

The 25th Annual Ohio Undergraduate Psychology Research Conference
Kenyon College
Saturday, April 16, 2011

Welcome to Kenyon College and the 25th annual Ohio Undergraduate Psychology Research Conference (OUPRC). OUPRC is sponsored by a consortium of Ohio colleges and universities to provide undergraduate psychology majors with an opportunity to present their original research papers in a public forum. All papers accepted reflect student-generated empirical research. The conference was initiated by John Carroll University in 1987 and is traditionally held around mid-April. Host sites are selected on a rotating basis from member institutions. Participation in the conference by students from non-member institutions is welcomed. Student presentations are 10 minutes in length followed by a brief question and answer session of 2-3 minutes.

Consortium members agree to support the consortium financially through annual dues and, as possible, to host the conference on a rotating basis. Dues for 2010-2011 are \$150.00 (see membership application at the end of this program). Administration of the consortium funds is done by the conference originator, John Carroll University. Thank you to the 2011 OUPRC consortium members!

2011 OUPRC Consortium Members*

Cleveland State University	Dr. Kathy McNamara
The College of Wooster	Dr. Michael B. Casey
Cuyahoga Community College	Dr. Kate Catanese
Hiram College	Dr. Michelle Nario Redmund
John Carroll University	Dr. John Yost
Kent State University	Dr. Jocelyn Folk
Kenyon College	Dr. Sarah Murnen
Malone University	Dr. Ebenizer A. deOliveira
Miami University	Dr. Leonard Mark
Mount Vernon Nazarene University	Dr. Colleen Bryan
Ohio Dominican University	Dr. John Marazita
Otterbein University	Dr. Meredith Frey
The University of Akron	Dr. Linda M. Subich
Ursuline College	Dr. Christopher Edmonda
Wittenberg University	Dr. Mary Jo Zembar

Student presenters for this year's conference come from the following institutions:

Capital University	Lorain County Community College
Case Western Reserve University	Miami University
Claflin University	Mount Vernon Nazarene University
College of Wooster	Muskingum University
Defiance College	Ohio Dominican University
Denison University	Ohio University
Hiram College	Otterbein College
John Carroll University	Ursuline College
Kent State University	Wittenberg University
Kenyon College	Xavier University

*As of the time of the printing of this program

Featured Speaker

Dr. Amanda Diekman



Dr. Amanda Diekman earned her BA at Kenyon College in 1995 with majors in Psychology and English, graduating summa cum laude and with highest honors in Psychology. She then went on to earn a PhD in Social Psychology at Northwestern University in 2000, along with a certificate in gender studies. Her major advisor was Dr. Alice Eagly.

Dr. Diekman's research program focuses on understanding group differences, stereotypes about groups, and social change. She approaches these questions from a social role theory framework (e.g., Diekman, Eagly, & Johnston, 2010), which is a broad-ranging perspective that locates the root cause of group differences and beliefs about groups in the group's position in the social structure. Much of her work recently has converged around the idea that individuals are motivated to adopt role-congruent characteristics and to avoid role-incongruent characteristics. The major focus of her research program currently is using role congruity theory to understand why women opt out of STEM (science, technology, engineering, and mathematics) fields.

Some of her professional recognition includes the following:

- * Funding from the National Science Foundation, The Missing Piece of the STEM Puzzle: The Role of Communion in Women's Career Decisions
- * Fellow, Society of Experimental Social Psychology
- * Associate Editor, Basic and Applied Social Psychology
- * Editorial Board, Personality and Social Psychology Bulletin and Social Psychology

Some Representative Publications:

- Diekman, A. B., Brown, E. R., Johnston, A. M., & Clark, E. K. (in press). Seeking congruity between roles and goals: A new look at why women opt out of STEM careers. *Psychological Science*.
- Diekman, A. B., Eagly, A. H., & Johnston, A. M. (2010). Social structure. In J. F. Dovidio, M. Hewstone, P. Glick & V. M. Esses (Eds.), *The Sage Handbook of Prejudice, Stereotyping, and Discrimination* (pp. 209-224). New York: Sage.
- Diekman, A. B., & Schneider, M. C. (2010). A social role theory perspective on gender gaps in political attitudes. *Psychology of Women Quarterly*, 34, 486-497
- Eagly, A. H., Diekman, A. B., Johannesen-Schmidt, M. C., & Koenig, A. G. (2004). Gender gaps in sociopolitical attitudes: A social psychological analysis. *Journal of Personality and Social Psychology*, 87, 796-816.
- Evans, C. D., & Diekman, A. B. (2009). On motivated role selection: Gender beliefs, distant goals, and career preferences. *Psychology of Women Quarterly*, 33, 235-249.

Conference Schedule Overview

8:00-8:45	Registration	Sam Mather, 1 st floor lobby
8:00-8:45	Continental Breakfast	Higley Hall Lobby
8:45	Welcome	Higley Auditorium
9:00-10:00	Session 1 Session 2 Session 3 Session 4 Session 5	Hayes Hall 109 Samuel Mather Hall 201 Samuel Mather Hall 202 Samuel Mather Hall 215 Samuel Mather Hall 306
10:10-10:55	Session 6 Session 7 Session 8 Session 9	Samuel Mather Hall 201 Samuel Mather Hall 202 Samuel Mather Hall 215 Samuel Mather Hall 306
11:00	Keynote Address	Higley Hall
12:00	Lunch	Gund Commons
1:15-2:15	Session 10 Session 11 Session 12 Session 13	Samuel Mather Hall 201 Samuel Mather Hall 202 Samuel Mather Hall 215 Samuel Mather Hall 306
2:20-3:05	Session 14 Session 15 Session 16 Session 17	Samuel Mather Hall 201 Samuel Mather Hall 202 Samuel Mather Hall 215 Samuel Mather Hall 306
3:10	Faculty meeting	Samuel Mather 202

2011 OUPRC Presentation Schedule

Presenting authors are listed first, followed by faculty sponsors in parentheses.

9:00-10:00 Session 1, Hayes Hall 109

9:00 THE ATTENUATION OF THE RENEWAL EFFECT VIA THE FORGETTING OF CONTEXTUAL ATTRIBUTES. Chris Steinman (Dr. David C. Riccio), Kent State University.

Sixty-nine Sprague-Dawley strain rats were used to experimentally investigate the hypothesis that the renewal effect (ABA design) could be attenuated via time-mediated forgetting of contextual attributes in a Pavlovian fear-conditioning paradigm. One or fourteen days after fear-training in one context, subjects received an extinction exposure in either the same or a shifted context. Although the results indicate that differences in context and interval play some role in the effectiveness of extinction, low levels of expressed extinction across all conditions prevented empirical analysis of how the forgetting of contextual attributes may interact with the renewal effect. Implications are discussed.

9:15 EFFECTS OF PRE-EXPOSURE AND WARNING ON LEXICAL-DECISION TASKS. Jamison Noethlich, Angel Pratt & Ellen Zoretic (Dr. John Marazita), Ohio Dominican University.

How do you know when you know? Heuristic-based theories suggest that familiarity with cues in the question influence knowing judgments. The current study involved the manipulation of feeling of familiarity in a pre-exposure task in which subject heard half of the words they would be asked to judge in a knowledge monitoring task. Cue familiarity was expected to negatively impact decisions that made-up pre-exposed words are unknown relative to made-up words that had not been pre-exposed. Half of the participants were warned about this predicted negative effect of pre-exposure. Results showed males exhibited a significantly negative pre-exposure effect, whereas females showed none. Being warned about the negative effect of pre-exposure did not help the males to overcome it.

9:30 FALSE RECALL: WARNINGS ABOUT MEMORY INTRUSIONS. Clifford Eberhardt (Dr. Tabitha Payne), Kenyon College.

In the Deese-Roediger-McDermott paradigm, a list of associated words is read aloud to participants, followed by immediate recall. Typical findings show that participants include errors of commission for words related to the list items. Prior research examining warnings in order to reduce intrusions reveals mixed finding on the effectiveness of warnings. Some studies show that forewarning helps, but may be limited to only to full attention during list encoding. This study investigates the effects of warning added with incentive, comparing performance over two successive recall tasks, with three unique warning conditions. The first group will receive no warning. The second group will be given a warning for the second recall task. The third group will be given a warning plus incentive to not include non-present associated words to increase motivation for monitoring individual performance to increase accurate recall.

9:45 TO REGULATE OR NOT TO REGULATE YOUR HORMONES? THE INVOLVEMENT OF GONADOTROPINS IN THE DEVELOPMENT OF ALZHEIMER'S DISEASE. Taryn Aubrecht (Dr. Amy Jo Stavnezer), The College of Wooster.

Previous studies demonstrated that luteinizing hormone (LH) corresponds to performance deficits on behavioral tasks Alzheimer's disease (AD) mice. Gonadal hormones provide negative feedback in the hypothalamic-pituitary-gonadal axis to lower LH secretion. When women enter menopause LH levels increase, increasing amyloidogenic cleavage of amyloid-beta precursor protein (APP). Promoting the formation of amyloid-beta plaques, a hallmark of AD. In this study progesterone was used to lower LH and served as a model for oral contraceptive. This study examined the effectiveness of the APP^{swe}/PS1^{dE9} transgene and progesterone as a treatment for AD. Spontaneous alternation in Y-maze, tone retention in cued fear conditioning, and distance in Morris water maze all showed a significant effect of transgenic status to worsen performance on behavioral tests. Progesterone did not significantly lower LH levels; however, there was an effect of transgene on lowering LH levels. This suggests that the APP^{swe}/PS1^{dE} transgenic strain is a behaviorally accurate model for AD.

9:00 SOCIAL REJECTION AND THE REMEMBRANCE OF GROUP RELATED WORDS. Leah Efferson (Dr. Amber Chenoweth), Hiram College.

The need to belong has been studied as a basic human drive that influences selective memory. The current research examined the differences between the remembrance of group words as opposed to single words in those rejected or accepted by their peers. It was hypothesized rejection results in a conscious bias toward social stimuli and those who were excluded would recall more words associated with a group than single words compared to those who were accepted. The researchers randomly assigned participants to brief rejection or acceptance and presented a memory test with group and individual words. Participants who were ostracized did not remember more group words than accepted individuals. The rejected group remembered more social words than single words; however, these results were not significant. This suggests more research is essential in understanding rejection and explicit memory.

9:15 THE EFFECTS OF SPANGLISH ON GROUP EXCLUSION. Alana Montenegro (Dr. Christian End), Xavier University.

The study examined how the use of Spanglish and accented speech affect group exclusion. Literature indicates that deviating from group norms can result in exclusion. 124 participants listened to a conversation between a male and a female. After listening to one of the four conversations (English, Spanglish, Spanglish with accent, Spanish), participants completed established measures of likeability, first impression, and preferred social distance in regards to each speaker and the dyad. The researcher hypothesized that Spanglish speakers would be perceived as an outgroup and that speakers with an accent would be excluded. Inconsistent with the hypotheses, a one-way ANOVA indicated that the language and presence/absence of accent did not affect the dependent variables. The impression scale indicated the male speaker in the Spanglish with an accent ($M = 70.44$, $SD = 11.03$, $p = .038$) was perceived significantly more favorable than the English speaker ($M = 61.87$, $SD = 12.18$).

9:30 RACIAL PARALYSIS: RESPONSES TO RACIAL HUMOR IN INTERRACIAL CONTEXT. Somadina Iworisha (Dr. Susan Clayton), The College of Wooster.

Humor is a mood or state of mind when one is amused (usually by a joke) and laughter is produced. Humor also works to alleviate stress, boredom, or sadness. In an intergroup setting, humor can take the form of a racial joke. A racial joke calls attention to stereotypes, while allowing space to discuss between those of different races. This study examines racial paralysis, which is the occurrence of uneasiness one may find with a racial joke, making it difficult to respond with laughter. The goal is to determine whether White Americans experience racial paralysis. It is hypothesized that Whites will laugh more at White jokes than Black jokes. Overall, laughter will occur mainly with a White confederate than a Black confederate or solo. Results did not yield any significance of condition, however some indications were found that supports the hypotheses.

9:45 THE REASONS AND RISKS FOR SKIN BLEACHING. Avril Ho, Melek Yildiz-Spindel, Bronte Kastenber (Dr. Irene Lòpez), Kenyon College.

Practice all over the world skin bleaching is a worldwide multi-billion dollar phenomenon which is associated with a host of medical problems (Glenn, 2008). In this session we will summarize past and present research on this phenomenon and review its worldwide prevalence. In addition, we will discuss the reasons for its occurrence.

Our current research indicates that men and women skin bleach for the following reasons: sociodemographic factors, interpersonal and social reasons, as well as actual and perceived medical concerns and benefits.

Additionally, we will document the various ailments associated with this practice (Olumide et al., 2008). We will then conclude with our plans for future research which include a content analyses of skin bleaching advertisements available on youtube.

9:00 LEARNING NEW SCIENTIFIC MATERIAL: A COMPARATIVE STUDY. Michael Burgess. (Dr. Sabato Sagaria) Capital University.

According to Isarida and Isarida (2007), when there is background color participants were able to associate background color with each item. Thus associating a background color would enhance the memorization of an item. However, does this apply when learning new scientific material and does color inhibit or enhance learning? In this study four groups of college students were randomly assigned to one of the four groups to learn the structure and names of amino acids. After studying the material participants were asked to recall the amino acid structures and names. The results indicate that when learning scientific material, it is best done in black and white with examples. These findings are important because this knowledge can guide to the development of textbooks and teaching standards for scientific material.

9:15 IMPLICIT ASSOCIATIONS BETWEEN INTELLIGENCE AND SOCIOECONOMIC STATUS. Leslie To, Katherine Goldbaum, & Amelia Lavin (Dr. Tabitha Payne), Kenyon College.

The goal was to examine implicit associations between the idea of intelligence and socioeconomic status or wealth. In the study participants saw priming words related to either high or low intelligence (e.g., smart, dumb, clever, ignorant), followed by target images that were pictures of locations and object related to wealth or poverty (e.g., shiny sports car vs. rusty old car). Participants were instructed to decide if each target picture represented things of wealth or poverty by pressing a computer key as quickly as possible. Findings indicated that reaction times for decisions with wealth associated pictures were significantly faster when terms of intelligence preceded them, as opposed to unintelligent primes. Additionally, reaction times for poverty pictures were faster when unintelligent terms preceded them.

9:30 EVALUATING DISABILITY SIMULATIONS: ALTERING MOOD, INTERPERSONAL ATTITUDES, AND WILLINGNESS TO HELP IMPROVE COLLEGE ACCESS. Dobromir Gospodinov (Dr. Michelle Nario-Redmond), Hiram College.

Replicating an experiment on the effects of imagining oneself with a disability, the present investigation found that participants (N=50) felt more depressed, confused, angry and less energetic following activities simulating a reading impairment, low vision, and hearing loss compared to baseline levels. Those who simulated impairments reported more fear/discomfort, pity and dread at the thought of experiencing disability than they felt prior to the simulations. Compared to pre-simulation levels, participants did report feeling more stereotypically helpless, embarrassed, guilty, and less competent. Furthermore, many reported that they were less willing to volunteer their time toward a project designed to increase campus accessibility following the simulation activities. These results reveal significant risks associated with using such activities as training devices to improve attitudes and increase understanding. Given such negative reactions, simulation-based approaches to reducing prejudice should be reconsidered especially if not connected to opportunities that promote disability justice and increased access.

9:45 SCARED INTO CONSUMING: THE EFFECT OF CLIMATE CHANGE VIDEOS ON MATERIALISM VALUES AND OPERATIONAL CONSUMPTION. Emma Shriver (Dr. Susan Clayton), The College of Wooster.

This study examined the possibility that a scary climate change video could apply to the effects of the Terror Management Theory (TMT). TMT states that in order to deal with the ever pressing anxiety of the knowledge that one day we will die, people act in ways that conform to their worldview, and increase their self-esteem within their culture. The scary climate change video was anticipated to serve as a way to increase anxiety about death. Two videos, (scary climate change video and recycling video) were examined in terms of their affect on materialism values, and operational consumption. Participants' (N=60) individual time perspective orientation was looked at as a possible mediating factor in determining materialism values, and amount of consumption. Results found support for the main hypothesis, in that participants who viewed the scary climate change video had significantly higher materialism values compared to participants in the control condition.

9:00 GENDER STEREOTYPES OF THE CONTENT AND MODELS IN POPULAR MAGAZINE ADVERTISEMENTS. Heather Amato, Emily Hage, Kendra Lechtenberg, Leah Sack, & Rachel Walsh (Dr. Sarah Murnen), Kenyon College.

In the present study we examined ten top selling magazines for men and ten top selling magazines for women. One goal was to examine whether the products advertised differed depending on the gender of the targeted audience. We found this to be true such that the content of the advertisements was consistent with gender stereotypes. Another purpose was to analyze the depictions of women and men in the advertisements. Previous research has found that there are "codes of gender" evident in media depictions that reinforce male dominance and female submission. We examined the number of submissive cues evident in pictures of women vs. pictures of men in the aforementioned magazines. These cues were based on body display, facial expressions and levels of involvement with the scenes. This research highlights one of the mediums used to project images of "appropriate" gender roles, which perpetuate gender division in our society.

9:15 EFFECTS OF SELF-AWARENESS ON EATING BEHAVIOR IN MALES AND FEMALES. Anne Moss (Dr. Erin Henshaw), Denison University.

Previous research shows that increased self-awareness has a negative effect on the amount of food eaten, and an effect on the type of food eaten in conditions with labeled food. Emerging from self-awareness theory, our study examines the effects of increased self-awareness on foods that are not labeled, but preconceived to be healthy and unhealthy. We used Oreo cookies as our "unhealthy" food and grapes as our "healthy" food and had 40 undergraduate participants. We found that female participants in the increased self-awareness condition (presence of a mirror) ate fewer Oreo cookies but not fewer grapes as compared to female participants in the control condition (absence of a mirror). A significant difference was not found between the two conditions for male participants. Implications are discussed.

9:30 EFFECTS OF BODY-IDEAL IMAGES IN ADVERTISING ON SELF PERCEPTION. Andrea Armbruster & Julie Frank (Dr. Eulalio Gonzalez), Lorain County Community College.

This study investigated the effects of body-ideal images in advertising on self-perception. College students were recruited from psychology and English courses and were assessed using a Likert-type scale measuring self-esteem, mood, and body-satisfaction prior to and after viewing a series of advertisements containing body-ideal models. In Experiment 1, results showed a decrease in body-satisfaction scores after exposure to body-ideal advertising images in both male and female participants, regardless of the sex of the advertising model. However, no corresponding change in mood scores was found for either men or women. Experiment 2, however, showed no significant effect on self-esteem or body-satisfaction after exposure to body-ideal advertising images. Although this study only partially supported conclusions drawn from previous research, the necessity for additional study to examine negative effects of media images should not be limited to women. Limitations and suggestions for subsequent studies are discussed.

9:45 INVESTIGATING ROMANTIC ATTRACTION: THE IMPACT OF SIMILARITY, RECIPROCITY, AND UNCERTAINTY. Jalisha Lancaster & Briana Clark (Dr. John Marazita), Ohio Dominican University.

This study investigated how features from three theories of romantic attraction (similarity, reciprocity, and uncertainty) might interact to explain college students' interest in and attraction to prospective dates. Past research suggests that attraction is highest when interest is uncertain. College students (10 males and 20 females) took the Big Five Personality Test (BFI) to assess their personality traits. In a later session, these students viewed the written profiles of four students who they believed had previously viewed their BFI results. The profiles varied in terms of similarity (e.g., whether or not the personality traits were similar to the subject's) and uncertainty (e.g., whether or not the candidate's interest in the subject was known). Results are expected to show an interaction between similarity and reciprocity such that subjects will be more attracted to candidates whose similarity is high and interest is uncertain.

9:00 THE RELATIONSHIP BETWEEN ECONOMIC FLUCTUATION AND THE UTILIZATION OF MENTAL HEALTH SERVICES IN A PUBLIC OUTPATIENT FACILITY. Caroline Pronai (Dr. Erin Henshaw), Denison University.

Previous research suggests that economic deprivation is linked with increased levels of psychological distress, decreased levels of physical health, and increased rates of hospitalization. Additionally, research implies that economic change in a specific community is often followed by increases in illness and psychopathology. The present study suggests that an economic downturn may predict an increased burden on the community mental health system in the state of Ohio. As a result, analysis of the incidence of utilization of outpatient public mental health facilities from 2002 and 2007 have been conducted. This analysis yielded a significant relationship between utilization of outpatient facilities and the state of the economy.

9:15 CLOSING THE GAP IN MEDICAL DECISION-MAKING 1 & 2. Dana Mitchell (Dr. Christopher Wolfe), Miami University of Ohio.

Two studies were conducted to understand what factors influence patient's decision-making about breast cancer. Six physicians were interviewed. Physicians indicated that the type of information and patients' beliefs influence patient's decisions. The second study tested how these factors and level of processing influenced participant's decisions regarding breast cancer risk. Participants (n=136) were assigned into 4 conditions. Half received information from the National Cancer Institute website and half received information developed by the researcher. Crossed with this factor, half of the participants completed a processing task. Participants responded to scenarios about the appropriateness of genetic testing for breast cancer. Participants' performance was not influenced by the type of information or the level of processing. Participants who agreed with, "breast cancer is treatable if detected early" and "I would want to know if I had breast cancer," were more likely to recommend testing for scenarios where testing was the appropriate response.

9:30 MOST EFFECTIVE TREATMENTS FOLLOWING SEXUAL ASSAULT. Jessica Board (Dr. Steven Drewry), Capital University.

The purpose of this research is to determine the most effective treatment following sexual assault. It is hypothesized that clients who receive cognitive behavioral therapy, exposure therapy, stress inoculation therapy or cognitive processing therapy will report less posttraumatic stress disorder symptoms. In determining the most effective treatment modalities, mental health professionals can more efficiently treat sexual assault survivors. Ten charts for each treatment modality were randomly selected for review to determine treatment efficacy.

9:45 THE EFFECTIVENESS OF RELAXATION TECHNIQUES ON REDUCING STRESS. Matthew Maley (Dr. Christian End), Xavier University.

This study compared the effectiveness of progressive muscle relaxation (PMR) and guided imagery (GI) to determine if one of these techniques is more effective in lowering stress levels. Eighty eight college undergraduates were taken from Xavier University's participant pool. Participants were randomly assigned to one of three groups: PMR, GI, or quiet sitting. Participants completed several questionnaires assessing stress levels upon arrival. Upon completing the questionnaires, they participated in either 15 or 25 minute session of the technique they were assigned to, then completed the same questionnaires. Participants returned a week later to complete the opposite time condition. Results indicated that all three groups exhibited a reduction in stress, but there was not a significant difference between either of the experimental groups and the control group. They also indicated that there was not a significant difference between the effectiveness of the different session lengths.

10:10 EFFECTS OF MUSIC, MEDITATION, AND SILENCE ON RESPONSE TO AN ANXIETY-PROVOKING TASK. Michael Wang (Dr. Erin Henshaw), Denison University.

Studies have suggested that both music and guided meditation can reduce anxiety level. However, few studies have investigated whether music and guided meditation can prevent anxiety. We used a mixed-design experiment, with three between-participant conditions: music, guided meditation, or silence, and three within-subject time points: before intervention, after intervention, and after an anxiety-provoking task. Anxiety was measured through self-report state anxiety and blood pressure readings. In order to induce anxiety, we used an anagram-solving task after the treatment, with one confederate finished the task before the required time for the task. We hypothesized that guided meditation, compared to music or silence, will result in lower post-intervention and post-anxiety task scores. Data has been collected (n = 38) and analyses will be completed by the conference date.

10:25 THE EFFECT OF ANXIETY AND SENSORY STIMULATION ON WORD RECALL TASKS. Nathan Kearns, Scott Marek (Dr. Denise Ben-Porath), John Carroll University.

The aim of the current study was to identify the interaction effects of anxiety on the processing and recall of sensory stimuli (i.e., words presented visually and orally). 55 undergraduates were randomly assigned to one of two conditions: a.) anxiety induced mood or b.) non-anxiety induced mood. The within variable was counterbalanced to control for order effects. A 2 X 3 mixed factorial design with anxiety state as the between factor and sensory stimuli as the within factor demonstrated participants recalled significantly more words when receiving stimulation orally rather than visually. Furthermore, significant interaction was found as participants receiving words visually and orally in the non anxiety condition recalled significantly less words than those receiving words both orally and visually in the anxiety condition. Additionally, auditory stimulation for recalling words was more effective than visual stimulus or visual and oral stimulus combined.

10:40 NOISE AND ACADEMIC PERFORMANCE. Steven Frame (Dr. Amber Chenoweth), Hiram College.

Our study bridges a research gap with noise. While previous experiments have taken a look at how noise affects efficiency, our study looks more directly at this question by examining the GPA of 60 students. Of these students, 37 were female and 23 were male – all were between the ages of 18 – 24. Subjects were given a web page that asked for basic information, such as class year, where they studied and overall level of noise wherever they studied. Also, we asked for two GPA's: Overall GPA and within-major GPA. A correlation was found between overall GPA and noise overall. The correlation was still present across students who always or never study in their dorms. Across most tested variables, a negative correlation was found – the quieter the environment, the higher the overall GPA.

10:10 MAXIMIZERS ARE NOT UNHAPPY: INVESTIGATING THE CORRELATES OF MAXIMIZATION. Jamie Fisher (Dr. Justin Weinhardt), Ohio University.

Recent investigations into the relationship between maximizing tendency and general well-being have produced conflicting findings. Our assessment of maximizing tendency showed moderate positive correlations with measures of happiness and moderate negative correlations with measures related to regret and depression thus questioning previous findings that maximizing relates to negative well-being.

10:25 GENDER DIFFERENCES IN PERSONALITY AND APOLOGY. Hollie Bradley & Kelly Walkauskas, (Dr. John Marazita), Ohio Dominican University.

Females tend to apologize more than males Schumann, Ross (2010), but the source of the sex difference may be attributed to many factors. The goal of the current study is to explore sex differences in personality as an explanation for sex differences in apologizing. Men and women completed an apology survey and the Big Five Personality Inventory (BFI). Males and females did not differ in their determination that an apology is warranted, but they did differ with respect to their perception of the severity of various offenses. Males rated offenses as being more severe when they imagined being in the role of the victim than aggressor, but females did not differ in severity between roles. BFI traits did not differ across males and females, but individuals with higher extraversion scores tended to perceive greater severity of transgression.

10:40 DISCOVERING GOD CONCEPTS AND CONCEPTIONS OF GOD. Tris Thrower, (Dr. Anisah Bagasra), Claflin University.

A simple concept of God varies depends on one's religious belief and/or origin. In fact, as individuals we sometimes create and develop our concepts and conceptions of God from life experiences (whether good or bad), communities, family members and society as a whole. Although it is believed by many that our religious beliefs and religious faith are influenced by our personal experiences in life however, in my research I wanted to examine the different God concepts of undergraduate students in a Psychology of Religion class. My research attempted to discover the God concepts of the 18 undergraduate students in the psychology class and the Professor to see if participants' viewed God as a loving or controlling God.

10:10-10:55 Session 8, Samuel Mather 215

10:10 AN EXAMINATION OF POSSIBLE PREDICTORS THAT MAY EXPLAIN THE AFRICAN-AMERICAN HIGH SCHOOL STUDENTS' GRADUATION RATE IN S.C. Karon Hopkins (Dr. Anisah Bagasra), Claflin University.

The researcher examines possible predictors that may determine the African-American graduation rate. This study uses a random sample of 46 high schools in South Carolina. The high schools are broken into five categories, which are excellent, good, average, below average, and unsatisfactory. The current study suggests that 71% is the average African American graduation rate from high school per year. The independent variables include the school climate data and percentage of students that passed the South Carolina's High School Assignment Program exit exam from the 2009 high school report cards. A multiple regression model is used to determine the best predictors. The HSAP exit exam is the only variable that appears to be significant. The information in this study is important because it shows how critical the exit exam is in predicting the graduation rate outcome.

10:25 MINORITY WITHIN A MINORITY: UNDERSTANDING VIETNAMESE ACHIEVEMENT. Nancy Truong (Dr. Irene Lopez), Kenyon College.

Asian Americans are often viewed as academically successful and are highly represented in educational programs (Tseng, Chao, & Padmawidjaja, 2007). Because of this image, the struggles of various Asian Americans are oftentimes overlooked. In particular, research on the educational achievements of various subgroups such as Southeast Asians, specifically Vietnamese Americans, remains limited. This presentation will provide a comprehensive literature review on the educational attainment of Vietnamese students in and out of Vietnam. We will examine and compare factors related to educational attainment of the Vietnamese in the United States and in Vietnam, and highlight how factors such as language use, social class, and acculturation are key to understanding their educational outcomes.

10:40 HAPPINESS IN THE CLASSROOM: A PILOT STUDY USING POSITIVE PSYCHOLOGY TECHNIQUES TO IMPROVE CLASSROOM SATISFACTION. Jillian Arenz & Katharine Bonadies (Dr. Michael Levine), Kenyon College.

The present study surveys what factors students and faculty feel are essential to creating a positive classroom environment. This study draws on theories from the Positive Psychology movement, including those of life satisfaction, the concept of "Flow", and subjective well-being. Both qualitative and quantitative data were used to assess what is considered to be characteristic of a productive and fulfilling classroom environment. The results show students' and professors' attitudes about perceived learning, satisfaction in the classroom, student-instructor and student-student interactions, and classroom ambience. By looking at both positive and negative classroom experiences, this pilot study was able to get a comprehensive understanding of what factors emphasize or diminish both personal and academic growth. These preliminary results provide a basis for future research designs that seek to manipulate variables surrounding subjective well-being in an academic setting.

10:10 THE INDUCTION OF POSTNATAL COLOR PREFERENCES IN JAPANESE QUAIL CHICKS (COTURNIX COTURNIX JAPONICA) FROM PRENATAL VISUAL EXPERIENCE. Morgan Schweighoefer (Dr. Michael Casey), The College of Wooster.

Many precocial avian species depend on prenatal sensory experience to develop fully within a species-typical range. Much of this prenatal sensory experience is eventually exhibited through postnatal behaviors. The present study examined a color preference behaviorally demonstrated by four-day old Japanese quail (*Coturnix coturnix japonica*) after being exposed to a red, white, or blue light stimulus during embryonic development. Results indicated that when the chick was placed in a two-choice color test, the postnatal specific color preference was reflective of the prenatal exposure to red or blue. Subjects who received a white light stimulus prenatally had no significant postnatal color preference. These results suggest that certain prenatal sensory experiences can induce a species-atypical postnatal perceptual preference. Results are discussed in terms of the effects of prenatal sensory stimulation on the canalization of postnatal perception.

10:25 THE OBSERVATION OF FOOD CONSUMPTION OF RATS. Laura Aylward & Theresa Liskay (Dr. Jo Wilson), Wittenberg University.

To explore eating behavior that enables obesity, eating behavior in rats was studied. Eight lab rats were food deprived for 48 hours and then presented with two equally accessible choices of food: healthy food (standard rat chow) and junk food (Cheez-Its). Data collection consisted of the amount of rat chow and Cheez-Its consumed for one week. Our hypothesis that the two naturally overweight rats would eat more junk food than the skinnier rats was not supported. In fact, the naturally skinnier rats ate significantly more junk food ($M = 286.9$ kcal per day) than the overweight rats ($M = 98.6$ kcal per day), $t(6) = -5.59$, $p = .001$. However, the overweight rats gained more weight ($M = 75.5$ g) than normal weight rats ($M = 9.2$ g) despite the fact that lab chow consumption was the same for both groups. Further research is needed to explore this surprising effect.

10:40 IS IQ A FACTOR IN PRADER-WILLI SYNDROME (PWS) EATING DISORDER? Giselle Jarrett (Dr. Anastasia Dimitropoulos), Case Western Reserve University.

The purpose of this study is to investigate the eating behavior of persons with Prader-Willi Syndrome (PWS) and how it is related to intellectual impairment. In addition, the goal is to examine the severity of the behaviors associated with their eating disorder. We hypothesized that intelligence (IQ) will not be correlated with eating behavior severity in PWS. Twenty-five participants completed this study ($M=17.3$ years $SD=6.1$). Results indicated that IQ was not correlated with either Hyperphagia Questionnaire (HQ) or Food Related Problem Questionnaire (FRPQ) total scores. These findings suggest that intelligence is not related to the severity of PWS eating disorder. In addition, prevalent food related problems included their preoccupation with food, respond negatively when denied food and compare the size and content of their meal with others. It does not matter how high or low their cognitive ability is, managing food issues is problematic for individuals with this disorder.

11:00 Featured Speaker**Higley Hall Auditorium**

12:00 Lunch**Gund Commons**

1:15 JUROR BIAS REVEALED: EFFECTS OF TYPE OF EVIDENCE AND GENDER ON JUROR DECISIONS. Amanda Johnson (Dr. Deborah Dalke), Defiance College.

One of the most important decisions a person can make is to convict someone of a crime. This decision can be based on eyewitness testimony or physical evidence. In 2010, a study was conducted to see which type of evidence would be most persuasive. Subjects read a description of a crime in which a male was accused of killing his ex-girlfriend. Half of the subjects were given eyewitness testimony, the other half, DNA evidence. The results indicated an unexpected gender difference: Females, but not males, were more confident in defendant's guilt when given DNA evidence. To test the hypothesis that subjects identified with the person that was of the same gender, the study was replicated with a female defendant.

1:30 WHAT FACTORS REALLY AFFECT JURORS' DECISIONS: A MATHEMATICAL MODELING APPROACH TO A COMMON PSYCHOLOGICAL QUESTION. Dustin Eisele (Dr. Gary Gillund), The College of Wooster.

A common limitation of psychology and law is that psychologists are only able to examine a few variables at a time before the analysis becomes too complex. Research has shown eyewitness testimony, DNA testimony, and expert testimony, as well as the race and gender of the plaintiff, defendant and juror all affect the outcome of a criminal case. But, the effects are not necessarily independent. This study involved 750 participants, each viewing a different combination of case information. To examine the interactions among all of the variables, a committee of artificial neural networks was used to make mock-juror guilt predictions, given a certain set of parameters. Minor differences in guilt predictions were seen when manipulating plaintiff, suspect, and juror composition, but evidence appears to be the key driver guilt predictions.

1:45 E-READERS VS. PAPER: AN INVESTIGATION OF COGNITIVE DIFFERENCES IN A COLLEGE SAMPLE READING FROM POPULAR E-READERS AND PAPER. Thomas Gable (Dr. Claudia Thompson), The College of Wooster.

Electronic readers are considered to be one of the future trends in education; however, little research has investigated their possible cognitive differences from printed-paper. The current study measured participants' reading speeds and memory for a short story when reading from paper text, iPad or Kindle. These measurements as well as effective reading rates and cognitive load were compared between text forms. Paper text resulted in significantly faster reading speeds while short-term memory performance was significantly better for e-readers. No long-term memory or effective reading rate differences occurred and participants who read from e-readers exhibited no cognitive disadvantage in the task.

2:00 BOTH TEXTING AND EATING ARE ASSOCIATED WITH POORER SIMULATED DRIVING PERFORMANCE. Kimberly Hall Fischer (Dr. John Gunstad), Kent State University.

Within the last couple of years the number of accidents due to distracted driving has risen dramatically. Although the risk of texting while driving has been highly publicized, little is known about other common activities during driving, such as eating. In order to fill this gap in the literature, we used the Kent Multidimensional Assessment Driving Simulation (K-MADS) to examine simulated driving performance while they were asked to consume two prepackaged pastries (EATING), send and receive five text messages (TEXTING), or controls. Results indicated that both EATING and TEXTING were associated with poorer simulated driving performance and were approximately equal on the measured impairment indices. The findings from the current study suggest that both eating and texting are linked to poorer simulated driving performance and future work is needed to develop strategies to reduce distracted driving.

1:15 TITLE OF PAPER: HETEROSEXUAL VS. SEXUAL MINORITY WOMEN: DOES SEXUAL ORIENTATION AFFECT BODY-RELATED ATTITUDES AND BEHAVIORS? Kali Greff, Jenny Posnak, & Nicolyn Woodcock, (Dr. Sarah Murnen), Kenyon College.

Racial centrality and resilience concepts were used to understand sexual minority women's sexual consciousness, body appreciation and self-sexualizing behaviors. It was predicted that sexual minority women, compared to heterosexual women, would exhibit higher body appreciation, higher sexual consciousness, and lower levels of self-sexualizing behaviors. These differences might be related to queer culture's tendency to reject Western beauty ideals, and adopt healthier and more variable norms. Fifty one sexual minority women and 183 heterosexual women were compared on a number of measures and some support was found for these hypotheses. Effects were not as large as predicted perhaps suggesting that sexual minority are also susceptible to heterosexually defined norms. Future research should aim for larger samples of sexual minority women.

1:30 COMPARING BULIT-R SCORES FOR CHINESE AND AMERICAN COLLEGE-AGED SAMPLES. Julia M. Smith (Dr. Jo Wilson), Wittenberg University.

There is a current lack of research in the field on cross-cultural comparisons of disordered eating behaviors and the role that culture plays on these irregular eating habits. For example, in China it is socially acceptable to take part in bulimic-like habits, such as overeating and purging, while in the United States this is largely discouraged. The present study examined whether this cultural influence would have a significant effect on the scores of 226 college-aged males and females in both the United States and China by using the standard diagnostic tool for bulimia, the Bulimia Test-Revised (BULIT-R). Results showed that Chinese students indeed had significantly higher BULIT-R scores than the American students ($F(1,181) = 10.30, p < .01$), but when scores were compared that met the cutoff for a clinical diagnosis of bulimia, a significant difference was not found.

1:45 MOTIVATION AND SELF-REGULATION. Kelsey Cornelius (Dr. Jennifer L. Butler), Case Western Reserve University.

Motivation may increase self-control. 65 college-aged females' self-control capacity was assessed with puzzles used in previous experiments to measure self-control. Participants who first received motivating feedback exhibited a higher self-control capacity relative to those who received no feedback or positive feedback. No significant difference was found between females who were weighed without feedback and females weighed with negative feedback. Therefore, being weighed itself acts as a motivator to resist tempting foods and perform better on subsequent tests of self-control. The results may have implications for understanding the development of self-control in both children and adults, as well as clinical implications for treating disorders that involve low self-control.

2:00 PERSONALITY, EMOTIONAL INTELLIGENCE, AND DRINKING MOTIVES IN ADULTS. Joel Butler, Steffanie Norris (Dr. Meredith Frey), Otterbein University.

Alcohol misuse is a serious social, economic, and health problem in the United States. A number of biological, psychological, and social factors contribute to alcohol consumption and its abuse. Current literature has shown a link between the Big Five Personality domains, emotional intelligence, and motivations for consuming alcohol. In this study, the Drinking Motives Questionnaire-Revised, the IPIP personality domain inventory, the Assessing Emotions Scale, and a frequency/quantity measure of alcohol consumption were used to further explore these variables. Multiple regression analysis showed a strong relationship between personality domains and both internal and external drinking motives, consistent with past findings. Emotional intelligence was predictive of quantity of alcohol consumed, however emotional intelligence was not related to drinking motives. The Drinking Motives Questionnaire-Revised remained consistent in an older sample population ($M = 33.89$ years of age).

- 1:15 FACIAL FEATURES AND SHIRT COLOR AND THEIR EFFECTS ON HOW WOMEN PERCEIVE MALE ATTRACTIVENESS. Sara Bianca Del Monti, Hillary Crookston, & Leah Sweet (Dr. Christopher L. Edmonds). Ursuline College.**
This experiment studied the effects of male attractiveness based on facial features and shirt color. Research shows that women find masculine facial features most attractive. Separate studies show that red is more attractive on males because it is associated with status; however other research has shown that black is associated with strength and is found to also be attractive. The hypothesis of this experiment was that females would rate the more masculine face wearing the black shirt highest. Women were asked to rate 44 male headshots datable status based solely on attractiveness. A neutral male face was manipulated into having feminine and masculine facial features and wore black and red t-shirts. Results showed that there was no significant interaction between shirt color and facial features. There was significant effect of face manipulation. The neutral face was rated more favorably over the feminine and masculine faces which had no significant difference.
- 1:30 INFLUENCE OF MEDIA USE AND PEER ATTITUDES ON BODY IDEALIZATION. Daniel Glaser, Jesse Goldfarb, Karen Huntsman, & Katherine Poinsette (Dr. Sarah Murnen), Kenyon College.**
Early research on body image found that women desired an ideal body type that was thinner than their actually body type, and that men preferred a larger body type for women than women preferred for themselves. Subsequent research has also found that many women strive to be thinner, while many men strive to be more muscular. The present study examined the body ideals of 89 heterosexual college women and 44 heterosexual college men. Measures of media use and attitudes about relationships were also included to examine possible correlations. Results from this study confirmed these previous findings. This study, however, also found that media use influenced the body image ideals for both women and men. Furthermore, the study found that men with a more sexually permissive peer group as well as men who had more adversarial beliefs about hetero-normative relationships desired thinner female partners.
- 1:45 EQUITY AND SATISFACTION IN COLLEGE-AGED INTIMATE RELATIONSHIPS. Tom Ball & Kendra Dean (Dr. Michelle Nario-Redmond), Hiram College.**
Equity theory suggests that people are more satisfied with a relationship when their contributions and gains from a relationship are more equitable (Kassin, Fein, & Markus, 2008). This current study focuses on Hiram College students who are currently involved in an intimate relationship. A correlational design was used to measure the relationship between the perceived equity within a relationship and the extent to which that relationship is satisfying. The hypothesis of this study states that the more equitable one's relationship is perceived to be, the more satisfied one will be within this relationship. Two surveys were administered to sixty eight Hiram College students in order to measure the equity within their relationship and how satisfied they were with their relationship. The results support the initial hypothesis by demonstrating a significant, but weak relationship between perceived equity and satisfaction. Other variables are also explored.
- 2:00 DOES AMBIGUOUS RELATIONSHIP STATUS PREDICT GREATER ANXIETY IN IMAGINED ROMANTIC RELATIONSHIPS? Jeanine Cerney (Dr. Erin Henshaw), Denison University.**
This study was conducted in order to assess how anxiety and alcohol use is affected by different types of college romantic relationships. Participants were recruited at a small, private liberal arts college in the Midwest. We assessed three relationship conditions: single with a "no-strings-attached hook up," the ambiguous or "open" relationship, and the exclusively committed relationship. Participants were randomly assigned to imagine themselves in one of the three relationship conditions. Then, each participant was given the same scenario: the relationship partner engages in a subtle rejection (does not show up to a party s/he promised to attend). We hypothesized that those in the ambiguous relationship condition, compared to the more defined relationships (single and committed), would report the most anxiety and alcohol-based coping in response to the hypothetical rejection. Data collection has been completed (n = 40) and final results will be presented at the conference.

1:15 THE RELATIONSHIPS BETWEEN RELIGIOSITY, FORGIVENESS, AND SELF-ESTEEM. Alicia Brooks (Dr. LeeAnn Miller), Mount Vernon Nazarene University.

Forgiveness is emphasized in most major organized religions. Given this, it was hypothesized that highly religious persons might base their self worth on their likelihood to forgive, whereas less-religious ones might not. The relationships between likelihood to forgive, religiosity, and self esteem were examined using surveys (n= 103) measuring likelihood to forgive (Rye et al., 2001), intrinsic and extrinsic religiosity (Donahue, 1985), and self-esteem (Rosenberg & Morris, 1989). Self-esteem and forgiveness likelihood were not statistically related, regardless of religiosity. However, intrinsic religiosity was positively correlated with forgiveness likelihood but negatively correlated with self-esteem. In contrast, extrinsic religiosity was positively correlated with self-esteem but not related to forgiveness likelihood. These findings suggest that even though forgiveness is a fundamental principle of most major religions, people who are highly religious do not seem to be basing their self-worth primarily on their ability to forgive.

1:30 ATTACHMENT STYLE AND RATE OF FORGIVENESS OF A SEXUAL TRANSGRESSION. Alyssa Lowstetter (Dr. Colleen Stevenson), Muskingum University.

Attachment style, frequency of transgressions, and discovery method of the transgression can all have an effect on the likelihood of forgiveness. It was hypothesized that individuals with a secure attachment style would be more likely to forgive a sexual transgression than insecure individuals. Women were expected to have higher rates of forgiveness than men. The study consisted of 107 undergraduate participants, 70 females and 37 males, age 18-32. Participants read one of four transgression scenarios followed by a forgiveness questionnaire. Attachment style was assessed using the Emotions in Close Relationships- Revised questionnaire (ECR-R). Results showed that insecure individuals were more likely to forgive when a partner openly admitted cheating and it was an isolated incident ($p < .01$). Males reported being better able to trust after the incident ($p = .01$). Although the results did not support the hypotheses, one can see attachment style may have a significant effect on forgiveness of sexual transgressions.

1:45 THE EFFECTS OF ATTACHMENT STYLE ON INDIVIDUAL WILLINGNESS TO FORGIVE: AN EXPLORATION OF A SOMALIS POPULATION IN THE UNITED STATES. Patricia Idoko (Dr. Valerie Staton), Ohio Dominican University.

This study explores the relationship between attachment styles and forgiveness in a Somalis population in the United States. Ainsworth and Bowlby explained the origin and development of attachment as an important bond between an infant and a caregiver. Forgiveness is a process in which one overcomes resentment toward an offender. It is not automatic; rather, it is a gradual internal release of the one who hurt us and ourselves from anger and the clutch of emotion that keep us stuck. Attachment theory is useful for understanding differences in the propensity to forgive because there are connections between attachment and forgiveness. For example, both involve trust, communication, empathy, and emotion-regulation. The family structure within Somali culture promotes healthy parent-child bonding. Therefore, this population is an ideal group to evaluate attachment styles and forgiveness. Though this study predicted correlation between attachment styles and individual willingness to forgive, the results show that there is no association between attachment styles and forgiveness. Future study will explore attachment style and dispositional forgiveness in relation to age maturation.

2:00 A FEMALE PROFESSOR'S AGE AND ITS INFLUENCE ON PERCEIVED COMPETENCE AND NURTURING. Brittany Dotson (Dr. Valerie Staton), Ohio Dominican University.

Many studies have focused on differences between older male and older female professors but few have compared older female and younger female professors in terms of their student's perceptions. The current study examined whether age of a female professor influences students' perceptions of how competent and nurturing she is. One hundred and twenty-four undergraduates copied their responses to 4 questions related to competence and nurturing on a standardized final course evaluation form. Students were drawn from 5 classes; 3 of which were taught by younger professors and 2 were taught by older professors. Results from a Mann-Whitney U test showed that although both age groups of professors were perceived as being competent and nurturing, students perceived the older professors as significantly less nurturing and significantly less competent than the younger professors.

2:20 RELATIONSHIP BETWEEN COMPLEXITY AND PERFORMANCE ON A NONVERBAL ANALOGIES TASK. Joel Butler, Chelsi Campbell, Boris Hinderer, & Stephanie Sherburn (Dr. Meredith Frey), Otterbein University.

A nonverbal analogies task was created and administered as part of a computer based study of tasks of basic cognitive processes and their role in evaluating general fluid intelligence (as measured by a short form of the Advanced Progressive Matrices). The analogies task was divided into 4 blocks of increasing complexity. Our hypotheses were that the trials within the more complex blocks would require more time to complete, increasing the complexity would decrease the number of correct answers, and performance on the Advanced Progressive Matrices would correlate with performance on the analogies tasks. A Repeated Measures ANOVAs demonstrated 1) a significant effect of complexity on time to solve analogies trials, and 2) a significant effect of complexity on number correct. Finally, the results of this study showed moderate correlations between analogies tasks and the Ravens Advanced Progressive Matrices, indicating that these tasks may be useful in measuring general fluid intelligence.

2:35 COOPERATION VS. COMPETITION AND THE EFFECTS OF SOCIAL FACILITATION ON PERFORMANCE. Nathan Kearns (Dr. John Yost), John Carroll University.

This study seeks to determine the most effective way of enhancing performance in either a cooperative or competitive situation. Additionally, this study looks at the effects of social facilitation in both situations; more specifically, social facilitation through computer monitoring. A study of 62 undergraduate college students investigated the effects of social situation and social facilitation on the accuracy of recall in three word sequences. In a 2 (situation: cooperation, competition) x 2 (social facilitation: monitoring, no monitoring) completely between-subjects design participants were randomly assigned to one of four conditions a) competition with computer monitoring, b) competition without computer monitoring, c) cooperation with computer monitoring, or d) cooperation without computer monitoring.

2:50 THE CONTRIBUTION OF MENTAL SPEED AND WORKING MEMORY IN VISUAL REASONING. Gaither Smith (Dr. Tabitha Payne), Kenyon College.

The purpose was to examine which basic mental process contributes the most to visual reasoning. Both mental speed and working memory (WM) have been shown to correlate with performance on higher order tasks that require significant effort. Mental speed was assessed using computerized inspection time measures in which the presentation duration of the target stimulus was varied from 80ms to 10ms. WM was assessed by the counting span task, which required participants to engage in visual search while trying to remember a series of numbers. Visual reasoning was assessed using the Raven's Progressive Matrices test in which participants must decide which provided option completes a complex visual pattern. The results with 100 participants indicated that both mental speed and WM are significantly correlated with visual reasoning, but that each process makes a unique contribution. Additionally, mental speed yielded the highest correlation with reasoning.

2:20 GIRL: A NEW FOUR-LETTER-WORD? EFFECTS AND IMPLICATIONS OF SEXIST LANGUAGE ON WOMEN. Lauren Yadlosky (Dr. Christian End), Xavier University.

The current research investigated interactions between being directly addressed with sexist or nonsexist language and hearing a female target described in these terms. Specifically, by manipulating the scripts of study sessions – framed as a collegiate Admissions Department presentation and evaluation, the researcher examined these interactions on attitudes toward and perceptions of females. Participants (N=124) first watched one of four condition-specific videos of a confederate “admissions representative,” then indicated their first impressions of a potential female student and completed the Modern Sexism Scale. Contrary to hypotheses, statistical analyses indicated no main effect of language on directly addressing participants and no interaction effects. Similarly, nonsexist descriptions of the female target generated significantly more negative impressions of her, $p < .05$. These results can be explained by the stereotype violation associated with describing a collegiate female in nonsexist terms. These results exemplify the need for additional research exploring the implicit messages of sexist language.

2:35 HOW SEXY ARE GIRLS' DOLLS? A CONTENT ANALYSIS OF THE SEXUALIZING CHARACTERISTICS OF AGE 3-11 GIRLS' DOLLS. Hope Boyd (Dr. Sarah Murnen), Kenyon College. Previous research has found that women are often depicted as sexual objects which can involve basing women's primary value on their sexual appeal to men. According to the APA Task Force on the Sexualization of Girls (APA, 2007), girls are increasingly confronted with sexualization in terms of media depictions, clothing choices, and toys. A previous study defined and measured the degree of sexualization in clothing. In the present study, dolls were examined for characteristics associated with sexiness, using coding based on the clothing study. It was found that some dolls had as many as 13 characteristics associated with sexiness including high heels and fishnet stockings; heavy use of makeup; and tight, revealing clothing. An analysis of the best-selling dolls for various age groups of girls found that older girls were more likely to favor the more sexualized dolls.

(no 2:50 session)

2:20-3:05 Session 16, Samuel Mather 215

2:20 SINGLE-GENDER VS. COED HOUSING. Anna Krause (Dr. Sarah Murnen), Kenyon College. Previous research on college housing found that students living in coeducational college residences reported more alcohol consumption, more use of sexually explicit material, and higher rates of sexual permissiveness than students living in single-gender residences. In the present study 136 first-year college students filled out an online questionnaire with questions about their drinking and drug use, number of sexual partners, feelings of body consciousness, and attitudes relevant to relationships between women and men. Data were analyzed with 2 (gender) x 2 (housing – single gender vs. coed) ANOVAs. The impact of the friend group was also explored. There were few effects of housing, except that housing interacted with gender to predict alcohol use. Men in coeducational housing had the highest levels of drinking. These men also had the most sexual partners in the past month.

2:35 ACADEMIC CONTINGENT SELF-WORTH AND ANTICIPATED POST-GRADUATE DISTRESS. Joseph Franzen (Dr. Erin Henshaw), Denison University. Previous studies have identified a correlation between academic contingent self-worth and depression in college students (Sargent et al., 2006). To extend this research, we explored differences in anxiety about post-graduate success in those with high and low academic contingent self-worth. A cross-sectional survey design was used. Participants completed measures of contingent self-worth and present depressive symptoms, and were then asked to predict how they would respond to four hypothetical scenarios: failure (being rejected from graduate school or not securing a job post-graduation) or success (being accepted to graduate school or securing a job post-graduation). We hypothesized that those with high academic contingent self-worth would report greater distress and anxiety in response to the failure scenarios than those with low academic contingent self-worth. Data collection is complete, and analyses are in progress.

2:50 A CORRELATIONAL STUDY OF PARENTAL MONITORING AND UNDERGRADUATE STUDENTS' DELINQUENCY. Andrea Perry (Dr. Christian End), Xavier University. The present study examines the correlation between parental monitoring and engagement in delinquent behaviors during adolescence and years spent in college, which has not been previously examined. It is hypothesized that there will be a negative correlation between lower parental monitoring during adolescence and delinquent behaviors choices during both adolescent and college years. Participants (N=61) completed the Parental Monitoring Scale (Caldwell et al., 2006) and a Student Behavior questionnaire adapted from Mack, Leiber, Featherstone, & Monserud (2007) disguised as two separate studies to reduce reactivity. Bivariate correlation analyses determined if a correlation existed between the level of parental monitoring and involvement in specific behaviors. A negative correlation was found between several adolescent deviant behavior choices and parental monitoring. There was no correlation between college behavior and parental monitoring during adolescence. Limitations of this study included deception in self report. Future studies could examine relationships between different family dynamic elements and behaviors.

2:20 THE BROADER AUTISM PHENOTYPE AND ALEXITHYMIA. Avril Ho (Dr. Michael P. Levine), Kenyon College.

Support has been found for a Broader Autism Phenotype (BAP), where individuals with autism possess extreme scores on continuous dimensions of “autistic traits”. We investigated the relationship between alexithymia and the BAP, and the relationship between the Autistic Spectrum Quotient (AQ) and the Broad Autism Phenotype Questionnaire (BAPQ), in a college sample. We hypothesized that the AQ and BAPQ would be positively correlated with each other and with alexithymia. We also hypothesized that the positive correlation between alexithymia and Rigid Personality (BAPQ) would be significantly stronger than that for Attention to Detail (AQ), even when controlling for anxiety. As predicted, both AQ and BAPQ were significantly positively correlated with each other and TAS-20 alexithymia. However, TAS-20 was positively correlated with BAPQ-Rigid Personality, whereas the correlation between AQ-Attention to Detail and TAS-20 was non-significant. These findings support the contention that alexithymia merits further consideration as a core characteristic of the BAP.

2:35 EXPLORING THE ROOTS OF AUTISM: NEUROBIOLOGICAL DIFFERENCES BETWEEN BTBR T+TF/J AND C57BL/6J MICE. Carolyn Cahill (Dr. Amy Jo Stavnezer & Dr. Catherine Fenster), The College of Wooster.

Autism is a neurodevelopmental disorder defined by three main characteristics: deficits in social interactions, communicative impairments, and displays of repetitive behaviors. The inbred mouse strain BTBR T+tf/J (BTBR) has shown behavioral deficits in all three areas, making it an ideal behavioral mouse model of autism. Protein levels of a Purkinje neuron marker (calbindin) and mGluR1/5 in the cerebella of BTBR were compared with C57BL/6J control mice. Increased protein levels of calbindin were observed ($p = 0.001$), which was opposite of what was expected, as decreased levels of Purkinje neurons have been seen in individuals with autism. Increased levels of mGluR1/5 were also observed ($p = 0.008$), and this matched predictions, since the use of an mGluR5 antagonist has been shown to partially alleviate the BTBR phenotype. Future directions include histological studies to confirm the results of this study, as well as exploration of pharmacological agents targeted towards mGluR5 and calbindin.

2:50 THE EFFECTS OF TEMPERAMENT AND EVENT RATE ON SUSTAINED ATTENTION: EVIDENCE FOR THE GOODNESS OF FIT MODEL. Alexandra Bowling (Dr. Cynthia Laurie-Rose & Dr. Meredith Frey), Otterbein University.

Predicting a child’s behavioral response to tasks is not always concise with temperament assessment alone. The goodness-of-fit model provides a more accurate look at child functioning based on the interaction of temperament and the environment. Participants included 60 children ranging in age from six to eight years old. Children participated in both slow (20 events/minute) and fast (45 events/minute) 14-minute vigils on separate occasions.

Parents completed the Child Behavior Questionnaire (CBQ) (Rothbart et. al., 2001), from which we derived Surgency/Extraversion, Negative Affect, and Effortful Control temperament scores. We calculated hits, false alarms, and standard deviations of reaction time (SDRT). Consistent with previous sustained attention studies, children experienced both a vigilance decrement and a reverse-event rate effect. Several crucial interactions between temperament and event rate emerged, congruent with the goodness-of-fit model.

Student Presenter(s)	Faculty Sponsor	School	Session	Time	Room	Page
Amato, Heather; Hage, Emily; Lechtenberg, Kendra; Sack, Leah; & Walsh, Rachel	Dr. Sarah Murnen	Kenyon College	4	9:00	SM215	7
Arenz, Jill, & Bonadies, Katie	Dr. Michael Levine	Kenyon College	8	10:40	SM215	10
Armbruster, Andrea & Frank, Julie	Dr. Eulalio Gonzalez	Lorain County Community College	4	9:30	SM215	7
Aubrecht, Taryn	Dr. Amy Jo Stavnezer	The College of Wooster	1	9:45	HA109	4
Aylward, Laura & Liszkay, Theresa	Dr. Jo Wilson	Wittenberg University	9	10:25	SM306	11
Ball, Tom & Dean, Kendra	Dr. Michelle Nario-Redmond	Hiram College	12	1:45	SM215	14
Board, Jessica	Dr. Steven Drewry	Capital University	5	9:45	SM306	8
Bowling, Alexandra	Dr. Cynthia Laurie-Rose and Dr. Meredith Frey	Otterbein University	17	2:50	SM306	19
Boyd Hope	Dr. Sarah Murnen	Kenyon College	15	2:35	SM202	17
Bradley, Hollie & Walkauskas, Kelly	Dr. John Marazita	Ohio Dominican University	7	10:25	SM202	9
Brooks, Alicia	Dr. LeeAnn Miner	Mount Vernon Nazarene University	13	1:15	SM306	15
Burgess, Michael	Dr. Sabato Sagaria	Capital University	3	9:00	SM202	6
Butler, Joel & Norris, Steffanie	Dr. Meredith Frey	Otterbein University	11	2:00	SM202	13
Butler, Joel; Campbell, Chelsi; Hinderer, Boris; & Sherburn, Stephanie	Dr. Meredith Frey	Otterbein University	14	2:20	SM201	16
Cahill, Carolyn	Dr. Amy Jo Stavnezer & Dr. Catherine Fenster	College of Wooster	17	2:35	SM306	18
Cerney, Jeanine	Dr. Erin Henshaw	Denison University	12	2:00	SM215	14
Cornelius, Kelsey	Dr. Jennifer L. Butler, Ph. D.	Case Western Reserve University	11	1:45	SM202	13
Del Monti, Sara Bianca; Crookston, Hillary; & Sweet, Leah	Dr. Christopher L. Edmonds	Ursuline College	12	1:15	SM215	14
Dotson, Brittany	Dr. Valerie Staton	Ohio Dominican University	13	2:00	SM306	15
Eberhardt, Clifford	Dr. Tabitha Payne	Kenyon College	1	9:30	HA109	4
Efferson, Leah	Dr. Amber Chenoweth	Hiram College	2	9:00	SM201	5
Eisele, Dustin	Dr. Gary Gillund	The College of Wooster	10	1:30	SM201	12
Fischer, Kimberly Hall	Dr. John Gunstad	Kent State University	10	2:00	SM201	12
Fisher, Jamie	Dr. Justin Weinhardt	Ohio University	7	10:10	SM202	9
Frame, Steven	Dr. Amber Chenoweth	Hiram College	6	10:45	SM201	9
Franzen, Joseph	Dr. Erin Henshaw	Denison University	16	2:35	SM215	17
Gable, Thomas	Dr. Claudia Thompson	The College of Wooster	10	1:45	SM201	12
Glaser, Daniel; Goldfarb, Jesse; Huntsman, Karen; & Poinsette, Katherine	Dr. Sarah Murnen	Kenyon College	12	1:30	SM215	14
Gospodinov, Dobromir	Dr. Michelle Nario-Redmond	Hiram College	3	9:30	SM202	6

Student Presenter(s)	Faculty Sponsor	School	Session	Time	Room	Page
Greff, Kali; Posnak, Jenny; & Woodcock, Nicolyn	Dr. Sarah Murnen	Kenyon College	11	1:15	SM202	13
Ho, Avril	Dr. Michael P. Levine	Kenyon College	17	2:20	SM306	18
Ho, Avril; Yildiz-Spinel, Melek; & Kastenber, Bronte	Dr. Irene Lopez	Kenyon College	2	9:45	SM201	5
Hopkins, Karon	Dr. Anisha Bagasra	Claffin University	8	10:10	SM215	10
Idoko, Patricia	Dr. Valerie Staton	Ohio Dominican University	13	1:45	SM306	15
Iworisha, Somadina	Dr. Susan Clayton	The College of Wooster	2	9:30	SM201	5
Jarrett, Giselle	Dr. Anastasia Dimitropoulos	Case Western Reserve University	9	10:40	SM306	11
Johnson, Amanda	Dr. Deborah Dalke	Defiance College	10	1:15	SM201	12
Kearns, Nathan	Dr. John Yost	John Carroll University	14	2:35	SM201	16
Kearns, Nathan & Marek, Scott	Dr. Denise Ben-Porath	John Carroll University	6	10:25	SM201	9
Krause, Anna	Dr. Sarah Murnen	Kenyon College	16	2:20	SM215	17
Lancaster, Jalisha & Clark, Briana	Dr. John Marazita	Ohio Dominican University	4	9:45	SM215	7
Lowstetter, Alyssa	Dr. Colleen Stevenson	Muskingum University	13	1:30	SM306	15
Maley, Matthew	Dr. Christian End	Xavier University	5	9:45	SM306	8
Mitchell, Dana	Dr. Christopher Wolfe	Miami University of Ohio	5	9:15	SM306	8
Montenegro, Alana	Dr. Christian End	Xavier University	2	9:15	SM201	5
Moss, Anne	Dr. Erin Henshaw	Denison University	4	9:15	SM215	7
Noethlich, Jamison; Pratt, Angel & Zoretic, Ellen	Dr. John Marazita	Ohio Dominican University	1	9:15	HA109	4
Perry, Andrea	Dr. Christian End	Xavier University	16	2:50	SM215	18
Pié, Philip A.	Dr. Amy Jo Stavenezer	The College of Wooster	3	9:15	SM202	6
Pronai, Caroline	Dr. Erin Henshaw	Denison University	5	9:00	SM306	8
Schweighoefer, Morgan	Dr. Michael Casey	College of Wooster	9	10:10	SM306	11
Shriver, Emma	Dr. Susan Clayton	The College of Wooster	3	9:45	SM202	6
Smith, Gaither G.	Dr. Tabitha Payne	Kenyon College	14	2:50	SM201	16
Smith, Julia M.	Dr. Jo Wilson	Wittenberg University	11	1:30	SM202	13
Steinman, Chris	Dr. David C. Riccio	Kent State University	1	9:00	HA109	4
Thrower, Tris	Dr. Anisah Bagasra	Claffin University	7	10:40	SM202	10
To, Leslie; Goldbaum, Katherine; & Lavin, Amelia	Dr. Tabitha Payne	Kenyon College	3	9:15	SM202	6
Truong, Nancy	Dr. Irene Lopez	Kenyon College	8	10:25	SM215	10
Wang, Michael	Dr. Erin Henshaw	Denison University	6	10:10	SM201	9
Yadlosky, Lauren	Dr. Christian End	Xavier University	15	2:20	SM202	16



*Ohio Consortium for
Undergraduate
Psychology
Conferences*

Members agree to support the consortium financially through annual dues and, as possible, to host the conference on a rotating basis. Dues for 2010-2011 are \$150.00. Administration of the consortium funds is done by the conference originator, John Carroll University. The present document serves as an invoice.

School: _____

Psychology Department contact person:

Name _____

Address _____

Phone _____

E-mail _____

Send this form to:

Frances Ross, Secretary
Department of Psychology
John Carroll University
University Heights, OH 44118

Please make checks payable to *John Carroll University, Department of Psychology.*