:15 Nelson, Govert & Barker

10:30 MacDonald & Murnen

10:45 Deyling

11:00 O'Connor & Vandenberg

11:15 Schoenleber & Berenbaum

11:30 Lewis, Zinbarg, Mineka &
Craske

11:45 Vitacco & Gabel

Attitudes, Salon 1, p. 15

McCulloch, Moderator

10:00 Rydell

10:30 Han & Fazio

10:45 Edison, DeCoster & Klinger

11:00 McCaslin, Loersch & Petty

11:15 Wojnowicz, Ferguson, Dale
& Spivey

11:30 Jia & Singh

11:45 Ma, Correll, & Wittenbrink

Memory, Salon 5, p. 17

Kelley, Moderator

10:00 Zacks

10:30 Zaromb & Roediger

10:45 Daniel, Raney & Newey

11:00 Roth, Dunlosky & Kane

11:15 Glanc & Greene

11:30 Cortese, Khanna & Lang

11:45 Nomi & Cleary

**Groups, Organizations and Work
Environments, PDR 9, p. 19**

Ryan, Moderator

10:00 Ronen, Kelly, Khan,
Lewison, Sawhney &
Valdez

10:15 Kendal & Smith-Jentsch

10:30 Heckert, Kabins, Honts,
Goedde & Terranova

10:45 Eno, Okdie & Guadagno

11:00 Heckert & Kabins
11:15 Sopo
11:30 McMinn & Pienkowski
11:45 McMinn & Turk

**Psi Chi Poster Session II, Upper
Exhibit Hall, p. 195**

10:00-10:50

Kelley, Moderator

1 Thomas, Avon & Goodfriend
2 Pasch & Sheldon
3 Quackenbush, Lee, Anliker,
Clark & Goldsmith
4 Dissinger, Sweany, Hetrick &
Youngcourt
5 Hicks & Sheldon
6 Peeters & Hemenover
7 LaFollette, Griffith & Smith
8 LaFollette, Matthews & Breault
9 Fetterman & Protolipac
10 Phinney & Jones
11 Paquin & King
12 Simonson & King
13 Sabart & Guenther
14 Pisciotta & Stoddart
15 Chudoba, Martin, Berrocal,
Jones & Segrist
16 Peterson & Hetzel-Riggin
17 Powell, Roberts & Little
18 Leever & Scott
19 Gayan, Olson & King
20 Terry & King
21 Cochrane & Harton
22 Richardson & Smoak
23 Harley & Coon
24 Wier & Helm Jr.
25 McGinley & May
26 Mann & Breitenbecher
27 Persson & Breitenbecher
28 Marczuk, Smith & O'Koon
29 Reagan & Meyers
30 Sturm, Butler, Coburn, Holmes
& Jewell
31 Pellegrin & Pawlow
32 Freiberg & Valdes

33 Burgess, Daussin, Gurnani,
Tollis & Wickline
34 Sokol & Van Voorhis
35 Riso & Hetzel-Riggin
36 Chiri & Lunnen
37 Unis & Lunnen
38 Arthur & Little
39 Rathert & Pittman
40 Hughes, McQuaid, Carmichael
& Jewell
41 Deiss, Przybysz & Sharma
42 Tribble & Kuncce
43 Hauschildt & Yost
44 Ray & Stoddart
45 Brodie, Pepin, Tintori, Wheeler
& Jewell
46 Walker & Taylor
47 Linke & Piasecki
48 Utoff & Snell
49 Selk, Patterson & Goodfriend
50 Saling & Gidycz
41 Woomer & Lunnen
52 Livengood & Uhm
53 Murphy & Steffen
54 Medeiros-Ward & Gunnoe
55 Jahn, Nunez & Vandendorpe
56 Khan & Barnas
57 Modarelli & Stoddart
58 Latimore & Sheldon
59 Butler & London
60 Chung & Munir
61 Ward & Haden
62 Hietbrink, Wolfe & Deka
63 Hord, Schwartz-Mette & Rose
64 Marshik & Parritz
65 Klosterman, Johns & Will
66 Albers, Stetter & Young
67 Kleier & Hatchett
68 Alvarez & Konik
69 Ramsay & Ackles
70 Beck & Gray
71 Bratsch & Illies
72 Hulkonen & Illies
73 Lorenz & Meyers
74 Hirsch & Schachtman

75 Habenicht & Bailey

Exhibitor Session, PDR 5, p. 9, 22

10:00 Stewart & Carper

11:15 Bedford, Freeman & Worth

12:30 Adler School of
Professional Psychology

**APS William James
Distinguished Lecture,
Wabash Parlor, p. 9**
11:00-12:30
Siegel
**Early Identification and
Intervention to Prevent
Reading Difficulties**
Haden, Moderator

**Psi Chi Poster Session III, Upper
Exhibit Hall, p. 204**

11:00-11:50

Gunnoe, Moderator

1 Ritter, Stuckey, Forma & Konik

2 Honts, Crawford, Bozeman,
Schmidt, Sharp & Vittengl

3 Collins & Parrott

4 Aspinwall & Peden

5 Williams & Sheldon

6 Haessler, Leblond & Amato-
Henderson

7 Caspers, Eischeid &
Goodfriend

8 Fearon & Stoddart

9 Oldring & Hallonquist

10 Ste-Marie & Hallonquist

11 Cak & Eshbaugh

12 Hines & Sheldon

13 Divine & LaHuis

14 Sylvester, Alden-Anderson &
Tubré

15 Thompson, Hartmann, Vang &
Tubré

16 Williams & Valdes

17 Romero & Kelley

18 Joseph & Yost

19 Adjmul & Bailey

20 Boivin & Bailey

21 Cadet, LeClerc & Helm Jr.

22 Corredera & Helm Jr

23 Avon, Selk & Goodfriend

24 Gholston, Urich & Goodfriend

25 Patterson, Thomas &
Goodfriend

26 Hinkel & Willis

27 Lehr & Willis

28 Longnecker, Munoz, Baehr &
Willis

29 Robinson & Lambert

30 Jach, Knopf, Luetzow &
Sinnett

31 Dimapelis & LaBounty

32 Spanjers & Dietrich

33 Sheridan & Yost

34 Koch & Vandendorpe

35 Raske & Vandendorpe

36 Shewmake & Jih

37 Yurasek & May

38 Salonek, Albertson & Stark

39 Tyndorf, Peters, Yturbe,
Lambert & Coon

40 Wilson & Garcia

41 Bastaja & Webster

42 Dickson & Vermeulen

43 Pfeiffer & Hallonquist

44 Phillips & Webster

45 Kern, Nguyen, Define & Smith

46 Gole, Kennely, Bengal,
Borkowski, Gasparrini &
Chandler

47 Szczurek, Chandler & Schwarz

48 Kincaid, Sheldon & Wrobel

49 Matyas, Reed & Hymes

50 Landwehr & Hume

51 Peak & Sheldon

52 Andrew & Eshbaugh

53 Duke, Schmidtke, Wadian,
Stufflebeam, Priebe & Harton

- 54 Frattini-Scott & Eshbaugh
- 55 Shaw, Gibb & Harton
- 56 Short & Czopp
- 57 Chapiewsky, Lund & Morgan
- 58 Christoff, Orcholski & Van Voorhis
- 59 Leptien, Vogt & Youngcourt
- 60 Thompson & Kernahan
- 61 Thompson & Seefeldt
- 62 Sullivan, Berg, Hogan, Strharsky, Usher, Wegner & Seefeldt
- 63 Clark, Reynolds, Reeves, Promission & Lane
- 64 Dunton & Lane
- 65 Page, Sharp & Kelly
- 66 Petesch, Aguirre & Kelly
- 67 Whitling & Pataki
- 68 Nelson & Dietrich
- 69 Eischeid, Caspers & Goodfriend
- 70 Sullivan & Sharma
- 71 Considine & Schwarz
- 72 Eickhoff & Buswell
- 73 Radcliff & May
- 74 Keno, Corn & Steele
- 75 Hand & Sheldon
- 76 Boulos & Moran
- 77 Hixon & Kelly

Psi Chi Distinguished Speaker, Wabash Parlor, p. 22 & 214

12:30-1:30

Parra-Cardona

**“I Felt Less Because I Was Different... Now I’m Proud for Being Brown”:
Embracing Cultural Diversity in Therapy**

Morgan, Moderator

Group Cognition and Performance, Salon 6, p. 22

Huesmann, Moderator

12:30 Smith

1:00 Park, Daman, Goodman & Hammill

1:15 Bullock & Harton

1:30 Weigold, Maki & Arellano

1:45 Jones & Kelly

2:00 Steele

2:15 Lybarger, Rivera & Zarate

Basic Social Cognitive Processes and Forensics: Connecting the Dots, PDR 9, p. 24

Graziano, Moderator

12:30 Sheldon

1:00 Goodfriend, Wild, Maslonka & Caspers

1:15 Sullivan & Nusbaum

1:30 Milanak, Berenbaum, Spencer-Smith

1:45 White, Nyren & Edwards

2:00 Williamson & Graziano

Learning and Development, Salon 7, p. 26

Haden, Moderator

12:30 Gaskins

1:00 Haas, Li-Grining, Votruba-Drzal & Maldonado

1:15 Gorbatenko-Roth, Tafalla & Nomura

1:30 Touron

Animal 1, Salon 4, p. 27

Engle, Moderator

12:30 Li

1:00 Quisenberry, Campbell & Morgan

1:15 Walker, Ramsey, Serfozo, Simonyi & Schachtman

1:30 Brown

**Cognition Across Media, Salon 5,
p. 28**

Serra, Moderator
12:30 Radvansky
1:00 Slaten, Horton & Rapp
1:15 Tamplin
1:30 Serra
1:45 McDonough & Gallo
2:00 Mensink, Kendeou & Rapp
2:15 Peshkam, Kendeou & Rapp

**Stereotyping & Prejudice, Salon
8, p. 30**

Goodwin, Moderator
12:30 Littleford
1:00 Walzer & Czopp
1:15 Scherer & Lambert
1:30 Young, Bernstein, Shriver,
Hugenberg & Lanter
1:45 Miele, Todd & Richeson
2:00 Donders, Correll &
Wittenbrink
2:15 Jones & Fazio

**Political Psychology, Salon 1, p.
32**

Ottati, Moderator
12:30 Porter & Ferguson
12:45 Lambert, Schott & Scherer
1:00 Morgan, Mullen & Skitka
1:15 Johnsen, Cunningham,
Nezler & Fazio
1:30 Carter & Ferguson
1:45 Krundick & Ottati
2:00 Lytle, Wisneski & Skitka
2:15 Reyna

**I/O and Interpersonal
Relationship Posters, Upper
Exhibit Hall, p. 34**

12:30-2:30
Dykema-Engblade, Moderator
1 Starkel, Tindale & Heath
2 Spoor & Warnsley
3 Lanter & Dietz-Uhler

4 Briggs & Schmidt
5 Jimenez, Nawrocki, Hill &
Lapsley
6 DeHoek & Bryant
7 Farrell, Orth, Synovec & Cook
8 Drwecki, Kortenkamp & Moore
9 Chartier & Hirt
10 Gervasio, Wendorf, Yoder,
Smith & VanBerkel
11 Sloan, Wilburn, Van Camp,
Price & Barden
12 Nadler & Cundiff
13 Nadler & Pankey
14 Lueck, Corcoran, Casey, Wood
& Auna
15 Damusis, Cortes, Haner &
Richards
16 Webster & Saucier
17 Christman
18 Keno, Corn & Steele
19 McCarthy & Green
20 Burns & Stevens
21 Bleske-Rechek & Matteson
22 Bleske-Rechek, Micke &
Hirsch
23 Bleske-Rechek, Hirsch &
Micke
24 Bleske-Rechek, Baker, Nelson,
Melby & Remiker
25 Bleske-Rechek, Sandager &
Maves
26 Lundy, Barker & Glenn
27 Helion, England, Calloway &
Reddy
28 Muscanell, Eno, Okdie &
Gaudagno
29 Sears & Lehmkuhl
30 Hendrick, Reddy & Nettles
31 Hendrick, Reddy & Perszyk
32 MacLaren
33 Tindale, Starkel & Jacobs
34 Shulman & Hemenover
35 Hemenover, Roesch &
Shulman
36 Bastle & Ryan

37 Gordon & VanHove

CTUP, Creative Classroom, PDR 18, p. 167

- 1:00 Bosko, Hatchett, Ross,
Stetter & Donohue
2:00 Kelly, Anderson, Larson &
Markunas
3:00 Dahlgren, Wille, Johnston &
Chambers

Invited Address, Crystal Room, p. 22

1:30-3:00
Carroll

**Sex and Hormonal Influences
In Drug Abuse: Preclinical
and Clinical Findings**

Bardo, Moderator

**Psi Chi Conversation Hour,
PDR 16, p. 214**

1:30-2:30
Parra-Cardona
Corts, Moderator

**Exhibitor Session, PDR 5, p. 22,
47**

- 1:45 Berntson
3:00 Rizzardini

**APA Distinguished Scientist
Lecturer, Wabash Parlor, p.
45**

3:00-5:00
Roediger

**The Critical Role of Learning
in Retrieval: From the Lab to
the Classroom**

Tindale, Moderator

**Entering the Academic
Marketplace: Advice from the
Experts, Crystal Room, p. 45**

3:00-4:30

Test, Blakemore, Epley, Puccio,
Rueckert, Sekaquaptewa,
Swenson

**Invited Symposium, PDR 9, p.
46**

3:00-5:00

Kelly, Jones, Carter-Sowell,
Williams, Wittenbaum, Chen,
Moreland

**Out of the Loop: Some
Consequences of Information
Exclusion**

Kelly, Williams, Organizers

**Invited Symposium, Salon 4,
p. 46**

3:00-5:00

L'Abate, Rumbaugh, King,
Greenberg

**Theoretical and Philosophical
Underpinnings of Psychology**

Greenberg, Organizer

Symposium, Salon 7, p. 47

3:00-5:00

Pittman, Weis, Toolis, Kim,
Karre, Wilson, Mounts, Jarvis,
Roehling, Boelkins,
Klienheksel, Mehari

**Parenting Across Cultural
Contexts**

Weis, Organizer

Stereotyping and Stereotype Threat, Salon 6, p. 48

- R. Erber, Moderator
3:00 Craig
3:30 House & Tindale
3:45 Woodcock & Schultz
4:00 O'Mally & Decoster
4:15 Lehmler, Law & Tormala
4:30 Kimble, Wittenberg, Ray & Schwab
4:45 Taylor, McIntyre, Littleton & Lord

Attitudes and Persuasion, Salon 8, p. 49

- Wegener, Moderator
3:00 Clark & Wegener
3:15 Harding, Lee & Lisjak
3:30 Eaton & Visser
3:45 Tagler, Brannon & Eagly
4:00 Dubois, Rucker & Tormala
4:15 Jefferis & Fazio
4:30 Loersch, Aarts, Payne & Jefferis

Psi Chi Poster Session IV, Upper Exhibit Hall, p. 214

- 3:00-4:00
Deka, Moderator
1 Schwartz, Kim, Rieger, Kolundzija & Sanders
2 Graham & Updegraff
3 Goering & Willis
4 Hanson & Valdes
5 Mayercak & Poling
6 Bagg & Williams
7 Craig & Goodwin
8 Schefske & Williams
9 Swin & Williams
10 Simmermaker & Meyers
11 Beyers & Segrist
12 Lindemann, Knewitz & Anderson
13 Jenner & Valdes

- 14 Mills & Illies
15 Moravek, Shelton, Prentiss & Buswell
16 Reed, Fuller, Stockwell, Boik, Imami & Hymes
17 Newman & Vermeulen
18 Watts & Vermeulen
19 Barnes & Hassert
20 Raby, Kabins & Breault
21 Bennett, Harms & Harton
22 Priyanka, Bennett & Harton
23 Stufflebeam, Priebe, Wadian, Duke, Schmidtke & Harton
24 Wadian, Stufflebeam, Duke, Schmidtke, Priebe & Harton
25 Soric & Czopp
26 Mears, Neevel & Morgan
27 Thoftne, Eck & Van Voorhis
28 Nemmers & Gardner
29 Cornish, Erspamer, Kampman & Bane
30 Parker, Chavez, Linqvist, Felts & Burns
31 Ohler, Clemens & Linden
32 Serra, Pugh, Sprow, Carton & Kelly
33 Zarembski, Riso & Lane
34 Duncan & Olson
35 Ziegler, Boggs & Brown
36 Border & Gooden
37 Brooks & Konik
38 Gaker & Altman
39 Gaker & Konik
40 Maggiotto & Yost
41 Russo & Yost
42 Brewer, Hrinko & Konik
43 Moore & Barker
44 Shaughnessy & Whitmore
45 Oliver, Shirkey & Van Voorhis
46 Koloydis & Gooden
47 Rogers & Rydell
48 Howell-Walton & Helm Jr.
49 Paniagua & Bailey
50 Amadias & Helm Jr.
51 Uloa, Saez, Santant & Proctor

- 52 Cichon & Moran
- 53 Caspers, Nelson, Thomas & Blodgett
- 54 Caspers & Tinsley
- 55 Nelson & Tinsley
- 56 Stewart & Jones
- 57 McGowan & Wickline
- 58 Schwanke, Humphrey, Knudson, Austin & Bohemier
- 59 Caylor & Kelly
- 60 Marko & Reyna
- 61 Kosten, Gadzichowski, Pandzic, Ramsay & Sawyer
- 62 Cartwright & Parritz
- 63 Denton & Yost
- 64 Pizzi & Yost
- 65 Vanderhoof, Boyle & Larsen
- 66 Higgins & Pinto
- 67 Reigers, Shier & Acker
- 68 Redington & Stoddart
- 69 Alesch & Meyers
- 70 Mauric & Garcia
- 71 Gillette & Trent-Brown
- 72 Klimkowski, Coulas, Branford & Behensky
- 73 Strzyzewski, Karadsheh, Witkowski, Nettleton & Behensky
- 74 Birkenholz, Bacon, Stephenson, Van Eeuwen & Roehling
- 75 Birkenholz, Sprik, Jarvis & Roehling
- 76 Lanting, Muzzy, Thompson & Roehling
- 77 Hoekstra & Vanderstoep
- 78 Birkenholz, Campbell & Jarvis
- 79 Kingma & Inman
- 80 Vandlen, Giegler, Timmins, & Roehling

Social Hour, Empire Room, p. 51
5:00-7:00

****FRIDAY, MAY 2****

Cognition and Culture, Salon 5, p. 53

Johnson, Moderator

- 8:00 Chiao
- 8:30 Williams, Bulthouse, Ferralez, Siddle & Siddle
- 8:45 Harman, Gonzalez-Vallejo, Mullet & Munoz Sastre
- 9:00 Krawietz
- 9:15 Blumenfeld, Goyal, Kaushanskaya & Marian
- 9:30 Damusis, Mears, Matheus & Murphy
- 9:45 Woller, Park, Hilgenkamp, Vowels & Shanteau

Social Psychology and Health, PDR 9, p. 55

Croxtton, Moderator

- 8:00 Carton, Kelly, Serra & Mathes
- 8:15 Calloway, Guan & Reddy
- 8:30 Etcheverry & Agnew
- 8:45 Doyle, Kesselring & Engeln-Maddox
- 9:00 Anshel & Brinthaup
- 9:15 Helton & Ellis
- 9:30 Park, Hammill & Chan
- 9:45 Steele & Fullagar

Children's Emotion and Attention, PDR 6, p. 57

Stevenson, Moderator

- 8:00 Shiverick
- 8:15 Baskerville, Bild, Mansavage & Goldsmith
- 8:30 Bredemeier, Berenbaum, Simons, Most
- 8:45 Rodriguez, Brooks & Mertes
- 9:00 Walen, Garaas, Ertelt, Muse & Petros

- 9:15 Garaas, Ertelt, Muse, Walen & Petros
- 9:30 Blakemore & Hill

Self, Salon 1, p. 59

Stambush, Moderator

- 8:15 Steele
- 8:30 Brown, Young & McConnell
- 8:45 Williams & Gilovich
- 9:00 Demarree & Loersch
- 9:15 Ditzfeld & Showers
- 9:30 Edwards & Sandberg
- 9:45 Shedlosky-Shoemaker, Arkin & Costabile

Motivation, Perception, Action, Salon 8, p. 61

Holtz, Moderator

- 8:30 Waytz, Cacioppo & Epley
- 8:45 Sacco & Hugenberg
- 9:00 McWhirter & Balcetis
- 9:15 Young & Claypool
- 9:30 Cole & Balcetis
- 9:45 Finkelstein & Fishbach

Animal Poster Session, Upper Exhibit Hall, p. 62

8:00-10:00

Morgan, Moderator

- 1 Hoffman & Bardgett
- 2 Kleier, Griffith & Bardgett
- 3 Bolin & Akins
- 4 Pittenger, Coolon, Ioerger & Cain
- 5 Lin, Roman & Reilly
- 6 Roman, Lin & Reilly
- 7 Wehrman, Points, LaMontagne, Briscoe & Bardgett
- 8 Griffith & Bardgett
- 9 LaMontagne, Griffith & Bardgett
- 10 Kaiser
- 11 Kaiser & Austin

- 12 Sanders, Miller, Chatila & Fanselow
- 13 Gurney & Armus
- 14 Niemiec & Hinderer
- 15 Anderson, Hinderliter & Misanin
- 16 Kennedy, VanDyke & Thornborough
- 17 Campbell, Quisenberry, Clark, Colclasure & Morgan
- 18 McFadden & Zulas
- 19 Crull, Morgan & Blankenship
- 20 Ferraro, Weiland & Holmgreen

Cognitive Poster Session, Upper Exhibit Hall, p. 68

8:00-10:00

Morgan, Moderator

- 21 De La Garza, & Harris
- 22 Abdul, Dakter, Paulos, Van Hulle & Goldsmith
- 23 Colston & Kodet
- 24 Reid, Heinemeier, Knoll, Bowen & Gibbons
- 25 Reid, Heinemeier, Knoll & Gibbons
- 26 Lam & Ji
- 27 Renner, Kreke, Johnsen, Wheeler & Skelly
- 28 Arnott & Allbritton
- 29 Newey, Raney, Daniel & Obeidallah
- 30 Mazzuca, Evans, Smeland, Gibbons & Walsh
- 31 Ritchey, Wormann, Pierson & Sitzman
- 32 Rapp & McGowan
- 33 Drouin, Harter & Price
- 34 Drouin, Harmon, Pope, Kuhnle & Harter
- 35 Shore
- 36 Miller
- 37 Davis, Mingione & Rust
- 38 Davis & Thrash
- 39 Dugoni

- 40 Heller, McClure, Kerr, Kibble & Basso
- 41 Palmer, Ramsey, Grosch, Kerman & Urlakis
- 42 Hinze, Fisher & Wiley
- 43 Hoekstra, Stos & NicholSEN
- 44 Kannass, Miller & Celik
- 45 Brill, Mouloua, Gilson, Kennedy & Rinalducci
- 46 Park, Woller, Hilgenkamp, Vowels & Shanteau
- 47 Park, Vowels & Shanteau
- 48 Moellenberg & Hassebrock
- 49 Kostic, Miller, Ryals & Cleary
- 50 Brase, Hirsh, Thatcher & Schachtman
- 51 Vogl, Kronenwetter & Bordwell
- 52 McKee, Irish, Fallon, Spoonster & Delahanty
- 53 Barnes, Cohen & Ferrari
- 55 Karadogan & Bellezza
- 56 Finstad, Ferraro & Chilian
- 57 Budd, Grossman & Donnelly
- 58 Hudetz & Warltier
- 59 Yocum
- 60 Whitmore
- 61 Cushen & Wiley
- 62 Best
- 63 Clapham & King

CTUP, Creative Classroom, PDR 18, p. 168

- 8:00 Feibel
- 9:00 Engeln-Maddox & Dykema-Engblade
- 10:00 Helm & Kearney
- 11:00 Kearney, Helm & Sheffer

Division 27 Symposium, Salon 3, p. 175

8:00-8:50

Gutierrez, Drake, Milner, McCarthy, Mader, Ferrari
**Finding Common Ground:
 Institutional Mission as a
 Community Building Tool**

Division 27

Roundtable Discussion, Salon 2, p. 175

- 8:00 Bothne, Keys, Wilson, Joyce, Songasonga, Spevacek, Venegas, Bartow & MacLean

Division 27

Roundtable Discussion, PDR 4, p. 176

- 8:00 Foster-Fishman & Jimenez

Symposium, Salon 7, p. 52

8:15-10:00

Probst, Edwards, Gidycz, Tansill, Desai, Orchowski, Duprey, Saling, Segula
**Conducting Trauma
 Research: Victim, Perpetrator
 and Researcher Reactions**
 Orchowski, Probst, Edwards,
 Organizers

Invited Address, Crystal Room, p. 52
8:30-10:30
Perkins
Sex Differences in Nicotine vs. Non-Nicotine Reinforcement and Reward
Bevins, Moderator

Invited Address, Crystal Room, p. 80
10:00-11:30
Levine
Reaction to Deviance: How Groups Respond to Challenging Members
Tindale, Moderator

Division 27 Symposium, Salon 2, p. 176
9:00-9:50
Balcazar, Taylor-Ritzler, Suarez-Balcazar, Keys, Portillo, Garcia, Ali, Hasnain, Friedman, Berardi, Donoso
Capacity Building Partnership to Benefit Minorities: Lessons From the Field

Invited Symposium, Salon 4, p. 80
10:00-12:30
Greenberg, Michel, Wahlsten, Hood
Psychology as a Developmental Science: Gilbert Gottlieb and Developmental Systems Theory
Greenberg, Organizer

Division 27 Symposium, PDR 4, p. 177
9:00-9:50
Keys, Berardi, Black, Harvey, Drake, Alcantara
Empowerment in Theory and Action: Innovation and Reflection

Symposium, Salon 6, p. 81
10:00-12:30
Weinstein, Trickett, Oberoi, Jeong, Rukhotskiy, Delgado, Genkova, Lartey, Tran, Birman
The Schools: An Acculturative Challenge for All
Trickett, Organizer

Division 27 Roundtable Discussion, Salon 3, p. 176
9:00 Torres-Harding, Alvarez, Hidalgo, Marshall, Felczak, Nappe, Boan, Borrilez, Boyd, Erawan-Coppage, Fox & Reh

Language, Salon 5, p. 81
Ritchey, Moderator
10:00 Horton
10:30 Trofatter, Ozcaliskan, Goldin-Meadow & Levine
10:45 Lev-Ari & Keysar
11:00 Larson, Britt, Millis, Jordan & Skowronski
11:15 Foraker

11:30 Watson

**Romantic Relationships, PDR 9,
p. 83**

M. Erber, Moderator

10:00 Eastwick, Richeson &
Finkel

10:15 Lehmler, Vanderdrift &
Agnew

10:30 Longua, Dehart, Gnedko &
O'Conner

10:45 Gute & Eshbaugh

11:00 Wright, Zawadzki &
Thomas

11:15 Barnett, Otto-Salaj, Rose,
Brondino & Sedivy

11:30 Bullock, Clark, Hackathorn,
Mattingly & Weaver

11:45 Tagler & Buck

**Developmental/Clinical
Psychology Poster Session, Upper
Exhibit Hall, p. 85**

10:00-12:30

Goodfriend, Moderator

1 Shpancer, Beight, Finch, Fox,
Frey, Jones, Randolph, Bradley,
Schreiner & Acker

2 Anderson, Cleland, Saunders,
Villette & Twichell

3 Lloyd, Masur & Flynn

4 Young, Williams, Maralles,
Gagne & Goldsmith

5 Spafford, Jirovec, Okonkwo,
Volbrecht & Goldsmith

6 Woodard

7 Garcia & Smolak

8 Emery & Vandenberg

9 Tafalla, Gorbatenko-Roth &
Nomura

10 Ellis-Kalton & Irvin

11 Davidson, Raschke & Tell

12 Burch-Vernon, Harrison,
Schafer & Spurlock

13 Rueger, Katz, Risser & Lovejoy

14 Swanson & Gajda

15 Munir

16 Munir

17 Shapiro & Peterson

18 Srivastava, Chang, Hermann,
Sanna, Bodem, Lombardero,
Lee, Singh, Uremek &
Wardjiman

19 Canivez

20 Canivez & Beran

21 Thomas & Sifers

22 Krieg & Shoemaker

23 Eshbaugh & Cak

24 Eshbaugh & Henninger

25 Tuskenis

26 Dunkel & Decker

27 Abdul-Adil, Jackson, Farmer
Jr., Tolan & Taylor-Crawford

28 Abdul-Adil, Farmer Jr., Tolan,
Henry & Bell

29 Abdul-Adil, Farmer Jr., Tolan,
Henry & Mathies-Dinuzulu

30 Abdul-Adil, Lebow, Farmer Jr.,
Tolan, Taylor-Crawford

31 Surber & Phelps

32 Seitzzahl, Barton, Li-Barber &
Klein-Tasman

33 Antonini & White

34 Demir, Song, Levine & Goldin-
Meadow

35 Brah, Mozina, Gallo, Phillips,
Klein-Tasman & Reddy

36 Soloski & Neal

37 Tanney

38 Wolkoff, Welch, Sinton &
Larsen

39 Madura, Grant & Czarlinski

40 Litteken, Pawlow, Pomerantz &
Segrist

41 Rodts, Lapsley & Hill

42 Jewell, Tintori, Beyers, Lider,
Pepin, McMurray & Wakefield

43 Jorgensen & Toussaint

44 Thaxter, Meyerson & Grant

45 Ehly & Knabe

- 46 Abdul-Adil, Zaragoza, Farmer Jr., Taylor-Crawford, Tolan
- 47 Borrilez
- 48 Venzke & Venzke
- 49 McCormick, Zwick & Abell

Psi Chi Regional Research Award Posters, Upper Exhibit Hall, p. 225

10:00-11:30

Morgan, Moderator

- 51 Benich & Yost
- 52 Campbell & Rellinger-Zettler
- 53 Carter, Steele-Johnson & Claflin
- 54 Chou, Scherer, Hamilton, McCormick & Segrist
- 55 Craig & Brito
- 56 Gille, Mittag & Oyster
- 57 Hays, Landrum, Lehman, Morrison, Warnke & Cronk
- 58 Hinman, Knoll & Witvliet
- 59 Howard & Agnew
- 60 Joseph & Larsen
- 61 Kerr & Bartholow
- 62 Knopf, Marcum & Gibson
- 63 Mehari, Kleinheksel, Boelkins, Jarvis & Roehling
- 64 Pucci & Hollich
- 65 Riso, Pritchard, Atkins & McFadden
- 66 Schaaf & Morgan
- 67 Schwatken & Pliske
- 68 Segula, Orchowski, Gidycz & Loh
- 69 Senzaki, Debroux, Navaes, Cavalcanti & Stetter
- 70 Siy, Page-Gould & Mendoza-Denton
- 71 Tarescavage & Larsen

Division 27 Symposium, Salon 8, p. 178

10:00-10:50

Cruz-Santiago, Lino, Fuentes, Manasra, Fischer, Moore, DeRuiter, Lang, Banuelos
Research and Intervention Pertaining to the Psychosocial and Educational Development of Latino Children & Adolescents

Division 27 Roundtable Discussion, Salon 2, p. 178

10:00 Porter, Howe, Jason, Foster-Fishman, Olson, Birman, Viola, Boulton, Mortensen, Parenti & Shelleby

Division 27 Symposium, Salon 3, p. 179

10:00-10:50

Keys, McMahan, Sorani, Crouch, Berardi, Becker, Morgan, Gooden, Roesner, O'Neil, Digangi
The Inclusion of Students with Disabilities: Multiple Perspectives and Approaches

**Psi Chi Symposium, Salon 7,
p. 230**
10:30-11:20
Lamdrum, Stoddart
**Finding Employment with an
Undergraduate Degree in
Psychology**

**Division 27 Symposium, Salon
8, p. 180**
11:00-11:50
Foster-Fishman, Droege,
Lichty, Law
**Data Analysis as a Tool for
Promoting Critical
Consciousness**

**Division 27
Roundtable Discussion, Salon 2,
p. 179**
11:00 Porter, Boulton, Mortensen,
Parenti, Shelleby,
Waguespack, Aber, Toro,
Jason, Graham, Timpo,
Paavola, Njoku, Cobb,
Factor & Tanyu

**Division 27
Roundtable Discussion, Salon 3,
p. 180**
11:00 Aase, Jason, Mueller,
Harvey, Stevens,
Mortensen, Suleta, Barron,
Marez, Venable, Groh,
Rabin-Belyaev, Ortiz,
Angulo, Olson, Majer &
Ferrari

**Invited Address, Crystal
Room, p. 99**
11:30-1:00
Gernsbacher
**Autism and Imitation: A
Neurofunctional Model**
Carr, Moderator

**Psi Chi Symposium, Salon 7,
p. 231**
11:30-12:30
Corts, Appleby
**Tips for Getting into
Graduate School**

**Division 27
Roundtable Discussion, Salon 2,
p. 180**
12:00 Adams, Jason, Barr,
Robinson, Topliff, Bradley,
Bottom, Suleta, Konieczny
& Kilderis

**Division 27
Roundtable Discussion, Salon 3,
p. 181**
12:00 Keys, Bothne, Crouch,
Gutierrez, McLemore

**How to Publish Your Journal
Article, Salon 4, p. 99**
1:00-3:00
Hill, Mineka, Durbin

**Ostracism: Antecedents and
Consequences, Salon 6, p. 100**
Williams, Moderator
1:00 DeWall

- 1:30 Jones, Carter-Sowell, Kelly & Williams
- 1:45 Kerr, Stivers, Piszczek & Seok
- 2:00 Chen & Williams
- 2:15 Wesselmann, Writh & Williams
- 2:30 Wellman, Geers, Helfer, Floyd & Smithmyer
- 2:45 Findley & Kelly

Perceiving Relationships, PDR 9, p. 101

- Smoak, Moderator
- 1:00 Vanderdrift & Agnew
- 1:15 Assad & Donnellan
- 1:30 Limke & Showers
- 1:45 Holcomb, Clements, Proffitt & Aburashed
- 2:00 Eshbaugh
- 2:15 Glenn & Pontari
- 2:30 Zell, Simpkins & Tice
- 2:45 Edlund & Sagarin

Animal 2, PDR 6, p. 104

- Dose, Moderator
- 1:00 Harrod
- 1:30 Lacy, Longacre, Ballina & Harrod
- 1:45 Longacre, Basilakos, Latham & Harrod
- 2:00 Helton
- 2:15 Kane & Wirtshafter

Biology, Environment and Social-Emotional Development, Salon 7, p. 105

- Meyer, Moderator
- 1:00 Verona
- 1:30 Staniszewski, Pai, Van Buren, Clark & Goldsmith
- 1:45 Wilson, Durbin & Mineka
- 2:00 Wallio, Counts, Buffington, Chang-Rios & Rasmussen
- 2:15 Jacobson

Intergroup Relations, Salon 8, p. 107

- Claypool, Moderator
- 1:00 Moons, Leonard, Mackie & Smith
- 1:15 Shriver, Young, Hugenberg, Bernstein & Lanter
- 1:30 Stewart, Latu & Branscombe
- 1:45 Nierman & Crandall
- 2:00 Housley & Claypool
- 2:15 Rasinski & Czopp
- 2:30 Bernstein & Claypool
- 2:45 Miller & Brewer

Affect, Salon 1, p. 109

- Miller, Moderator
- 1:00 Cunningham
- 1:30 Miller
- 1:45 Dobria & Erber
- 2:00 Wilkinson, Kiviniemi & Collier
- 2:15 Brown & Diekman
- 2:30 Evans
- 2:45 Critcher & Inbar

Individual Differences/ Metacognition, Salon 5, p. 111

- Drouin, Moderator
- 1:00 Virtue
- 1:30 Storey, Kopp, Britt & Durik
- 1:45 Lyons & Beilock
- 2:00 Lipko, Dunlosky & Merriman
- 2:15 Hartnett & Skowronski
- 2:30 Baker & Dunlosky
- 2:45 Hanly & Vandenberg

Relationships Between Individuals and Groups Poster Session, Upper Exhibit Hall, p. 113

- 1:00-3:00
- Nida, Moderator
- 1 Geiger & Murnen

- 2 Barber, Bagsby, Powell & Munz
- 3 Toussaint, Cox & Schrock
- 4 Sherrick
- 5 Becker, Granda, Duane, Cannon & Munz
- 6 Rupayana, Steele & Fullagar
- 7 Merritt, Roethel, Roche & Abdullah
- 8 Merritt, Roche, Roethel & Wesley
- 9 Finch & Laking
- 10 Pierson & Finch
- 11 Albrecht & Schmidt
- 12 Granda, Barber, Jacobsmeyer, Kelly, Engblom & Munz
- 13 Buckingham, Klein, Kiernan, Deppe & Naj
- 14 Helion, Domask & Reddy
- 15 Green & McCarthy
- 16 Goodfriend, Davis & Oldemeyer
- 17 Tilton & Komarraju
- 18 Burns, Francis & Chavarria
- 19 Burnam, Komarraju, Middleton & Avdic
- 20 Sinnett, Kratz, Knopf & Van Den Honert
- 21 Barrett, McLaughlin & Sinnett
- 22 Carter-Sowell, Gonsalkorale, Sloan & Williams
- 23 Oates & Kelly
- 24 Smith, Findley & Kelly
- 25 Rheinschmidt, Kuehn & Gardner
- 26 Nygren, White & Snuttjer
- 27 McGee & Parrott
- 28 Herald & Parrott
- 29 Reilly & Heath
- 30 Krull & McCloy
- 31 Holtz & Zain

**CTUP/CUPP Poster Session,
Upper Exhibit Hall, p. 169**
1:00-3:00

- Dahlgren, Moderator
- 32 Burns
 - 33 Kreiner
 - 34 Dietz-Uhler & Lanter
 - 35 Proctor & Corredera
 - 36 Moran & Cichon
 - 37 Meehan
 - 38 Barker
 - 39 Shapiro
 - 40 Peden & Van Voorhis
 - 41 Peden
 - 42 Bailey
 - 43 Shore
 - 44 Hathorn & Hathorn
 - 45 Meyers
 - 46 Boehm
 - 47 Finkel
 - 48 Nelson, Hoyert, Minke, Young, Abad, Chung, Harrison, Kinoshita, Lafrance & Oqendo
 - 49 Landrum & Rastogi
 - 50 Adampoulos, Cole, Cole, Huffman, McDermid & Murdock
 - 51 Johnson, Tuskenis, Dyslin & Wright

**Division 27 Symposium, Salon
3, p. 181**
1:00-1:50
Curley, Zahniser, Ssewamala,
Habiyaambere, Walls, Jackson
**Community-Based Research
on Asset Building and
Empowerment in Africa**

**Division 27
Roundtable Discussion, Salon 2,
p. 182**
1:00 Njoku & Royster

**Division 27 Poster Session, Upper
Exhibit Hall, p. 182**

- 1:00-3:00
 Jozefowicz-Simbeni, Moderator
 52 Juarez, Berardi, Ferrari & Sanchez
 53 Stevens, Jason, Ferarri & Mueller
 54 Navarro & Renfro
 55 Jimenez, Onifadee, Davidson & Hankins
 56 Coe, Booth & Eaddy
 57 Suarez-Balcazar, Balcazar, Rodakowski, Taylor-Ritzler & Portillo
 58 Taylor-Ritzler, Suarez-Balcazar, Garcia, Balcazar, Hasnain & Ali
 59 Mortensen, Aase, Jason & Mueller
 60 Beehler & Birman
 61 Washington, Sanchez & Renfro
 62 Washington & Gill
 63 Goedert & Jozefowicz-Simbeni
 64 Bothne
 65 Torres-Harding, Steele, Olson & Siers
 66 Dunn, Crawford & Flaspohler
 67 Aase, Jason & Robinson
 68 Sanchez, Feuer & Paul
 69 Steven & Keys
 70 Abdul-Adil, Deloach & French
 71 Abdul-Adil, Henry, Tolan, Gorman-Smith & Schoeny
 72 Abdul-Adil, Tolan, Farmer Jr, Riley, Barbee-Dixon & Dew
 73 Moore, Alvarez, Dyson, Jason & Ferrari

**Loyola Invited Address,
 Wabash Parlor, p. 99**
 1:30-3:00
 Dawes
**From Reconstructive Memory
 to Gratuitous Causality to
 Dubious Sensemaking**
 Tindale, Moderator

**Division 27 Symposium, Salon
 2, p. 182**
 2:00-2:50
 Graham, Njoku, Berardi,
 Schmidt-Roberts, Keys
**Applied Community
 Psychology in Higher
 Educational Settings**

**Division 27
 Roundtable Discussion, Salon 3,
 p. 182**
 2:00 Blanton, Weinstein & Tran

**Psi Chi Chapter Exchange:
 Ideas for Improving Your
 Chapter, PDR 16, p. 231**
 2:30-3:00
 Zlokovich, Moderator

**MPA Presidential Address,
 Wabash Parlor, p. 122**
 3:00-4:00
 Tindale
**The Wisdom (and Occasional
 Lack Thereof) of Groups**
 Williams, Moderator

**Presentation of Graduate
 Student Awards, Wabash
 Parlor, p. 122**
 Erber & Tindale, Moderators
 following Presidential Address

**MPA Business Meeting,
Wabash Parlor, p. 122**
4:00-5:00

**Meeting of Local Reps,
Wabash Parlor, p. 122**
Immediately following Business
Meeting

**Psi Chi Awards Presentation
and Reception, Crystal Room,
p. 231**
4:00-6:00
Host: Morgan

**Social Hour, Crystal Room, p.
122**
5:00-7:00

****SATURDAY, MAY 3****

**Invited Address, Crystal
Room, p. 123**
8:30-10:00
Kanfer
**Work Motivation: Content,
Context, and Change**
Hinsz, Moderator

**Perception and Attention, Salon
5, p. 123**

McKeachie, Moderator
8:30 Ramsey, Ghinescu,
Thatcher & Schachtman
8:45 Still, Dark & Parkhurst
9:00 Jordan, Coey & Tsiappoutas
9:15 Bovee, Raney, Daniel,
Vadakara & Lynch
9:30 Jones & Folk
9:45 Still
10:00 Franconeri

Motivation, Salon 6, p. 125

Skowronski, Moderator
8:30 Landau
9:00 DeCaro & Johnson
9:15 Jia, Evans, & Hirt
9:30 Inbar, Gilovich, Pizarro &
Ariely
9:45 Elek, Lloyd & Balcetis
10:00 Albarracin

**Psychotherapy Process and
Outcome, Salon 7, p. 126**

Sexton-Radek, Moderator
8:30 Knobloch-Fedders
9:45 Kukla & Bond
9:00 Latta & Knobloch-Fedders
9:15 Unis
9:30 Saigal, Durbin & Knobloch-
Fedders
9:45 Suhr, Eckhardt & Agnew

10:00 Thomas, Davis &
Knobloch-Fedders
10:15 Merritt, Balogh & Kok

**Culture, Race, and Ethnicity,
Salon 1, p. 129**

Tagler, Moderator
8:30 Mio
9:00 Hazlett & Cuddy
9:15 Gungor, Adams & Biernat
9:30 Barden, Van Camp & Sloan
9:45 Spina & Ji
10:00 Caliendo & McIlwain
10:15 Suzuki, Heath & Kakuyama

**Attitudes and Social Cognition
Posters, Upper Exhibit Hall, p.
131**

8:30-10:30
Diekman, Moderator
1 Cisco, Naidus, Whitsett,
Fitzsimmons & Corning
2 Tafalla, Wood, Albers, Irwin &
Mann
3 Wheeler, Aoki, Johnson & Li
4 Aoki, Wheeler, Johnson & Li
5 Nguyen, Wadian & Harton
6 Wilson & Hugenberg
7 Weidler, Clark, Mattingly &
Wilson
8 Smith, Hockett, Thompson,
Zanotti & Saucier
9 Tennial, Endsley Jr. &
Miserocchi
10 Nelson, Mixson, Shelley,
McGownd & Larson
11 Chapleau & Oswald
12 Katzarska-Miller & Biernat
13 El-Alayli
14 Smith & Mills
15 Brookings, Brown & Asta
16 Stanford, Miller, McManus,
Branch & Saucier
17 Mercer & Larsen
18 Cornish

19 Deka & O'Dell
20 Butler & Wilson
21 Smith, McDonald, Lord, Bisset
& Hampshire
22 Barnack, Reddy, Dutcher &
Swain
23 Buri & Gunty
24 Dibianca & Haden
25 Rolnik & Engeln-Maddox
26 Whitmore & Akers
27 Wood, Harr, O'Reilly,
Tomczyk & Zeinert
28 Durik, Reynolds, Britt & Storey
29 Stocker
30 Brouwer
31 Arbuckle & Payne
32 Chapman & Moreira
33 Stasson
34 Dew
35 Chandler, Schwarz & Bushman
36 Harman & Fiengenbaum
37 Hackathorn, Clark, Mattingly,
Bullock & Weaver
38 Hackathorn & Harvey
39 Hatala, Hoxha & Mulderig
40 Monroe, Sheehan & Reeder
41 Nomura & Li
42 Nomura & Li
43 Decoster, Leistico & Gallucci
44 Gribbins & Vandenberg
45 Wells, Fergus & Skowronski
46 Galen, Lore, Tolman,
McDonald & Smith
47 Vincent & Weeks
48 Lee & Norenzayan
49 Wilson
50 Brandt & Reyna
51 Cole, Bryant & Edwards
52 McLemore, Zimmerman &
Reyna
53 Hickcox, Fuller, Holland &
McIntyre
54 Pryor & Reber
55 De La Garza, Saucier & Steppe

- 56 Adamopoulos, Furgerson,
McDonald, Kloet & Perley
57 Johnson, Aoki, Wheeler & Li

**Motives Underlying Prosocial
Behavior, Salon 6, p. 146**

- Kelly, Moderator
10:30 Mannino & Snyder
10:45 Bauer, Bodenhausen,
Gardner & Becker
11:00 Pinter
11:15 Luchies & Finkel
11:30 Grahe & Nelson
11:45 Lucas, Molden &
Muringhan
12:00 Habashi & Graziano
12:15 Edwards, Fiedorowicz &
Suzuki

Social Judgment, Salon 7, p. 148

- Jackson, Moderator
10:30 Desensi & Tormala
10:45 Todd, Molden, Ham &
Vonk
11:00 Lee, Oyserman & Bond
11:15 Monroe, Reeder & Pryor
11:30 Petrocelli & Percy
11:45 Tannenbaum, Ditto &
Pizarro
12:00 Converse & Epley
12:15 Percy & Sherman

**Skilled Performance, Salon 5, p.
150**

- Petros, Moderator
10:30 Beilock
11:00 Yang, Gallo & Beilock
11:15 Ping, Dhillon, Beilock
11:30 Mattarella-Micke, Mateo,
Kozak, Foster & Beilock
11:45 Decaro, Thomas & Beilock
12:00 Pyc & Rawson
12:15 Brase

**Differential Perception of
Ingroup and Outgroup Members,
Salon 1, p. 152**

- Bertilson, Moderator
10:30 Kozak
11:00 Afful & Harvey
11:15 Hack & Monteith
11:30 Smoak & Deutsch
11:45 Peruche & Plant
12:00 Schoemann, Miron &
Branscombe
12:15 Zimmerman, McLemore &
Reyna

**Adult Clinical Poster Session,
Upper Exhibit Hall, p. 154**

- 10:30-12:30
Blakemore, Moderator
1 Miska, Vitacco, Lishner &
Hong-Lishner
2 Edwards, Crawford, Murphy,
Tansill, Gidycz & Calhoun
3 Edwards, Crawford, Tansill,
Murphy, Gidycz & Calhoun
4 Wingo, Han, Delis & Bondi
5 Srivastava, Chang, Sanna &
Lombardero
6 Heckert, Albright, Terranova,
Honts & Kabins
7 Howell & Weaver
8 Andrew, Bagsby & Powell
9 Harris, Bagsby, Powell & Munz
10 Shehadeh, Pawlow, Haas,
Pomerantz & Segrist
11 Fowler, Wideman, Collings &
Saules
12 Probst & Gidycz
13 Barton, Bagsby & Powell
14 Psarropoulou & Torres-Harding
15 Torres-Harding, Brown,
Kimble, Harrison & Abiola
16 Rosenberg, Bonar, Jones,
Pavlick, Murray & Goddard
17 Smith, Pawlow, Rose &
Pomerantz

- 18 Cohen, Lattie & Ferrari
- 19 Sprock & Green
- 20 Sprock & Hasenwinkel
- 21 Hallgren, Schaefer, Solhan,
Jahng, Trull & Cowan
- 22 Schaefer, Hallgren, Solhan,
Jahng & Trull
- 23 Springman & Bandenberg
- 24 Crane, Niksich & Eckhardt
- 25 Crane & Eckhardt
- 26 Pegg & Fitzgerald
- 27 Mazzola, Abdul-Adil, Farmer
Jr, Tolan & Taylor-Crawford
- 28 Singh, Bodem, Chang,
Hermann, Srivastava, Uremek,
Lee & Wardjiman
- 29 Berghoff, Bedwell & Jones
- 30 Bedwell, Berghoff, Fagin,
Kraus & Skelly
- 31 Abdul-Adil, Giannone, Farmer
Jr., Tolan & Taylor-Crawford
- 32 Bosse & Reeb
- 33 Reeb, Ryan, Langsner & Bosse
- 34 Nash & Dudley
- 35 Norris & Neal
- 36 Fedor & Neal
- 37 Ferraro & Allmaras
- 38 Woomer
- 39 Erhan
- 40 Phelps, Turi, Langsner & Kurtz
- 41 Fagan, Pawlow, Rose & Segrist
- 42 Rockwern & Murnen
- 43 Samper, Weber, Eckhardt &
Agnew
- 44 Uremek, Bodem, Chang,
Srivastava, Hermann, Singh,
Wardjiman & Lee
- 45 Ansel, Brinthead, Kang &
Quinn

Room	CONDENSED PROGRAM B: THURSDAY			
	Thursday (5/1) 10:00-12:00	Thursday (5/1) 12:30-2:30pm	Thursday (5/1) 3:00-5:00pm	Thursday (5/1) 5:00-7:00pm
Wabash Parlor	(11:00) Invited Address (Siegel): Reading Difficulties (p. 9)	Psi Chi (Parra-Cardona): Being Brown (p. 22,214)	APA Scientist (Roediger): Role of Learning in Retrieval (p. 45)	
Crystal Room	Invited Address (Branscombe): Historical Victimization (p. 9)	(1:30) Invited Address (Carroll): Influences in Drug Abuse (p. 22)	APA Academic Career Workshop: Academic Marketplace (p. 45)	
Salon 1	Attitudes (p. 15)	Political Psychology (p. 32)		
Salon 4		Animal 1 (p. 27)	Invited Symposium: Theory (p. 46)	
Salon 5	Memory (p. 17)	Cognition Across Media (p. 28)		
Salon 6		Group Cognition & Performance (p. 22)	Stereotyping & Stereotype Threat (p. 48)	
Salon 7	Stress & Coping (p. 12)	Learning & Development (p. 26)	Symposium: Parenting (p. 47)	
Salon 8	Self & Others (p. 10)	Stereotyping & Prejudice (p. 30)	Attitudes & Persuasion (p. 49)	
PDR 5	Exhibitor Session (p. 9)	Exhibitor Session (p. 22)	Exhibitor Session (p. 47)	
PDR 6	Assess. in Clin. & Health Psy. (p. 13)			
PDR 9	Groups, Organizations & Work Environments (p. 19)	Basic Social Cognitive Processes & Forensics (p. 24)	Invited Symposium: "Out of the Loop" (p. 46)	
PDR 16		(1:30) Psi Chi Conversation (p. 214)		
PDR 18		(1:00) CTUP (p. 167)		
Upper Exhibit Hall	(9:00) Psi Chi Poster Sess I (p. 186) Psi Chi Poster Session II (p. 195) (11:00) Psi Chi Post Sess. III (p. 204)	I/O & Interpersonal Relationship Posters (p. 34)	Psi Chi Poster Session IV (p. 214)	
Empire Room				Soc. Hr. (p. 51)

Room	CONDENSED PROGRAM B: FRIDAY MORNING	
	Friday (5/2) 8:00-10:00	Friday (5/2) 10:00-12-30
Crystal Room	(8:30) Invited Address (Perkins): Differences in Nicotine Reinforcement (p. 52)	Invited Address (Levine): Reaction to Deviance (p. 80) (11:30) Invited Address (Gernsbacher): Autism and Imitation (p. 99)
Salon 1	(8:15) Self (p. 59)	
Salon 2	Div. 27: Community Among Torture Survivors (p. 175) (9:00) Div. 27: Capacity Building Partnership (p. 176)	Div. 27: Community Psych/Dynamic Systems Theory (p. 178) (11:00) Div. 27: Community-Univ.-Political Partnerships (p. 179) (12:00) Div. 27: Science, Politics, and Implementation (p. 180)
Salon 3	Div. 27: Finding Common Ground: Institutional Mission (p. 175) (9:00) Div. 27: Integrating Community Psych Principles (p. 176)	Div. 27: Inclusion of Students with Disabilities (p. 179) (11:00) Div. 27: Ex-Offenders & Substance Abuse Problems (p. 180) (12:00) Div. 27: Perspectives on Empowerment (p. 181)
Salon 4		Invited Symposium: Gilbert Gottlieb (p. 80)
Salon 5	Cognition & Culture (p. 53)	Language (p.81)
Salon 6		Symposium: The Schools: Acculturative Challenge (p. 81)
Salon 7	(8:15) Symposium: Conducting Trauma Research (p. 52)	(10:30) Psi Chi: Finding Employment with Psych Degree (p. 230) (11:30) Psi Chi: Tips for Getting into Graduate School (p. 231)
Salon 8	(8:30) Motivation, Perception, Action (p. 61)	Div. 27: Development of Latino Children (p. 178) (11:00) Div. 27: Data Analysis as a Tool (p. 180)
PDR 4	Div. 27: Cross-Disability Collaboration (p. 176) (9:00) Div. 27: Empowerment in Theory and Action (p. 177)	
PDR 6	Children's Emotion & Attention (p. 57)	
PDR 9	Social Psychology & Health (p. 55)	Romantic Relationship (p. 83)
PDR 18	CTUP (p. 168)	
Upper Exhibit Hall	Animal Poster Session (p. 62) Cognitive Poster Session (p. 68)	Developmental/Clinical Poster Session (p. 85) Psi Chi Regional Research Award Posters (p. 225)

Room	CONDENSED PROGRAM B: FRIDAY AFTERNOON		
	Friday (5/2) 1:00-3:00	Friday (5/2) 3:00-5:00	Friday (5/2) 5:00-7:00
Wabash Parlor	(1:30) Loyola Invited Address (Dawes): Reconstructive Memory (p. 99)	MPA Pres. Address (Tindale): Wisdom of Groups (p. 122) (4:00) Awards, Business Mtg., Local Reps. (p. 122)	
Crystal Room		(4:00) Psi Chi Awards Present./Reception (p. 231)	Social Hour (p. 122)
Salon 1	Affect (p. 109)		
Salon 2	Div. 27: Reasonable Accommodation for Students (p. 182) (2:00) Div. 27: Applied Comm. Psy. in Higher Ed (p. 182)		
Salon 3	Div. 27: Asset Building (p. 181) (2:00) Div. 27: Educ. of Marginalized Students (p. 182)		
Salon 4	APA: How to Publish Your Journal Article (p. 99)		
Salon 5	Individual Differences/Metacognition (p. 111)		
Salon 6	Ostracism: Antecedents & Consequences (p. 100)		
Salon 7	Biology, Environment & Social-Emotional Devel. (p. 105)		
Salon 8	Intergroup Relations (p. 107)		
PDR 6	Animal 2 (p. 104)		
PDR 9	Perceiving Relationships (p. 101)		
PDR 16	(2:30) Psi Chi Chapter Exchange (p. 231)		
Upper Exhibit Hall	Relationships Between Individuals and Groups Poster Session (p. 113) CTUP/CUPP Poster Session (p. 169) APA Division 27 Poster Session (p. 182)		

Room	CONDENSED PROGRAM B: SATURDAY	
	Saturday (5/3) 8:30-10:30	Saturday (5/3) 10:30-12:30
Crystal Room	Invited Address (Kanfer): Work Motivation (p. 123)	
Salon 1	Culture, Race, and Ethnicity (p. 129)	Differential Perception of Ingroup and Outgroup Members (p. 152)
Salon 5	Perception & Attention (p. 123)	Skilled Performance (p. 150)
Salon 6	Motivation (p. 125)	Motives Underlying Prosocial Behavior (p. 146)
Salon 7	Psychotherapy Process & Outcome (p. 126)	Social Judgment (p. 148)
Upper Exhibit Hall	Attitudes and Social Cognition Poster Session (p. 131)	Adult Clinical Poster Session (p. 154)

Visit the APA Bookstore for
APA Books, Journals, and Merchandise

New Titles

Commemorating Brown

**The Social Psychology of Racism
and Discrimination**

Edited by Glenn Adams, et al.

2008 • 416 pages • Hardcover

List: \$69.95 • APA Member/Affiliate: \$54.95

The Q-Sort in Character Appraisal

**Encoding Subjective Impressions
of Persons Quantitatively**

Jack Block

2008 • 208 pages • Hardcover

List: \$59.95 • APA Member/Affiliate: \$49.95

Hallucinations

**The Science of
Idiosyncratic Perception**

André Aleman and Frank Lani

2008 • 328 pages • Hardcover

List: \$69.95 • APA Member/Affiliate: \$49.95

Childhood Mental Health Disorders

**Evidence Base and Contextual
Factors for Psychosocial,
Psychopharmacological,
and Combined Interventions**

Ronald T. Brown, et al.

2008 • 200 pages • Hardcover

List: \$59.95 • APA Member/Affiliate: \$49.95

Pedophilia and Sexual Offending Against Children

**Theory, Assessment,
and Intervention**

Michael C. Seto

2008 • 304 pages • Hardcover

List: \$59.95 • APA Member/Affiliate: \$49.95

Unlocking the Potential of Patients With ADHD

A Model for Clinical Practice

Vincent J. Monastero

2008 • 328 pages • Hardcover

List: \$69.95 • APA Member/Affiliate: \$49.95

Listening to Battered Women

**A Survivor-Centered Approach
to Advocacy, Mental Health,
and Justice**

Lisa A. Goodman and Deborah Epstein

2008 • 208 pages • Hardcover

List: \$59.95 • APA Member/Affiliate: \$44.95

Self-Criticism and Self-Enhancement

**Theory, Research,
and Clinical Implications**

Edited by Edward C. Chang

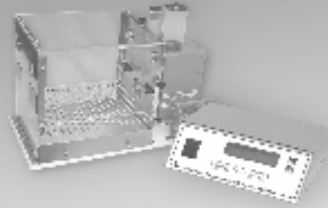
2008 • 296 pages • Hardcover

List: \$59.95 • APA Member/Affiliate: \$49.95

Lafayette Instrument Co.

Instruments and Software for Psychology,
Physiology & Neuroscience.

- Human and Animal Testing
- Biofeedback
- Physiological Recording
- Activity and Exercise
- Mobility Testing
- Learning and Memory
- Reaction/Movement Timing
- Strength & Range of Motion
- Perception and Dexterity
- Psycho-Diagnostic Tests



Attend our Sponsored
Presentation by
Dr. Gary G. Berntsen,
Ohio State University
Thursday, May 1st at 1:00pm
In meeting room PDR6

Heart Rate Variability: How do
you measure it? Where does it
come from? What does it mean?

 **Lafayette
Instrument**
Lafayette, Indiana USA
Web: www.lafayetteinstrument.com

Copyright © 2008 by Lafayette Instrument
Company, Inc. All Rights Reserved. 1.08.08



Engaging New Psychology Texts for Your Courses!

INTRODUCTION TO PSYCHOLOGY



**Psychology:
Modules for Active
Learning, 11e**
Dennis Coon | John O. Mitterer
ISBN-10: 0-495-55338-7
ISBN-13: 978-0-495-55338-0



Psychology, 5e
James S. Hallne
ISBN-10: 0-495-50611-7
ISBN-13: 978-0-495-50611-0



What is Psychology?, 2e
Ellen E. Pastorino
Dyann M. Doyle-Portillo
ISBN-10: 0-495-50411-4
ISBN-13: 978-0-495-50411-5

PSYCHOLOGY OF ADJUSTMENT



**Psychology Applied to
Modern Life:
Adjustment in the
21st Century, 9e**
Margo Wilson
Margaret A. Lloyd
Dana Dunn
Elizabeth Yost Hammar
ISBN-10: 0-495-55339-5
ISBN-13: 978-0-495-55339-7

ABNORMAL PSYCHOLOGY



**Abnormal Psychology:
An Integrative Approach,
5e**
David H. Barlow
Mark Durand
ISBN-10: 0-495-50584-5
ISBN-13: 978-0-495-50584-7

CHILD & ADOLESCENT DEVELOPMENT



**Childhood & Adolescence:
Voyages in Development,
3e**
Spencer A. Rathus
ISBN-10: 0-495-50380-8
ISBN-13: 978-0-495-50380-3

LIFE SPAN DEVELOPMENT



**Development Through
Life: A Psychosocial
Approach, 10e**
Barbara M. Newman
Philip R. Newman
ISBN-10: 0-495-55341-7
ISBN-13: 978-0-495-55341-0



**Life-Span Human
Development, 6e**
Carol K. Sigelman
Elizabeth A. Rider
ISBN-10: 0-495-55340-9
ISBN-13: 978-0-495-55340-3

COGNITIVE PSYCHOLOGY

Cognitive Psychology, 5e
Robert J. Stamborg
ISBN-10: 0-495-50529-X | ISBN-13: 978-0-495-50529-4

Source Code: 28991284

Stop by our booth in the exhibit hall to browse our vast selection of titles for all your psychology courses.

Visit us on the web: academic.cengage.com/psychology

New and Forthcoming Books from



WILEY-BLACKWELL

NEW

Effective Writing in Psychology

Papers, Posters, and Presentations
BERNARD BEINS and AGATHA BEINS
 JANUARY 2008 – 256 PAGES – 978-1-4051-5879-4 – PB

Cyber Bullying

Bullying in the Digital Age
**ROBIN KOWALSKI, SUSAN LIMBER
 and PATRICIA AGATSTON**
 NOVEMBER 2007 – 224 PAGES – 978-1-4051-5992-0 – PB

Children and Bullying

KEN RIGBY
 NOVEMBER 2007 – 256 PAGES – 978-1-4051-6254-8 – PB

Cooperation

The Political Psychology of Effective Human Interaction
 Edited by: **BRANDON SULLIVAN, MARK SNYDER
 and JOHN SULLIVAN**
 NOVEMBER 2007 – 384 PAGES – 978-1-4051-5877-0 – PB

Regulating Emotions

Culture, Social Necessity, and Biological Inheritance
 Edited by: **MARIE VANDEKERCKHOVE,
 CHRISTIAN VON SCHEVE, SVEN ISMER,
 SUSANNE JUNG and STEFANIE KRONAST**
 JANUARY 2008 – 368 PAGES – 978-1-4051-5863-3 – HB
Series: New Perspectives in Cognitive Psychology

NEW SERIES: Teaching Psychological Science

A Guide to Teaching Research Methods in Psychology

BRYAN SAVILLE
 JANUARY 2008 – 240 PAGES – 978-1-4051-5481-9 – PB

A Guide to Teaching Introductory Psychology

SANDRA GOSS LUCAS
 MARCH 2008 – 312 PAGES – 978-1-4051-5151-1 – PB

FORTHCOMING

Rethinking Happiness

The New Science of Psychological Wealth
ED DIENER and ROBERT BISWAS-DIENER
 JUNE 2008 – 192 PAGES – 978-1-4051-4661-6 – HB

Research Methods for Social Psychology

DANA S. DUNN
 JUNE 2008 – 416 PAGES – 978-1-4051-4980-8 – HB

A History of Psychology

*Original Sources and Contemporary
 Research, Third Edition*
LUDY T. BENJAMIN, JR.
 JUNE 2008 – 448 PAGES – 978-1-4051-7710-6 – PB

Explaining the Breakdown of Ethnic Relations

Why Neighbors Kill
 Edited by: **VICTORIA M. ESSES
 and RICHARD A. VERNON**
 APRIL 2008 – 300 PAGES – 978-1-4051-7058-1 – PB
Series: Social Issues and Interventions

Improving Intergroup Relations

*Building on the Legacy of
 Thomas F. Pettigrew*
 Edited by: **ULRICH WAGNER,
 LINDA TROPP, GILLIAN FINCHILESCU,
 and COLIN TREDOUX**
 APRIL 2008 – 356 PAGES – 978-1-4051-6671-4 – PB
Series: Social Issues and Interventions



For more information on our full list of books and journals visit
www.blackwellpublishing.com
 or visit our booth for a free catalog of publications.

BOOKS: 1-800-216-2522, FAX: 802-864-7626 • JOURNALS: 1-800-835-6770, FAX: 781-388-8232

INDEX OF PARTICIPANTS

- Aarts, Henk, 51
 Aase, Darrin, 180, 183, 184
 Abad, Catherine, 173
 Abdul-Adil, Jaleel, 92, 93, 98, 161, 162, 185
 Abduli, Ilir, 68
 Abdullah, Muneebah, 114
 Abell, Steven, 98, 236
 Aber, Mark, 179
 Abiola, Ufuoma, 158
 Acker, Michele, 85, 222
 Ackles, Patrick, 203
 Adamopoulos, A., 173
 Adamopoulos, John, 145
 Adams, Brittany, 189
 Adams, Glenn, 129
 Adams, Monica, 181
 Adams, Robert, 236
 Adjmul, Terry-Ann, 206
 Adurashed, Mai, 102
 Afful, Stephanie, 152
 Agnew, Christopher, 55, 83, 102, 128, 165, 227
 Aguirre, David, 212
 Ahlm, Karin, 235
 Akers, Adam, 137
 Akins, Chana, 63
 Albarracin, Dolores, 126, 234
 Albers, Ashley, 203
 Albers, Sarah, 131
 Albertson, Dawn, 186, 209, 237
 Albrecht, Anastasia, 115
 Albright, Shannon, 155
 Alcantara, Liezl, 177
 Alden-Anderson, Rachel, 206
 Alesch, Anne, 223
 Ali, Asma, 176, 183
 Ali, Mirena, 192
 Allbritton, David, 70
 Allison, Julie, 236
 Allmaras, Angela, 163
 Altman, Helen, 219
 Altman, Joanne, 188, 193, 236
 Alvarez, Carla, 203
 Alvarez, Josefina, 176, 185
 Amadias, Kattia, 220
 Amato-Henderson, Susan, 205
 Anderson, Christine, 86
 Anderson, Karin, 234
 Anderson, Matthew, 66
 Anderson, Robin, 167, 216
 Anderson, Sarah, 189
 Andrew, Ashley, 210
 Andrew, J. Albers, 156
 Angulo, Robert, 180
 Anliker, Karen, 195
 Anshel, Mark, 56, 166
 Antonini, Tanya, 94
 Antunez, Leyda, 190
 Aoki, Justin, 131, 132, 145
 Appleby, Drew, 231
 Arbuckle, Nathan, 139
 Arellano, Abbigail, 23
 Ariely, Dan, 126
 Arkin, Robert, 61
 Arkkelin, Daniel, 236
 Armus, Harvard, 66
 Arnott, Elizabeth, 70
 Arthur, Megan, 199
 Ashcraft, Mark, 238
 Aspinwall, Elizabeth, 204
 Assad, Kimberly, 102
 Asta, Elizabeth, 134
 Atkins, Alicia, 228
 Auna, Ross, 38
 Austin, Amanda, 65
 Austin, Je'Taime, 221
 Avdic, Alen, 118
 Avon, Crystal, 195, 207
 Avond, Steve, 239
 Bacon, Branden, 223
 Baehr, Ruth, 207
 Bagg, Danielle, 215
 Bagsby, Patricia, 113, 156, 157
 Bailey, Amanda, 187
 Bailey, Karl, 171, 191, 193, 204, 206, 220
 Baker, John, 12
 Baker, Jonathan, 41
 Baker, Julie, 112
 Bakner, T. Lee, 238
 Balcazar, Fabricio, 176, 183
 Balcetis, Emily, 61, 62, 126
 Ballina, Lauren, 104
 Balogh, Deborah, 129
 Banuelos, Roselia, 178
 Barbee-Dixon, Karen, 185
 Barber, Larissa, 113, 116
 Barden, James, 37
 Barden, Jamie, 130
 Bardgett, Mark, 63-65
 Bardo, Michael, 22, 236
 Barker, Barry, 41
 Barker, Brittany, 14
 Barker, Jason, 170, 191, 219
 Barnack, Jessica, 136
 Barnas, Mary, 202
 Barnes, Kelly, 77, 216
 Barnett, Jessica, 84
 Barr, Jeff, 181
 Barrett, Jacquelyn, 118
 Barron, William, 180
 Bartholow, Bruce, 227
 Barton, Kelli, 157
 Barton, Molly, 94
 Bartow, Adriana, 175
 Basilakos, Alexandra, 104
 Baskerville, Ann, 57
 Basso, Andreana, 73
 Bastaja, Kalinda, 209
 Bastle, Ryan, 44
 Batdorf, Timothy, 191
 Bauer, Monika, 146
 Beck, Kara, 203
 Becker, Andrew, 146
 Becker, Angela, 235
 Becker, Echo, 179
 Becker, Liesl, 114
 Bedwell, David, 161, 162
 Beehler, Sarah, 183
 Behensky, Charles, 223
 Beight, Korie, 85
 Beilock, Sian, 111, 150, 151
 Bell, C., 93
 Bellezza, Francis, 77, 238
 Bengal, Steven, 210
 Benish, Maris, 225
 Bennett, Christine, 217
 Bennett, John, 189
 Beran, Tanya, 91
 Berardi, Luciano, 176, 177, 179, 182
 Berenbaum, Howard, 12, 15, 25, 58
 Berghoff, Christopher, 161, 162
 Bernstein, Michael, 10, 31, 107, 108
 Bertson, Gary, 22
 Berrocal, Danayka, 196
 Bertilson, Hal, 152, 240
 Best, John, 79
 Bevins, Rick, 7, 52
 Beyers, Sarah, 97, 215
 Biernat, Monica, 129, 134
 Bild, Nina, 57
 Biondolillo, Kris, 234
 Bird, Jason, 13
 Birkenholz, Jennifer, 223, 224
 Birman, Dina, 81, 178, 183
 Bisset, Melissa, 136

Black, Monika, 177
 Blake, Bradley, 190
 Blakemore, Elaine, 6, 45, 59, 154, 235
 Blankenship, Matthew, 67
 Blanton, Shanika, 182
 Bleske-Rechek, April, 40, 41
 Blodgett, Robert, 221
 Boyd, Jeanine, 235
 Blumenfeld, Henrike, 54
 Blumenshine, Erica, 190
 Boan, Brandi, 177
 Bodem, Marguerite, 90, 161, 165
 Bodenhausen, Galen, 146, 235
 Bodle, James, 238
 Boehm, Lawrence, 172
 Boelkins, Kimberly, 47, 228
 Boggs, Carolyn, 218
 Bohemier, Greg, 221
 Boik, Jennifer, 216
 Boivin, Bradley, 206
 Bolin, Barrett, 63
 Bonar, Erin, 158
 Bond, Brooke, 189
 Bond, Gary, 127
 Bond, Michael, 148
 Bondi, Mark, 155
 Bonds-Raacke, Jennifer, 237
 Booth, Amanda, 183
 Border, Jennifer, 218
 Bordwell, Andrea, 76
 Borkowski, Jordan, 210
 Borrilez, Amber, 98, 177
 Bosko, Juliann, 167
 Bosse, Nicole, 162
 Bothne, Nancy, 175, 181, 184
 Bottom, Todd, 181
 Boulos, Mary, 213
 Boulton, Aaron, 178, 179
 Bovee, Joanna, 124
 Bowen, Amanda, 69
 Bower, Ray, 235
 Bowman, Kristin, 187
 Boyd, Madina, 177
 Boylan, Kristen, 188
 Boyle, Sarah, 222
 Bozeman, Sara, 204
 Bradley, Akira, 181
 Bradley, Justine, 85
 Brah, Melissa, 95
 Branch, Omar, 135
 Brandt, Mark, 143
 Branford, Steven, 223
 Brannon, Laura, 50
 Branscombe, Nyla, 9, 107, 153, 236
 Brase, Gary, 76, 152, 237
 Bratsch, Allison, 203
 Brazeau, Christina, 190
 Breault, Michele, 196, 216
 Bredemeier, Keith, 58
 Breitenbecher, Kimberly, 198
 Brelsford, John, 239
 Bretz, Rachel, 192
 Brewer, Lucas, 219
 Brewer, Marilynn, 109
 Briggs, Jeralee, 35
 Brill, J. Christopher, 74
 Brinthead, Thomas, 56, 166
 Briscoe, Janelle, 64
 Brito, Caridad, 193, 226
 Britt, M. Anne, 82, 111, 138
 Brodie, Shawn, 200
 Brondino, Michael, 84
 Brookings, Jeffrey, 134, 238
 Brooks, Jeff, 58
 Brooks, Stephanie, 219
 Brophy, Patrick, 235
 Brouwer, Amanda, 138
 Brown, Christina, 10, 59
 Brown, Clifford, 134, 218
 Brown, Elizabeth, 110
 Brown, Russell, 28
 Brown, Sarah, 158
 Bryant, Fred, 36, 144
 Buchanan, Greg, 239
 Buck, Ashley, 85
 Buckingham, Justin, 116
 Budd, Desiree, 78
 Buffington, Elenor, 106
 Bullock, Melinda, 23, 84, 140
 Bulthouse, Jessica, 53
 Bundy, Brett, 194
 Burch-Vernon, Angela, 88
 Burgess, Claire, 199
 Buri, John, 136, 237
 Burnam, Abby, 118
 Burns, Lawrence, 117
 Burns, Richard, 189
 Burns, Susan, 40, 169, 218
 Bushman, Brad, 140
 Buswell, Brenda, 213, 216
 Butler, Corey, 237
 Butler, Dezman, 198
 Butler, Mathew, 202
 Butler, Sarah, 136
 Cacioppo, John, 61
 Cadet, Andreeanne, 207
 Cahoon, Melissa, 238
 Cain, Mary, 63
 Cak, Leslie, 91, 205
 Calderwood, Carran, 186
 Calhoun, Karen, 154
 Caliendo, Stephen, 130
 Calloway, Stephanie, 41, 55
 Campbell, John, 225
 Campbell, Julie, 28, 67
 Campbell, Precious, 224
 Camras, Linda, 7
 Canivez, Gary, 90, 234
 Cannon, Joan, 114
 Carleton, Russell, 13
 Carlson, Laura, 7, 235
 Carlson, Patrick, 193
 Carlston, Donal, 6
 Carmichael, Tecora, 200
 Carnot, Mary, 238
 Carper, Cindy, 9
 Carr, Tom, 99
 Carroll, Marilyn, 22
 Carter, Dorothy, 225
 Carter, Travis, 33
 Carter-Sowell, Adrienne, 46, 100, 118
 Carton, Adam, 55, 188, 218
 Cartwright, Kayce, 222
 Casey, Maureen, 38
 Casey, Megan, 193
 Caspers, Heather, 25, 205, 212, 221
 Casprs, Heather, 221
 Cavalcanti, Diogo, 229
 Caylor, Eric, 221
 Celik, Adana, 74
 Ceo, David, 192
 Chambers, Karen, 167
 Chan, Paula, 56
 Chandler, Jesse, 140, 210
 Chang, Edward, 90, 155, 161
 Chang-Rios, Karin, 106
 Change, Edward, 165
 Chapiewsky, Kristin, 211
 Chapman, David, 139
 Chartier, Christopher, 36
 Chatila, Talal, 65
 Chavarria, Jaclyn, 117
 Chavez, Romualdo, 218
 Chen, Zhansheng, 10, 46, 100
 Chester, Julia, 187
 Chiao, Joan, 53
 Chilian, Lauren, 77
 Chiri, Christen, 199
 Chou, Jessica, 226
 Christman, Stephen, 39
 Christoff, Stacy, 211
 Chudoba, Natalie, 196
 Chung, Beth, 202
 Chung, Elijah, 173
 Chute, Douglas, 238
 Cichon, Brenda, 170, 220

Claflin, Dragana, 225
 Clapham, Maria, 79
 Clark, Amanda, 67
 Clark, Colin, 212
 Clark, Eddie, 84, 132, 140
 Clark, Jason, 50
 Clark, Penny, 106, 195
 Claypool, Heather, 10, 62, 107, 108
 Cleary, Anne, 19, 75
 Cleland, Jerry, 86
 Clemens, Michael, 218
 Clements, Melissa, 102
 Cobb, Jessica, 179
 Coburn, Angela, 198
 Cochrane, Elise, 197
 Coe, Mark, 183
 Coey, Charles, 124
 Cohen, Joseph, 77, 158
 Colclasure, Ryan, 67
 Cole, A., 173
 Cole, C., 173
 Cole, Sam, 144
 Cole, Shana, 62
 Coleman, Jamilyn, 194
 Collier, Casey, 110
 Collings, Amy, 157
 Collins, Sarah, 204
 Colston, Herbert, 68
 Considine, Ciaran, 213
 Converse, Benjamin, 149
 Cook, Elizabeth, 36
 Coolon, Rosemary, 63
 Coon, Heather, 197, 209
 Corcoran, Mayia, 38
 Corn, Raymond, 39, 213
 Corning, Alexandra, 131
 Cornish, Marilyn, 135
 Corredera, Eileen, 170, 207
 Correll, Joshua, 17, 32
 Cortes, Antonio, 38
 Cortese, Michael, 19
 Corts, Daniel, 189, 191, 214, 231
 Costabile, Kristi, 61
 Coulas, Tarin, 223
 Countryman, Renee, 188
 Counts, Jackie, 106
 Cowan, Nelson, 159
 Cox, Kiara, 113
 Craig, Emily, 226
 Craig, Maureen, 215
 Craig, Traci, 48
 Crandall, Christian, 108
 Crane, Cory, 160
 Craske, Michelle, 15
 Crawford, Dana, 184
 Crawford, Jennifer, 204
 Crawford, Megan, 154
 Critcher, Clayton, 110
 Cronk, Brian, 226, 237
 Crouch, Ronald, 179, 181
 Croxton, Jack, 55, 238
 Crull, Matthew, 67
 Crump, Mary, 190
 Cruz-Santiago, Michelle, 178
 Cuddy, Amy, 129
 Cundiff, Nicole, 37
 Cunningham, William, 33, 109
 Curley, Jami, 181
 Cushen, Patrick, 79
 Czarlinski, Jennifer, 96
 Czopp, Alexander, 31, 108, 211, 217
 Dahlgren, Donna, 167, 235
 Dakter, Heather, 68
 Dale, Rick, 17
 Daman, Stuart, 23
 Damas, Stephanie, 186
 Damusis, Vytenis, 38, 54
 Daniel, Frances, 18, 70, 124
 Daniel, Rolf, 236
 Dark, Veronica, 123, 234
 Daussin, Kaylee, 199
 Davidson, Denise, 88
 Davidson, Hannah, 194
 Davidson, William, 183
 Davis, Alexandria, 128
 Davis, Rebekah, 117
 Davis, Seth, 188
 Davis, Susan, 72
 Dawes, Robyn, 99
 De La Garza, Bernardo, 68, 145
 Debroux, Laura, 229
 Decaro, Daniel, 125
 Decaro, Marci, 151
 Decker, Michelle, 92
 Decoster, Jamie, 16, 48, 142
 Deffenbacher, Kenneth, 238
 Define, Becky, 209
 Dehart, Tracy, 83
 DeHoek, Adam, 36
 Deisinger, Julie, 235
 Deiss, Michelle, 200
 Deka, Teddi, 135, 202, 214, 231
 Delahanty, Douglas, 76
 Delgado, Yanelet, 81
 Delis, Dean, 155
 Deloach, Chante, 185
 Demarree, Kenneth, 60
 Demir, Ozlem, 94
 Denton, Jennifer, 222
 Deppe, Jennifer, 116
 DeRuiter, Cindy, 178
 Desai, Angeli, 52
 Desensi, Victoria, 148
 Deutsch, Heather, 153
 Devito, Paul, 239
 Devolder, Carol, 234
 Dew, Dennis, 139
 Dew, Donald, 185
 DeWall, C. Nathan, 100
 Deyling, Jaime, 14
 Dhillon, Sonica, 151
 Dibianca, Allison, 137
 Dickson, James, 237
 Dickson, Nicole, 209
 Diekman, Amanda, 7, 11, 110, 131
 Dietrich, Dorothee, 208, 212, 237
 Dietz-Uhler, Beth, 35, 169
 Digangi, Julia, 179
 Dimapelis, Stacy, 208
 Dissinger, Sarah, 195
 Ditto, Peter, 149
 Ditzfeld, Christopher, 60
 Divine, Daniel, 187, 206
 Dobria, Ovidiu, 109
 Domask, Ashley, 116
 Donders, Nicole, 32
 Donnellan, M. Brent, 102
 Donnelly, Michael, 78
 Donohue, Alison, 167
 Donoso, Oscar, 176
 Dopheide, Marsha, 235
 Dorner, Brian, 192
 Dose, John, 104
 Dougherty, Justin, 192
 Doyle, David, 56
 Dragon, William, 234
 Drake, Peter, 175, 177
 Droege, Erin, 180
 Drouin, Michelle, 71, 72, 111
 Drwecki, Brian, 36
 Duane, Carol, 114
 Dubois, David, 51
 Dubois, Steve, 13
 Dudley, Michael, 163
 Dugoni, Bernard, 7, 73
 Duke, Melissa, 210, 217
 Duncan, Mary, 218
 Dunkel, Curtis, 92
 Dunlosky, John, 18, 111, 112
 Dunn, Jennifer, 184
 Dunton, Amy, 212
 Duprey, Michelle, 12, 52
 Durbin, Emily, 99, 106, 128
 Duren, Kadie, 189

Duren, Kadie, 189
 Durik, Amanda, 111, 138
 Dutcher, Patricia, 136
 Dykema-Engblade, Amanda, 34, 168
 Dyson, Vida, 185
 Eaddy, Heather, 183
 Eagly, Alice, 50
 Eamon, Douglas, 240
 Eastwick, Paul, 83
 Eaton, Asia, 50
 Echevarria, Bonnie, 193
 Eck, Michelle, 217
 Eckhardt, Christopher, 128, 160, 165
 Edison, Aimee, 16
 Edlund, John, 103
 Edmonds, Christopher, 238
 Edwards, John, 60, 144, 147
 Edwards, Katie, 52, 154
 Edwards, Michael, 26
 Eggleston, Tami, 235
 Ehly, Stewart, 97
 Eickhoff, Aaron, 213
 Eigenberg, Chuck, 238
 Einheksel, Megan, 47
 Eischeid, Angela, 205, 212
 El-Alayli, Amani, 134
 Elek, Jennifer, 126
 Ellis, Katrina, 56
 Ellis-Kalton, Carrie, 88
 Emery, Debra, 87
 Endsley, Jr., Maurice, 133
 Engblom, Michelle, 116
 Engeln-Maddox, Renee, 56, 137, 168
 England, Ashley, 41
 Engle, Marianne, 27
 Engle, Randall, 234
 Eno, Cassie, 20, 42
 Epley, Nicholas, 45, 61, 149
 Erawan-Coppage, Erlyn, 177
 Erber, Maureen, 7, 83, 122, 235
 Erber, Ralph, 48, 109, 234
 Erhan, Ceyla, 164
 Ermann, Erica, 194
 Ernst, Kim, 236
 Ertelt, Troy, 58
 Eshbaugh, Elaine, 84, 91, 92, 103, 205, 210, 211
 Etaugh, Claire, 234
 Etcheverry, Paul, 11, 55
 Evans, Doug, 126
 Evans, Matt, 110
 Evans, Nate, 70
 Factor, Laiiah, 180
 Fagan, Alyssa, 165
 Fagin, Casey, 162
 Fakouri, Ebrahim, 235
 Fanselow, Michael, 65
 Farahmand, Farahnaz, 13
 Farmer, Jr., A.D., 92, 93, 98, 161, 162, 185
 Farrell, Sara, 36
 Fazio, Russell, 16, 32, 33, 51
 Fearon, Mary, 205
 Fedor, Andrew, 163
 Feibel, Diane, 168
 Felczak, Jenna, 176
 Feltman, Chandra, 192
 Feltmann, Rachel, 192
 Felts, Shanna, 218
 Fergus, Thomas, 142
 Ferguson, Ian, 192
 Ferguson, Melissa, 17, 32, 33
 Ferralez, Christopher, 53
 Ferrari, Joseph, 7, 77, 158, 175, 180, 182, 183, 185
 Ferraro, F. Richard, 77, 163
 Ferraro, Frank, 68
 Fetterman, Adam, 196
 Fetterman, Gregor, 235
 Feuer, Rachel, 184
 Fickinger, Meagen, 190
 Fiegenbaum, Joanna, 140
 Fina, Anthony, 191
 Finch, Danielle, 85
 Finch, Holmes, 115
 Findley, Matthew, 101, 119
 Fingeret, Allan, 239
 Fingerhut, David, 12, 13
 Finkel, Deborah, 172
 Finkel, Eli, 83, 146
 Finkelstein, Stacey, 62
 Finney, Phillip, 7
 Finstad, Alison, 77
 Fischer, Michelle, 178
 Fishbach, Ayelet, 62
 Fisher, Beth, 74
 Fisher, Heidi, 191
 Fisher, Terri, 238
 Fitch, Peggy, 186, 191
 Fitzgerald, Katherine, 161
 Fitzsimmons, Ellen, 131
 Flaspohler, Paul, 184
 Flores, Verronica, 191
 Flowers, John, 238
 Floyd, Trina, 101
 Flynn, Valerie, 86
 Folk, Jocelyn, 124
 Foraker, Stephani, 82
 Forma, Joshua, 204
 Foster, Katie, 151
 Foster-Fishman, Pennie, 176, 178, 180
 Fowler, Shannon, 157
 Fox, Ashley, 85
 Fox, Jessica, 177
 Franchina, Joseph, 239
 Francis, Dan, 117
 Francois, Gary, 235
 Franconeri, Steven, 125
 Freiberg, Margaret, 199
 French, Sabine, 185
 Freund, Joel, 234
 Frey, Valerie, 85
 Fried, Carrie, 237
 Friedman, Scott, 176
 Fuegen, Kathleen, 236
 Fuentes, Berenice, 178
 Fuiten, Melissa, 190
 Fulero, Solomon, 238
 Fullagar, Clive, 57, 114
 Fuller, Eric, 144, 216
 Furgerson, Luther, 145
 Gabel, Jason, 154
 Gadzichowski, Melissa, 222
 Gagne, Jeffrey, 86
 Gajda, Heidi, 89
 Gaker, William, 219
 Galen, Luke, 142
 Gallo, David, 29, 150
 Gallo, Frank, 95
 Gallucci, Marcello, 142
 Garaas, Jennifer, 58
 Garcia, Amber, 209, 223
 Garcia, Edurne, 176, 183
 Garcia, Elisa, 87
 Garczynski, Amy, 191
 Gardner, Kelli, 217
 Gardner, Wendi, 10, 119, 146
 Gaskins, Suzanne, 26
 Gasparini, Kate, 210
 Gasper, Karen, 239
 Gawronski, Bertram, 240
 Gayan, Kezia, 197
 Geers, Andrew, 101
 Geiger, Tom, 113
 Geller, Jason, 189
 Genkova, Ana, 81
 Gernsbacher, Morton, 99
 Gervasio, Amy, 37
 Ghinescu, Rodica, 123
 Gholston, Maurita, 207
 Giannone, Carolyn, 162
 Gibb, Zebbedia, 211
 Gibbons, Jeffrey, 69, 70
 Gibson, Bryan, 236
 Gibson, Janet, 228

Gidycz, Christine, 12, 52, 154, 157, 201, 229
 Giegler, Stephanie, 224
 Gill, Tara, 184
 Gille, Tiffany, 226
 Gillette, Erin, 223
 Gilliland, Kirby, 238
 Gilovich, Thomas, 60, 126
 Gilson, Richard, 74
 Girken, Elisha, 189
 Gittis, Margaret, 238
 Glanc, Gina, 19
 Glassman, Robert, 235
 Glenn, Arika, 41
 Glenn, Ellen, 103
 Gnedko, Natalya, 83
 Goddard, Perilou, 158
 Goedde, Joseph, 20
 Goedert, Mead, 184
 Goering, Donna, 193, 214
 Goldin-Meadow, Susan, 81, 94
 Goldsmith, H. Hill, 57, 68, 86, 106, 195
 Gole, Jonathan, 210
 Gonsalkorale, Karen, 118
 Gonzalez-Vallejo, Claudia, 53
 Gooden, Adia, 179
 Gooden, Martin, 218, 220
 Goodfriend, Wind, 25, 85, 117, 195, 201, 205, 207, 212
 Goodman, Robert, 23
 Goodwin, Stephanie, 11, 30, 215
 Gorbatenko-Roth, Kristina, 27, 88
 Gordon, Randall, 44
 Gorman-Smith, Deborah, 185
 Govert, Dan, 14
 Goyal, Anita, 54
 Graham, Benjamin, 179, 182
 Graham, Danielle, 214
 Grahe, Jon, 147
 Granda, Stephanie, 114, 116
 Grant, Kathryn, 96, 97
 Grattini-Scott, Bethanie, 211
 Gray, Elizabeth, 203
 Graziano, William, 7, 24, 26, 147
 Green, Jaclyn, 159
 Green, Peter, 39, 116
 Greenberg, Gary, 7, 46, 80
 Greene, Robert, 19, 238
 Gribbins, Theta, 142
 Griffith, Molly, 63-65
 Grittmann, Amanda, 191
 Groh, David, 13, 180
 Grosch, Maria, 73
 Grossman, Sarah, 78
 Grossman, Stacy, 186
 Grubbs, Laura, 186
 Guadagno, Rosanna, 20, 42
 Guan, Mei, 55
 Guenther, Kim, 194, 196
 Gungor, S. Gokce, 129
 Gunn, Diana, 236
 Gunnoe, Marjorie, 201, 204, 231
 Gunty, Amy, 136
 Gurnani, Ashita, 199
 Gurney, Rebecca, 66
 Gute, Gary, 84
 Gutierrez, Robert, 175, 181
 Haas, Cheryl, 156
 Haas, Kelly, 26
 Habashi, Meara, 147
 Habenicht, Jeffery, 204
 Habiyambere, Evariste, 181
 Hack, Tay, 152
 Hackathorn, Jana, 84, 140
 Haden, Catherine, 7, 9, 26, 137, 202
 Haessler, Alana, 205
 Haggbloom, Steven, 236
 Haines, Beth, 239
 Hallgren, Kevin, 159, 160
 Hallonquist, John, 205, 209
 Halpin, John, 235
 Halvorsen, Richard, 234
 Ham, Jaap, 148
 Hambrick, Zach, 236
 Hamilton, Michelle, 226
 Hammill, Amanda, 23, 56
 Hampes, William, 234
 Hampshire, Gregg, 136
 Han, H. Anna, 16
 Han, S. Duke, 155
 Hand, Aaron, 213
 Haner, Robbie, 38
 Hankin, Vered, 12
 Hankins, Sean, 183
 Hanly, Sarah, 112
 Hansen, Ranald, 236
 Hanson, Kelly, 215
 Harding, Lora, 50
 Harkins, Stephen, 236
 Harley, Cori, 197
 Harman, Jason, 53, 140
 Harmon, Jenna, 72
 Harms, Amanda, 217
 Harr, Jessica, 138
 Harris, Emily, 156
 Harris, Richard, 68
 Harrison, Bridget, 88
 Harrison, Jordan, 173
 Harrison, Kim, 158
 Harrod, Steven, 104
 Hart, Jason, 239
 Harter, Dana, 72
 Hartmann, Lynn, 206
 Hartnett, Jessica, 112
 Harton, Helen, 23, 132, 197, 210, 211, 217
 Harvey, Richard, 140, 152
 Harvey, Ronald, 177, 180
 Hasenwinkel, Megan, 159
 Hasnain, Rooshey, 176, 183
 Hassebrock, Frank, 75, 238
 Hassert, Derrick, 216
 Hatala, Mark, 141
 Hatchett, Heather, 167, 203
 Hathorn, John, 172
 Hathorn, Lesley, 172
 Hauschildt, Jennifer, 200
 Hays, Sami, 226
 Hazlett, Abigail, 129
 Heath, Linda, 34, 120, 130
 Heckert, Teresa, 20, 21, 155
 Heinemeier, Evelyn, 69
 Helfer, Suzanne, 101
 Helion, Alicia, 41, 116, 239
 Heller, Morton, 73
 Helm, Jr., Herbert, 198, 207, 220
 Helm, Katherine, 168
 Helton, William, 56, 105
 Hemenover, Scott, 43, 195
 Henderson, Norman, 238
 Hendrick, Crystal, 42
 Hennessy, Michael, 187, 238
 Henninger, William, 92
 Henry, David, 93, 185
 Herald, Nicholas, 120
 Hermann, Nicole, 90, 161, 165
 Hernahan, Cyndi, 211
 Hespos, Susan, 186
 Hetrick, Lexi, 195
 Hetzel-Riggin, Melanie, 197, 199
 Hickcox, Nichole, 144
 Hicks, Misty, 195
 Hidalgo, Marco, 176
 Hietbrink, Lisa, 202
 Higgins, Sabrina, 222
 Hilgenkamp, Heather, 54, 75
 Hill, Craig, 59
 Hill, Patrick, 35, 96
 Hinderer, Christian, 66
 Hinderliter, Charles, 66
 Hines, Karen, 205
 Hinkel, Jeremy, 207
 Hinman, Nova, 227

Hinman, Nova, 227
 Hinsz, Verlin, 123, 237
 Hinze, Scott, 74
 Hirsch, Erin, 40
 Hirsch, Samantha, 76, 204
 Hirt, Edward, 36, 126, 235
 Hixon, Tiffany, 213
 Hockett, Jericho, 133
 Hoekstra, Anne, 224
 Hoekstra, Steven, 74
 Hoffman, Brian, 63
 Hoffman, Nicholas, 11
 Hofstad, Stephen, 189
 Hohenbery, Corey, 77, 192
 Holcomb, Kathryn, 102
 Holland, Aaron, 144
 Holland, Christine, 13
 Hollich, George, 228
 Holmes, Tiffany, 198
 Holmgreen, Amanda, 68
 Holtz, Rolf, 61, 121, 235
 Hong-Lishner, Phan, 15
 Honts, Christopher, 20, 204
 Hood, Kathryn, 80
 Hoover, Ann, 11
 Horan, Maribeth, 187
 Hord, Melissa, 202
 Horton, William, 29, 81
 House, Sara, 48
 Housley, Meghan, 108
 Houston, David, 239
 Howard, Abby, 227
 Howard, Desirie, 13
 Howe, Steven, 178
 Howell, Meagan, 155
 Howell-Walton, Gary, 220
 Hoyert, Mark, 173, 235
 Hozha, Ened, 141
 Hrinko, Kristy, 219
 Hudetz, Judith, 78
 Huesmann, L. Rowell, 22
 Huffman, L., 173
 Hugenberg, Kurt, 10, 31, 61, 107, 132
 Hughes, Laurie, 189
 Hughes, Matthew, 187
 Hughes, Thomas, 200
 Hulkonen, Rachel, 203
 Hume, Deborah, 210
 Humphrey, Rebecca, 221
 Hyland, Sharon, 237
 Hymes, Robert, 192, 210, 216, 236
 Illies, Jody, 203, 216
 Imami, Ledina, 192, 216
 Inbar, Yoel, 110, 126
 Inman, Mary, 10, 224, 236
 Ioerger, Shay, 63
 Irish, Leah, 76
 Irwin, Michelle, 88
 Irwin, Stephanie, 131
 Jach, Elizabeth, 208
 Jackson, Dwight, 181
 Jackson, Jay, 7, 148
 Jackson, Summer, 92
 Jacobs, Elizabeth, 43
 Jacobsmeyer, Susan, 116
 Jacobson, Kristen, 106
 Jahn, Marcy, 201
 Jahng, Seungmin, 159, 160
 Jarvis, Lorna, 47, 223, 224, 228
 Jason, Leonard, 178-181, 183-185
 Jazwinski, Chris, 237
 Jefferis, Valerie, 51
 Jenner, Kristi, 216
 Jeong, Ansuk, 81
 Jesky, Lawrence, 239
 Jewell, Jeremy, 96, 198, 200
 Ji, Li-Jun, 69, 130
 Jia, Lile, 17, 126
 Jih, Chwan-Shyang, 186, 189, 208
 Jimenez, Jessica, 35
 Jimenez, Tiffeny, 176, 183
 Jirovec, Danielle, 86
 Johns, Howard, 203
 Johnsen, Grace, 70
 Johnsen, Ingrid, 33
 Johnson, Chad, 131, 132, 145
 Johnson, Jean, 53, 235
 Johnson, Joseph, 125
 Johnston, Amanda, 11
 Johnston, Matthew, 167
 Jones, Angela, 124
 Jones, Christopher, 32
 Jones, David, 237
 Jones, Dezsiree, 161
 Jones, Eric, 24, 46, 100, 122
 Jones, Keith, 193, 221
 Jones, Kelsey, 85
 Jones, Lance, 158
 Jones, Michael, 196
 Jones, Peter, 194
 Jones, Tina, 196
 Jordan, J. Scott, 124
 Jordan, Joseph, 82
 Jorgensen, Kimberly, 97
 Joseph, Justin, 206, 227
 Joyce, Marianne, 175
 Jozefowicz-Simbeni, Debra, 182, 184
 Juarez, Gabriela, 182
 Kabins, Adam, 20, 21, 155, 216
 Kadah-Ammeter, Tammy, 190
 Kakuyama, Takashi, 130
 Kaloydis, Michael, 220
 Kaiser, Daren, 65
 Kanai, Miho, 193
 Kane, Mary, 105
 Kane, Michael, 18
 Kanfer, Ruth, 123
 Kang, Minsoo, 166
 Kannass, Kathleen, 74
 Karadognan, Figen, 77
 Karadsheh, Amer, 223
 Karre, Jennifer, 47
 Katz, Rachael, 89
 Katzarska-Miller, Iva, 134
 Kaushanskaya, Margarita, 54
 Kearney, Edmund, 168
 Kelley, Carolyn, 188
 Kelley, Karl, 195, 206, 231
 Kelley, Matthew, 17
 Kelly, Anne, 191, 213, 221
 Kelly, Janice, 24, 46, 100, 235
 Kelly, Kristine, 55, 101, 119, 146, 167, 186, 212, 218, 231
 Kelly, S. Macaire, 19
 Kelly, Terrence, 116
 Kendall, Dana, 20
 Kendeou, Panayiota, 30
 Kendrick, Donald, 239
 Kennedy, Robert, 74
 Kennedy, Susan, 67
 Kennely, Theresa, 210
 Keno, Rebecca, 39, 213
 Keppel, Geoffrey, 234
 Kerman, Dustin, 73
 Kern, Leah, 209
 Kerr, Geoffrey, 227
 Kerr, Michelle, 73
 Kerr, Norbert, 100
 Kesselring, Christine, 56
 Keys, Christopher, 175-177, 179, 181, 182, 184
 Keysar, Boaz, 82
 Khan, Farheena, 19
 Khan, Saira, 202
 Khanna, Maya, 19
 Kibble, Stephnie, 73
 Kibler, Alexandra, 77, 192
 Kiczek, Mathew, 188
 Kiernan, Sheryl, 116
 Kilderis, Constula, 181
 Kim, Hyun-Soo, 47
 Kim, Raechel, 214
 Kim, Younghwa, 191
 Kimble, Catrina, 158

Kimble, Charles, 49
 Kincaid, Megan, 210
 King, James, 46
 King, Serena, 196, 197
 King, William, 79
 Kingma, Brett, 224
 Kite, Mary, 6, 8
 Kiviniemi, Marc, 110
 Kleier, Jennifer, 63, 203
 Klein, Amber, 187
 Klein, William, 116
 Klein-Tasman, Bonita, 94, 95
 Kleinheksel, Megan, 228
 Klimkowski, Claudia, 223
 Klinger, Mark, 16
 Klipfel, Katherine, 194
 Kloet, James, 145
 Klosterman, Kylie, 203
 Knabe, William, 97
 Knewitz, Dan, 216
 Knobloch-Fedders, Lynne, 127, 128
 Knoll, Ross, 227
 Knoll, Stephen, 69
 Knopf, Whitney, 118, 208, 228
 Knudson, Vanessa, 221
 Koch, Erin, 208
 Kodet, Anna, 68
 Kok, Cynthia, 129
 Kolotkin, Richard, 194
 Kolundzija, Alana, 214
 Komarraju, Meera, 117, 118, 235
 Konieczny, Lindsay, 181
 Konik, Julie, 187, 203, 204, 219
 Konoshita, Ryan, 173
 Kopp, Kristopher, 111
 Kortenkamp, Katherine, 36
 Kosten, Andrea, 222
 Kostic, Bogdan, 75
 Kozak, Megan, 151, 152
 Krantz, John, 235
 Kratz, Molly, 118
 Kraus, William, 162
 Krause, Christina, 234
 Krawietz, Sabine, 54
 Kreiner, David, 169, 237
 Kreke, Emily, 70
 Krieg, Dana, 91
 Kronenwetter, Victoria, 76
 Krull, Douglas, 120
 Krumdick, Nathaniel, 34
 Kubitz, Brandon, 188
 Kuehn, Maya, 119
 Kuhnle, Justin, 72
 Kukla, Marina, 127
 Kunce, Linda, 200
 Kurtz, Katie, 164
 L'Abate, Luciano, 46
 Labounty, Charles, 208
 Lacy, Ryan, 104
 LaFollette, Alison, 195
 LaFrance, Holly, 173
 Lahuis, David, 206
 Laking, Teresa, 115
 Lam, Quan, 69
 Lambert, Alan, 31, 33
 Lambert, J. David, 208
 Lambert, Molly, 209
 Lamontagne, Timberly, 64, 65
 Landau, Mark, 125
 Landrum, Brad, 226
 Landrum, R. Eric, 173, 187, 230, 234
 Landwehr, Elizabeth, 210
 Lane, David, 212, 218
 Lang, Daniella, 178
 Lang, Kathryn, 19
 Langsner, Stacey, 162, 164
 Lanter, Jason, 11, 31, 35, 107, 169
 Lanting, Abigail, 223
 Lapsley, Daniel, 35, 96
 Larsen, Janet, 222, 227, 230
 Larsen, Randy, 95, 135, 237
 Larson, Aaron, 82
 Larson, Kristin, 133, 167
 Lartey, Emanuela, 81
 Latham, Alicia, 104
 Latimore, Tracey, 202
 Latta, Tara, 127
 Lattie, Emily, 158
 Latu, Ioana, 107
 Lavoie, Donna, 192
 Law, Alvin, 49
 Law, Kristen, 180
 Le, Benjamin, 11
 Le, Peizhong, 141
 Le-Grining, Christine, 26
 Leblond, Dawn, 205
 Lebow, Jocelyn, 93
 LeClerc, Myriam, 207
 Lee, Albert, 143
 Lee, Angela, 50
 Lee, Jung Won, 195
 Lee, M., 90, 161, 165
 Lee, Spike, 148
 Leech, Curtis, 235
 Leever, William, 197
 Lehman, Rebecca, 226
 Lehman, Justin, 49, 83
 Lehmkuhl, Tammy, 42
 Lehr, Molly, 194, 207
 Leistico, Anne-Marie, 142
 Leonard, Diana, 107
 Leptien, Jennifer, 211
 Lev-Ari, Shiri, 82
 Levin, Charles, 238
 Levine, John, 80
 Levine, Susan, 81, 94
 Lewis, Alison, 15
 Lewis, Elissa, 237
 Lewison, R. Laura, 19
 Li, Ming, 27
 Li, Peizhong, 131, 132, 145
 Li-Barber, Kirsten, 94
 Lichty, Lauren, 180
 Lider, Renee, 97
 Limke, Alicia, 102
 Lin, Jian-You, 64
 Lindemann, Kalee, 216
 Linden, David, 218
 Linke, Michelle, 201
 Lino, Suzanne, 178
 Linquist, Melissa, 218
 Linwick, Daniel, 194
 Lipko, Amanda, 111
 Lishner, David, 154
 Lisjak, Monika, 50
 Litteken, Erica, 96
 Little, Stephanie, 197, 199
 Littleford, Linh, 30
 Littleton, Tiffany, 49
 Livengood, Adam, 201
 Lloyd, Carrie, 86
 Lloyd, Kara, 126
 Loersch, Chris, 16, 51, 60
 Loh, Catherine, 229
 Lombardero, Anayansi, 90, 155
 London, Kamala, 202
 Longacre, Ian, 104, 122
 Longnecker, Whitney, 207
 Longua, Julie, 83
 Lord, Charles, 49
 Lord, Jennifer, 136, 142
 Lorenz, Mitch, 204
 Lovejoy, M. Christine, 89
 Lucas, Gale, 147
 Luchies, Laura, 146
 Lueck, Andie, 38
 Luetzow, Sarah, 208
 Lund, Danielle, 211
 Lundy, Duane, 41
 Lunnen, Kirk, 194, 199, 201
 Lutsky, Neil, 237
 Lybarger, Jill, 24
 Lynch, Fiona, 124
 Lyons, Ian, 111
 Lytle, Brad, 34

Ma, Debbie, 17
 MacDonald, Marian, 236
 MacDonald, Paige, 14
 MacDonald, Tara, 240
 Mackie, Diane, 107
 MacLaren, Vance, 43
 MacLean, Janet, 175
 Mader, Megan, 175
 Madura, Corey, 96
 Maggiotto, Amanda, 219
 Majer, John, 180
 Maki, Ruth, 23, 239
 Maldonado, Carolina, 26
 Manasra, Fadya, 178
 Mann, Eric, 131
 Mann, Mary, 198
 Mannino, Clelia, 146
 Mansavage, Alison, 57
 Marcum, Sarah, 228
 Marczuk, Olivia, 198
 Marez, Stephanie, 180
 Marian, Viorica, 54
 Marko, Monika, 221
 Markunas, Susan, 167
 Marmurek, Harvey, 240
 Marshall, Benjamin, 192
 Marshall, Christa, 176
 Marshik, Jessica, 203
 Marstall, Jackie, 192
 Martin, Amy, 196
 Maslonka, Sarah, 25
 Masur, Elise, 86
 Mateo, Jill, 151
 Mathes, Eugene, 55
 Matheus, Elizabeth, 54
 Mathies-Dinuzulu, Sonya, 93
 Mattarella-Micke, Andrew, 151
 Matteson, Lindsay, 40
 Matthews, Jamie, 196
 Mattingly, Brent, 84, 132, 140
 Mattingly, Bruce, 236
 Matyas, Raechel, 210
 Mauric, Milena, 223
 Maves, Stephanie, 41
 May, Ryan, 198, 208, 213
 Mayercak, Kelly, 215
 Mazzola, Surina, 161
 Mazzuca, Kimberly, 70
 McCann, Lee, 240
 McCarthy, Brendan, 175
 McCarthy, Wanda, 39, 116
 McCaslin, Michael, 16
 McCloy, Rodney, 120
 McClure, Anne, 73
 McConnell, Allen, 59
 McCormack, Sarah, 194
 McCormick, Ashley, 226
 McCormick, Matthew, 98
 McCoy, Sarah, 189
 McCulloch, Kathleen, 15
 McDermid, R., 173
 McDonald, Melissa, 136, 142, 145
 McDonough, Ian, 29
 McFadden, Sandra, 67, 228
 McGee, John, 120
 McGinley, Emmet, 198
 McGowan, Eryn, 221
 McGowan, Sarah, 71
 McGownd, Erin, 133
 McGuirk, Sophia, 188
 McIlwain, Charlton, 130
 McIntyre, Rusty, 49, 144
 McKeachie, Wilbert, 123
 McKee, Ashley, 76
 McKirnan, David, 13
 McLaughlin, Jessica, 118
 McLemore, Kevin, 144, 153, 181
 McMahan, Susan, 179
 McManus, Jessica, 135
 McMinn, Jamie, 21
 McMurray, Whitney, 97
 McQuaid, Sarah, 200
 McWhirter, Crystal, 61
 Mears, Elizabeth, 217
 Mears, Jennifer, 54
 Medeiros-Ward, Nathan, 201
 Meehan, Suzanne, 170
 Mehari, Krista, 47, 228
 Mainz, Elizabeth, 190
 Melby, Kimberly, 41
 Mendoza-Denton, Rodolfo, 230
 Mensink, Michael, 30
 Mercer, Kimberly, 135
 Merriman, William, 111
 Merritt, Marcellus, 114, 115
 Merritt, Rebecca, 12, 129
 Mertes, Sarah, 58
 Messer, Wayne, 236
 Metzger, Mitchell, 187, 188, 238
 Mewaldt, Steven, 240
 Meyer, Dinah, 105
 Meyers, Sal, 189, 193, 198, 204, 215, 223
 Meyers, Steven, 172
 Meyerson, David, 97
 Michel, George, 80
 Micke, Cierra, 40
 Middleton, Steven, 118
 Miele, David, 31
 Milanak, Melissa, 25
 Miller, Alyssa, 135
 Miller, Angie, 72
 Miller, Arthur, 238
 Miller, Daniel, 9, 109
 Miller, Jocelyn, 65
 Miller, Katie, 190
 Miller, Kevin, 109
 Miller, Nancy, 74
 Miller, Sam, 75
 Millis, Keith, 82
 Mills, Jeff, 216
 Mills, Maura, 134
 Milner, Lauren, 175
 Mineka, Susan, 15, 99, 106
 Mingione, Carolyn, 72
 Minke, Carl, 173
 Mio, Jeffery, 129
 Miralles, Cristina, 86
 Miron, Anca, 153
 Misale, Judi, 237
 Misanin, James, 66
 Misceo, Giovanni, 236
 Miserocchi, Kristin, 133
 Miska, Kathryn, 154
 Mittag, Rachel, 226
 Mixson, Ja'Cinta, 133
 Modarelli, Nicole, 202
 Moellenberg, Sarah, 75
 Molden, Daniel, 147, 148
 Monday, Olivia, 190
 Monroe, Andrew, 141, 149
 Monteith, Margo, 6, 152
 Montgomery, Derek, 189
 Montgomery, Robert, 237
 Moons, Wesley, 107
 Moore, Colleen, 36, 239
 Moore, Isaac, 219
 Moore, Nataka, 185
 Moore, Tichina, 178
 Moran, Dianne, 170, 213, 220
 Moravek, Rudolph, 216
 Moreira, Sergio, 139
 Moreland, Richard, 46
 Morgan, Betsy, 22, 211, 214, 217, 225, 228, 231, 239
 Morgan, Christopher, 194
 Morgan, G. Scott, 33
 Morgan, Michelle, 179
 Morgan, Russell, 28, 62, 67, 68, 188, 235
 Morrison, Jayme, 226
 Mortensen, Jennifer, 178-180, 183
 Most, Steven, 58
 Mouloua, Mustapha, 74
 Mounts, Nina, 47

Mozina, Amanda, 95
 Mueller, David, 180, 183
 Mueller, John, 240
 Mulderig, Tracy, 141
 Mulla, Mazheruddin, 189
 Mullen, Elizabeth, 33
 Mullet, Etienne, 53
 Munir, Shaheen, 89, 202
 Munoz Sastre, Maria, 53
 Munoz, Austin, 207
 Munz, David, 113, 114, 116, 156
 Murdock, G., 173
 Murnen, Sarah, 14, 113, 165
 Murnighan, J. Keith, 147
 Murphy, Julia, 201
 Murphy, Megan, 154
 Murphy, Nicole, 54
 Murray, Shanna, 158
 Murtha, William, 191
 Muscanell, Nicole, 42
 Muse, Shyla, 58
 Muzzy, Katherine, 223
 Nadler, Joel, 37, 38
 Nagelbush, Jeffrey, 236
 Naidus, Christopher, 131
 Nairne, James, 192
 Naj, Christopher, 116
 Nappe, Danielle, 176
 Nash, Crystal, 163
 Navaes, Daniela, 229
 Navarro, Elbia, 183
 Nawrocki, Laura, 35
 Nawrot, Elizabeth, 237
 Neal, Dan, 95, 163
 Neevel, Melissa, 217
 Nelson, Bonnie, 147
 Nelson, Brittany, 212
 Nelson, Christie, 133
 Nelson, Danielle, 221
 Nelson, Karl, 14, 173
 Nelson, Lyndsay, 41
 Nemmers, Renae, 217
 Nettles, Sabrina, 42
 Nettleton, Laura, 223
 Neuhoff, John, 190
 Newey, Amy, 18, 70
 Newman, Karen, 216
 Nezelek, John, 33
 Ngo, Paul, 239
 Nguyen, Anh, 209
 Nguyen, Duoc, 132
 Nichol森, Mindy, 74
 Nicholson, Ryan, 193
 Nida, Steve, 6, 113, 239
 Niemiec, Andrew, 66
 Nierman, Angela, 108
 Niksich, Jessica, 160
 Nimmer, Mark, 190
 Njoku, Mary, 179, 182
 Nomi, Jason, 19
 Nomura, Miki, 27, 88, 141
 Norenzayan, Ara, 143
 Normansell, Larry, 238
 Norris, Audrey, 163
 Nunez, Priscilla, 201
 Nusbaum, Howard, 25
 Nygren, Thomas, 26, 119, 194
 O'Conner, Justine, 83
 O'Connor, Shawn, 14
 O'Dell, Amanda, 135
 O'Koon, Jeffrey, 198
 O'Mally, Jamie, 48
 O'Neil, Kaney, 179
 O'Reilly, Diana, 138
 Oates, Kristen, 119
 Obeidallah, Sharon, 70
 Oberoi, Ashmeet, 81
 Ohler, Lindsey, 218
 Okdie, Bradley, 20, 42
 Okonkwo, Ogo, 86
 Oldemeyer, Lacey, 117
 Oldring, Amanda, 205
 Oliver, Daniel, 187
 Oliver, Meagan, 220
 Olson, Brad, 178, 180, 184
 Olson, Kimberly, 194
 Olson, Leanne, 190, 218
 Olson, Matthew, 197
 Onifadee, Eyitayo, 183
 Oqendo, Efrian, 173
 Orcholski, Craig, 211
 Orchowski, Lindsay, 12, 52, 229
 Orowicz, Lukasz, 147
 Orth, Emilie, 36
 Ortiz, Emily, 180
 Oshinowo, Marilyn, 192
 Ottati, Victor, 32, 34
 Otto-Salaj, Laura, 84
 Oyserman, Daphna, 148
 Oyster, Carol, 226
 Ozcaliskan, Seyda, 81
 Paavola, Erin, 179
 Padgitt, Amanda, 193
 Page, Laura, 212
 Page-Gould, Elizabeth, 230
 Pai, Kunaal, 106
 Palmer, Terry, 73
 Pandzic, Elvira, 222
 Paniagua, Nickolas, 220
 Paquin, Leah, 196
 Pardee, Alicia, 188
 Parenti, Brittany, 179
 Park, Ernest, 23, 56
 Park, Jisook, 54, 75
 Parker, Lydia, 218
 Parkhurst, Derrick, 123
 Parra-Cardona, José Rubén, 22, 214
 Parritz, Robin, 203, 222
 Parrott, George, 120, 204
 Parsons, IV, Theron, 240
 Parsons, Ralph, 239
 Pasch, Michael, 195
 Pataki, Sherri, 212
 Patel, Sonal, 192
 Patrick, Carol, 236
 Patterson, Gabrielle, 201, 207
 Paul, Joey, 184
 Paulos, Stacey, 68
 Pavlick, Michelle, 158
 Pawlow, Laura, 96, 156, 158, 165, 186, 198
 Payne, B. Keith, 51, 139
 Peak, Stephanie, 210
 Peden, Blaine, 171, 204, 239
 Peeters, Jamie, 195
 Pegg, Phillip, 161
 Pellegrin, Lisa, 198
 Penkey, Kristin, 38
 Pepin, Nicole, 97, 200
 Percy, Elise, 149, 150
 Perkeybile, Allison, 187
 Perkins, Kenneth, 52
 Perley, Rachel, 145
 Perlmutter, Lawrence, 234
 Persson, Fredrik, 198
 Perszyk, Jennifer, 42
 Peruche, Michelle, 153
 Peshkam, Annie, 30
 Peters, Emily, 209
 Petersik, J. Timothy, 239
 Peterson, Christopher, 90
 Peterson, Gerald, 236
 Peterson, Jessica, 197
 Petesch, Lisa, 212
 Petrocelli, John, 149
 Petros, Thomas, 58, 150, 237
 Petty, Richard, 16, 238
 Pfeiffer, Jonathon, 209
 Phelps, Carolyn, 94, 164
 Phillips, Christina, 209
 Phillips, Justin, 190
 Phillips, Kristin, 95
 Phinney, Jonathon, 196
 Pienkowski, Laura, 21
 Pierson, Brandy, 71
 Pierson, Eric, 115
 Ping, Raedy, 151
 Pinter, Brad, 146

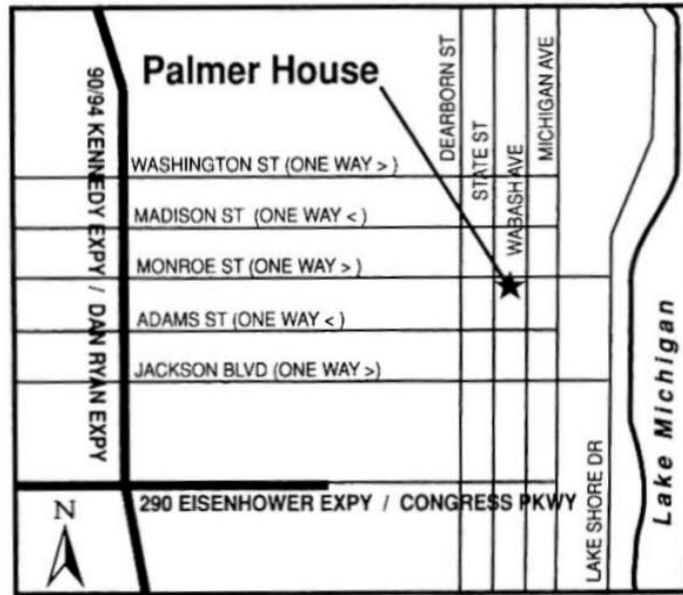
Pinto, John, 222
 Pisciotta, Cailene, 196
 Piszczek, Matt, 100
 Pittenger, Steven, 63
 Pittman, Catherine, 13, 199, 235
 Pittman, Laura, 47
 Pitts, Shane, 189
 Pizarro, David, 126, 149
 Pizzi, Amanda, 222
 Plant, E. Ashby, 153
 Pliske, Rebecca, 229
 Points, Megan, 64
 Poling, Devereaux, 215
 Pomerantz, Andrew, 96, 156, 158
 Pontari, Beth, 103
 Pope, Latoda, 72
 Porter, Nicole, 178, 179
 Porter, Shanette, 32
 Portillo, Nelson, 176, 183
 Powell, Eric, 113, 156, 157
 Powell, Jen, 197
 Powell, Patrick, 189
 Powers, Tiffany, 190
 Pratkanis, Anthony, 234
 Prentiss, Ashley, 216
 Price, Anthony, 71
 Price, Terrina, 37
 Priebe, Tracie, 210, 217
 Pritchard, Jacob, 228
 Priyanka, Joshi, 217
 Probst, Danielle, 52, 157
 Proctor, Derrick, 170, 220
 Proffitt, John, 102
 Promission, Jessica, 212
 Protolipac, Daren, 196
 Pryor, John, 144, 149
 Przybysz, Zofia, 200
 Psarropoulou, Aikaterini, 157
 Pucci, Nicole, 228
 Puccio, Pat, 45
 Pugh, Kendra, 218
 Pulito, Anthony, 186
 Pyc, Mary, 151
 Quackenbush, Andrew, 195
 Quinn, Brynda, 166
 Quisenberry, Amanda, 28, 67, 188
 Rabin-Belyaev, Olya, 180
 Raby, Lee, 216
 Radcliff, Katie, 213
 Radvansky, G.A., 28
 Rafalla, Richard, 27
 Rafferty, Jim, 237
 Ramsay, Lilian, 203, 222
 Ramsey, Ashley, 28, 73, 123
 Randall, Christopher, 234
 Randolph, Meghan, 85
 Raney, Gary, 18, 70, 124
 Rapp, David, 29, 30, 71
 Raschke, Vanessa, 88
 Rasinski, Heather, 108
 Raske, Lindsey, 208
 Rasmussen, Heather, 106
 Rastogi, Meera, 173
 Ratcliffe, Justin, 190
 Rathert, Jamie, 13, 199
 Ratliff, Chasity, 189
 Ratliff-Crain, Jeffrey, 237
 Rawson, Katherine, 151
 Ray, Ashlyn, 49
 Ray, Justine, 200
 Reagan, Stephanie, 198
 Reber, Laura, 144
 Reddy, Diane, 41, 42, 55, 95, 116, 136, 239
 Redington, Shawn, 222
 Reeb, Roger, 162
 Reed, Lauren, 210, 216
 Reeder, Glenn, 141, 149
 Reeves, Amber, 212
 Reh, Christina, 177
 Reid, Chelsea, 69
 Reigers, Molly, 222
 Reilly, Meghanne, 120
 Reilly, Stephen, 64, 235
 Rejman, Rancee, 188
 Rellinger-Zettler, Elizabeth, 225
 Remiker, Mark, 41
 Renfro, Richard, 183, 184
 Renner, Jessica, 70
 Reyna, Christine, 34, 143, 144, 153, 221
 Reynolds, Lindsay, 212
 Reynolds, Rebecca, 138
 Rheinschmidt, Michelle, 119
 Riccio, David, 238
 Richards, Lindsey, 38
 Richardson, Marylee, 197
 Richeson, Jennifer, 31, 83
 Rieck, Stacey, 189
 Rieger, Gerulf, 214
 Riley, Rachel, 185
 Rinalduci, Edward, 74
 Riso, Candice, 199, 218, 228
 Risser, Heather, 89
 Ritchey, Kristin, 71, 81
 Ritter, Diane, 204
 Rivera, L. Omar, 24
 Rizzardini, Laura, 47
 Roberts, Stacy, 197
 Robinson, Lavome, 181, 184
 Robinson, Roberta, 208
 Robinson, Timothy, 237
 Roche, Kelly, 114, 115
 Rockwern, Brooke, 165
 Rodakowski, Juleen, 183
 Rodinsky, Harold, 239
 Rodriquez, Dennis, 58
 Rodts, Loretta, 96
 Roediger, Henry, 18, 45
 Roehling, Patricia, 47, 223, 224, 228
 Roesch, Scott, 43
 Roesner, Nicole, 179
 Roethel, Angela, 114, 115
 Rogers, James, 220
 Rohner, Nicole, 191
 Roisman, Glenn, 235
 Rolnik, Ashley, 137
 Roman, Christopher, 64
 Romero, Lauren, 206
 Ronen, Eyal, 19
 Roper, Karen, 237
 Rose, Amanda, 202
 Rose, Paul, 158, 165
 Rose, Susan, 84
 Rosenberg, Harold, 158
 Roskos-Evoldsen, Beverly, 234
 Ross, Zachary, 167, 189
 Roth, Heather, 18
 Royster, Lynn, 182
 Rucker, Derek, 51
 Rueckert, Linda, 45
 Rueger, Sandra, 89
 Rukhotskiy, Emma, 81
 Rumbaugh, Duane, 46
 Rupayana, Disha, 114
 Rusiniak, Ken, 236
 Russo, Ashley, 219
 Rust, Jennifer, 72
 Ryalls, Ken, 237
 Ryals, Anthony, 75
 Ryan, Carey, 7, 19
 Ryan, Courtney, 162
 Rycek, Robert, 238
 Rydell, Robert, 16, 220
 Sabart, Douglas, 196
 Sabin, Edward, 237
 Sacco, Donald, 10, 61
 Saez, Erica, 220
 Sagarin, Brad, 103
 Saigal, Seema, 128
 Saling, Amy, 52, 201
 Salonek, Erin, 209
 Samper, Rita, 165
 Sanchez, Bernadette, 182, 184
 Sandager, Katrina, 41

Sandberg, Lisa, 60
 Sanders, Alan, 214
 Sanders, Matthew, 65
 Sanna, Larry, 155
 Santana, Nadia, 220
 Santos, Yecika, 191
 Saucier, Donald, 39, 133, 135, 145, 236
 Saules, Karen, 157
 Saunders, Kerri, 86
 Sawhney, Gargi, 19
 Sawyer, Thomas, 235
 Sawyer, Tom, 222
 Schaaf, Katherine, 228
 Schachtman, Todd, 28, 76, 123, 204
 Schaefer, Lauren, 159, 160
 Schafer, Sarah, 88
 Schefske, Erin, 215
 Scherer, Amber, 226
 Scherer, Laura, 33
 Schilling, Joan, 239
 Schmidt, Jennifer, 204
 Schmidt, Tara, 35, 115
 Schmidt-Rogers, Deb, 182
 Schmidtke, Brian, 210, 217
 Schoemann, Alexander, 153
 Schoenleber, Michelle, 15
 Schoenrade, Patricia, 237
 Schoeny, Michael, 185
 Schooler, Jonathan, 239
 Schott, J.P., 33
 Schreiner, Kristine, 85
 Schrock, Joel, 113
 Schultz, P. Wesley, 48
 Schwab, Joseph, 49
 Schwanke, Michelle, 221
 Schwartz, Gene, 214
 Schwartz-Mette, Rebecca, 202
 Schwarz, Norbert, 140, 210, 213
 Schwatken, Sara, 229
 Scott, William, 197
 Sears, Karen, 42
 Sedivy, Sonya, 84
 Seefeldt, Richard, 211
 Segrist, Dan, 96, 156, 165, 196, 215, 226
 Segula, Jen, 52, 229
 Seitenzahl, Amy, 94
 Sekaquaptewa, Denise, 45, 236
 Selk, Kelli, 201, 207
 Sensenig, Larry, 234
 Senzaki, Sawa, 229
 Seok, Dong Heon, 100
 Serfozo, Peter, 28
 Serra, Michael, 28, 29, 237
 Serra, Raymond, 55, 188, 218
 Sexton-Radek, Kathleen, 126, 234
 Shanteau, James, 54, 75
 Shapiro, Danielle, 90
 Shapiro, Susan, 170
 Sharma, Anupama, 200, 213
 Sharp, Mindy, 212
 Sharp, Nicole, 204
 Shaughnessy, Sara, 219
 Shaw, Kari, 211
 Shedlosky-Shoemaker, Randi, 61
 Sheehan, Katie, 141
 Sheffer, Susan, 168, 235
 Shehadeh, Sara, 156
 Sheldon, Jane, 210
 Sheldon, Kennon, 25, 210
 Sheldon, Melanie, 188, 193-195, 202, 205, 213
 Shelleby, Elizabeth, 179
 Shelley, Rhameka, 133
 Shelton, Lisa, 216
 Sheridan, Martina, 208
 Sherman, Steven, 150
 Sherrick, Michael, 113
 Shewmake, Jillian, 208
 Shier, Ashley, 222
 Shirkey, Amanda, 220
 Shiverick, Sean, 57
 Shoemaker, Carlin, 91
 Shore, Cecilia, 72, 171
 Short, Kyle, 211
 Showers, Carolin, 60
 Shpancer, Noam, 85
 Shriver, Edwin, 31, 107
 Shulman, Tirza, 43
 Sibicky, Mark, 238
 Siddle, Bruce, 53
 Siddle, Kevin, 53
 Siebold, Lorraine, 191
 Siegel, Linda, 9
 Siers, Brian, 184
 Sifers, Sarah, 91
 Silvia, Paul, 237
 Simmermaker, Melissa, 215
 Simons, Daniel, 58
 Simonson, Greg, 196
 Simonyi, Agnes, 28
 Simpkins, Bryan, 103
 Singh, Ramadhar, 17
 Singh, Ritika, 161
 Sinnett, Laura, 118, 208
 Sinton, Meghan, 95
 Sittig, Samantha, 189
 Sitzman, Jolene, 71
 Siy, John, 230
 Skelly, Michael, 70, 77, 162, 190, 192
 Skowronski, John, 6, 11, 82, 112, 125, 142, 235
 Slaten, Daniel, 29
 Sloan, Lloyd, 37, 118, 130, 239
 Slocum, Patricia, 234
 Slotter, Erica, 10
 Smeland, Jacob, 70
 Smith, Amy, 119
 Smith, Christine, 23, 136, 142
 Smith, Eliot, 107
 Smith, H. David, 198
 Smith, Jeffrey, 189
 Smith, Karen, 209
 Smith, Marija, 192
 Smith, Michael, 134
 Smith, Michelle, 37
 Smith, Paul, 239
 Smith, Sara, 133
 Smith, Shannon, 158
 Smith, Steven, 239
 Smith-Jentsch, Kimberly, 20
 Smithmyer, Patricia, 101
 Smoak, Natalie, 101, 153, 197, 235
 Smolak, Linda, 87
 Snell, Jr., William, 201
 Snow, Rebecca, 190
 Snuttjer, Kristi, 119
 Snyder, Mark, 146
 Sokol, Justin, 199
 Solhan, Marika, 159, 160
 Song, Sabrina, 94
 Songasonga, Martine, 175
 Sopo, Robert, 21
 Sorani, Sandra, 179
 Soric, Kristina, 217
 Spafford, Ashley, 86
 Spanjers, Emily, 208
 Spencer-Smith, Jesse, 25
 Spevacek, Aaron, 175
 Spina, Roy, 130
 Spivey, Michael, 17
 Spoonster, Eileen, 76
 Spoor, Jennifer, 35
 Spratt, Jacqueline, 187
 Sprik, Jonathan, 223
 Springman, Rachael, 160
 Sprock, June, 159
 Sprow, Laura, 218
 Spurlock, Lindsay, 88
 Srivastava, Kavita, 90, 155, 161, 165
 Ssewamala, Fred, 181

Ssewamala, Fred, 181
 Stambush, Mark, 59
 Stanford, Amanda, 135
 Staniszewski, Mark, 106
 Stark, Emily, 209
 Starkel, Rebecca, 34, 43
 Stasson, Mark, 139, 237
 Ste-Marie, Natalie, 205
 Steele, Cheronda, 184
 Steele, John, 24, 57, 59, 114
 Steele, Terrance, 39, 213
 Steele-Johnson, Debra, 225
 Steffen, Anne, 201
 Steirn, Janice, 234
 Stephenson, Chelsea, 223
 Steppe, Kyle, 145
 Stetter, David, 167, 203
 Stetter, Kathleen, 229
 Stevens, Dean, 40
 Stevens, Ed, 180, 183, 184
 Stevenson, Colleen, 57
 Stewart, Melissa, 221
 Stewart, Tara, 9
 Stewart, Tracie, 107
 Still, Jeremiah, 123
 Still, Mary, 122, 124
 Stivers, Adam, 100
 Stocker, Shevaun, 138
 Stockwell, Sandra, 216
 Stoddart, Rebecca, 192, 196, 200, 202, 205, 222, 230
 Storey, Jennifer, 111, 138
 Stos, April, 74
 Strzyzewski, Casey, 223
 Stuckey, Valerie, 204
 Stuffbeam, Courtney, 210, 217
 Sturm, Ashley, 190, 198
 Suarez-Balcazar, Yolanda, 176, 183
 Suhr, Laura, 128
 Suleta, Katie, 180, 181
 Sullivan, Bryce, 235
 Sullivan, Maggie, 213
 Sullivan, Nicolette, 25
 Surber, Traci, 94
 Suzuki, Hideo, 130, 147
 Swain, Carlyne, 136
 Swanson, Helen, 89, 240
 Sweany, Margaret, 195
 Swenson, Elizabeth, 45
 Swift, Dan, 192
 Swim, Emily, 215
 Sylvester, Melissa, 206
 Synovec, Robert, 36
 Szczurek, Lauren, 210
 Tafalla, Richard, 88, 131
 Tagler, Michael, 50, 85, 129
 Tahvonen, Erin, 186
 Tamplin, Andrea, 29
 Tannenbaum, David, 149
 Tanney, Angela, 95
 Tansill, Erin, 52, 154
 Tanyu, Manolya, 180
 Tarescavage, Anthony, 230
 Tarter, Amanda, 192
 Taylor, Cheryl, 49
 Taylor, Matthew, 200, 237
 Taylor-Crawford, Karen, 92, 93, 98, 161, 162
 Taylor-Ritzler, Tina, 176, 183
 Tell, Dina, 88
 Tellinghuisen, Donald, 236
 Tennial, Rachel, 133
 Terranova, Margaret, 20, 155
 Terre, Lisa, 237
 Terry, David, 197
 Test, Amy, 45
 Tharp, Andrew, 188
 Thatcher, J. Taylor, 76, 123
 Thaxter, Peter, 97
 Thoftne, Ashley, 217
 Thomas, Adrian, 195, 207, 221
 Thomas, Anne, 128
 Thomas, Renu, 91
 Thomas, Robin, 151
 Thomas, Sandhya, 84
 Thompson, Ashley, 206, 211
 Thompson, Carli, 133
 Thompson, Jennifer, 223
 Thornborough, Kathryn, 67
 Thrash, Tyler, 72
 Tice, Dianne, 103
 Tiegel, Ingrid, 239
 Tilton, Edward, 117
 Timpo, Phyllis, 179
 Tindale, Scott, 6, 34, 43, 45, 48, 80, 99, 122, 235
 Tinsley, Jeanne, 221
 Tintori, Ashley, 97, 200
 Titus, William, 234
 Todd, Andrew, 31, 148
 Tolan, Patrick, 92, 93, 98, 161, 162, 185
 Tolman, Benjamin, 142
 Tomarken, Andrew, 239
 Tomczyk, Sarah, 138
 Toolis, Amy, 199
 Toolis, Erin, 47
 Topliff, Annie, 181
 Tormala, Teceta, 49
 Tormala, Zakary, 51, 148
 Toro, Paul, 179
 Torres-Harding, Susan, 176, 184, 235
 Touron, Dayna, 27
 Toussaint, Loren, 97, 113
 Tran, Nellie, 81, 182
 Trent-Brown, Sonja, 223
 Tribble, Sarah, 200
 Trickett, Edison, 81
 Trofatter, Caroline, 81
 Trull, Timothy, 159, 160
 Tsiappoutas, Kyriakos, 124
 Tubré, Travis, 206
 Turi, Kristen, 164
 Turk, Brett, 21
 Tuskenis, Albert, 92, 174
 Twichell, Emily, 86
 Tyndorf, Katelyn, 209
 Uhm, Soo Yun, 201
 Uloa, Ilean, 220
 Unis, Barry, 127, 199
 Upchurch, Margaret, 236
 Updegraff, John, 214
 Uremek, Nazli, 90, 161, 165
 Urich, Trevor, 207
 Urlakis, Mike, 73
 Vadakara, Tom, 124
 Valdes, Leslie, 188, 190, 193, 199, 206, 215, 216
 Valdez, J. Michael, 19
 Van Buren, Darren, 106
 Van Camp, Deborah, 37, 130
 Van Den Honert, Rebecca, 118
 Van Eeuwen, Kate, 223
 Van Hulle, Carol, 68
 Van Voorhis, Bart, 217
 Van Voorhis, Carmen, 171, 199, 211, 220
 VanBerkel, Cassandra, 37
 Vandenberg, Brian, 14, 87, 112, 142, 160
 Vandendorpe, Mary, 201, 208
 Vanderdrift, Laura, 83, 102
 Vanderhoof, Korrin, 222
 Vanderstoep, Scott, 224
 Vandlen, Chelsea, 224
 Vandyke, Adam, 67
 Vang, Mai, 206
 VanHove, Adam, 44
 Venable, Leon, 180
 Venegas, Mario, 175
 Venzke, Beth, 98, 189
 Venzke, Randy, 98
 Vermeulen, Sandra, 209, 216
 Verona, Edelyn, 105
 Verry, Rene, 235
 Villette, Elisabeth, 86
 Vincent, Mark, 143

Visser, Penny, 6, 50
 Vitacco, J. Michael, 15, 154
 Vittengl, Jeffrey, 204
 Vogl, Rodney, 76
 Vogt, Cassandra, 211
 Volbrecht, Michele, 86
 Vonk, Roos, 148
 Votruba-Drzal, Elizabeth, 26
 Vowels, Christopher, 54, 75
 Wadian, Taylor, 132, 210, 217
 Wagman, Jeff, 235
 Wagor, Walter, 235
 Waguespack, Scott, 179
 Wahlsten, Douglas, 80
 Wakefield, Kristy, 97
 Walen, Kristi, 58
 Walker, Jennifer, 28
 Walker, Karen, 238
 Walker, Scott, 187
 Walker, Terrance, 200
 Wallio, Stephanie, 106
 Walls, Jesse, 181
 Walsh, Kira, 70
 Walsh, Linda, 234
 Walzer, Amy, 31
 Ward, Amanda, 202
 Warltier, David, 78
 Warnke, Tessa, 226
 Warnsley, Michaela, 35
 Washington, Latesha, 184
 Wasserman, Edward, 234
 Watson, Duane, 83
 Watts, Lorraine, 216
 Waytz, Adam, 61
 Weaver, Kiara, 85, 140
 Weaver, Terri, 155
 Weber, Erica, 165
 Webster, Reid, 209
 Webster, Russell, 39
 Wedd, Alan, 190
 Weeks, Matthew, 143
 Wegener, Duane, 49, 50
 Wehrman, Ashton, 64
 Weidler, Daniel, 132
 Weigold, Arne, 23
 Weiland, Darin, 68
 Weinstein, Traci, 81, 182
 Weis, Robert, 7, 13, 47
 Welch, Robinson, 95
 Wellman, Justin, 101
 Wells, Brett, 142
 Wendorf, Craig, 37, 240
 Wenzlick, Kathleen, 193
 Wesley, Nicole, 115
 Wesselman, William, 190
 Wesselmann, Eric, 101
 Wetekamp, Megan, 192
 Wheeler, Jordan, 131, 132
 Wheeler, Justin, 145
 Wheeler, Lauren, 70, 200
 White, Desiree, 94
 White, Rebecca, 26, 119
 Whitling, Amy, 212
 Whitmore, Jeannette, 78, 137, 186, 219, 236
 Whitsett, Wendy, 131
 Wickline, Virginia, 199, 221
 Widemann, Ashley, 157
 Wier, Melissa, 198
 Wierzbicki, Michael, 239
 Wieth, Mareike, 236
 Wilburn, Grady, 37
 Wild, Jerica, 25
 Wiley, Jennifer, 74, 79
 Wilkerson, Trent, 188
 Wilkinson, Jamie, 110
 Will, Matthew, 188, 203
 Wille, Diane, 167
 Williams, Craig, 86
 Williams, Elanor, 60
 Williams, Jacqueline, 206
 Williams, Joseph, 53
 Williams, Kelly, 191
 Williams, Kipling, 6, 10, 46, 100, 101, 118, 122, 215
 Williams, Melissa, 205
 Williamson, Jessica, 26
 Willis, Edmond, 194, 207, 214, 234
 Wilson, Emily, 209
 Wilson, John, 132
 Wilson, Karen, 132
 Wilson, Keith, 143
 Wilson, Midge, 136, 175
 Wilson, Susan, 47
 Wilson, Syla, 106
 Wingo, Jana, 122, 155
 Wirth, James, 10, 101, 122
 Wirtshafter, David, 105
 Wisneski, Daniel, 34
 Witkowski, Nicolas, 223
 Wittenbaum, Gwen, 46
 Wittenberg, Catherine, 49
 Wittenbrink, Bernd, 17, 32
 Witvliet, Charlotte, 227
 Woelfel, Jessica, 190
 Woiwode, Brooke, 77, 192
 Wojnowicz, Michael, 17
 Wolfe, Shawna, 202
 Wolkoff, Laura, 95
 Woller, Margo, 54, 75
 Woloszyn, Michael, 193
 Wood, Sarah, 38, 131, 138
 Woodard, Jarilyn, 87
 Woodcock, Anna, 48
 Woods, Shirley, 13
 Woomer, Elise, 164, 201
 Wormann, Amanda, 71
 Wright, Margaret, 84
 Wrobel, Nancy, 210
 Wurm, Lee, 236
 Wynn, David, 187
 Yang, Shu-Ju, 150
 Yocum, Amanda, 78
 Yoder, Jan, 238
 Yoder, Jillian, 188
 Yoder, Marcel, 235
 Yoder, Natalie, 37
 Yost, John, 200, 206, 208, 219, 222, 225
 Young, John, 173
 Young, Juliann, 203
 Young, Nicholas, 86
 Young, Steven, 10, 31, 59, 62, 107
 Youngcourt, Satoris, 195, 211
 Yturbe, Lakoda, 209
 Yurasek, Allison, 208
 Zacks, Jeffrey, 17
 Zahniser, James, 181
 Zain, Fajran, 121
 Zanotti, Danielle, 133
 Zaragoza, Yasmin, 98
 Zarate, Michael, 24
 Zarembski, Noelle, 218
 Zaromb, Franklin, 18
 Zawadzki, Danielle, 84
 Zeinert, Sara, 138
 Zelenski, John, 240
 Zell, Anne, 103
 Zhou, Ling-Yi, 235
 Ziegler, Megan, 218
 Zimmerman, Barbara, 238
 Zimmerman, Jennifer, 144, 153
 Zinbarg, Richard, 15
 Zlokovich, Martha, 231, 237
 Zulas, Amanda, 67
 Zwick, Gary, 98

**Map of Downtown Chicago showing
location of Palmer House**



Come see the new

SuperLab® 4.0



SuperLab 4.0 eliminates nearly all the limitations found in earlier versions while remaining, without any doubt, the easiest stimulus presentation software to use.

See www.superlab.com or call 800-233-7871.



Cedrus