



*Stanford Undergraduate
Psychology Conference*



May 17th, 2003



STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Jordan Hall, Bldg. 420
Stanford, California 94305-2130

May 17, 2003

Dear Participants:

It is a great pleasure to welcome you, on behalf of Stanford University and the Department of Psychology to the 3rd Annual Stanford Undergraduate Psychology Conference – brought to you through the extraordinary efforts of Michael Osofsky and his colleagues, the Stanford Chapter of Psi Chi, and the Stanford Undergraduate Psychology Association. We are delighted that you have come to join us in this venture.

For years, I have believed that the single best thing that we can do to improve undergraduate education in psychology is to get more students involved in their own research projects. Certainly, when I was a student here a zillion years ago, the opportunity to do independent research – to pursue my own ideas, to replace speculation with evidence, and to contribute to our collective endeavor – was the highlight of my own undergraduate program. To this day, I remember the excitement and the details of that project.

Indeed, the only thing lacking in my era was the opportunity that you all have today, to present and discuss the results of your research with other interested students. (Had there been such an opportunity, I might have learned in time that the article I eventually published on my study should not have been titled, “An Experimental Analysis of the Factors Determining the Obedience of Four-Year-Old Children to Adult Females,” a paper that no one ever read, but something more informative and interesting like, “Why Don’t Young Children Obey Their Own Mothers?”)

Like many others interested in education over the years, I believe that we learn best when we are actively involved in meaningful projects of our own design. In the West, for example, philosophers from Froebel to Dewey to Whitehead have long promoted research development as an antidote to the accumulation of “inert facts” that we so often stockpile the day before an exam and forget the day after. In the East, this same point is made in the ancient Chinese aphorism: I hear and I learn; I see and I remember; I do and I understand.

So please seize and enjoy the day, as you share with us what you have learned, remembered, and understood in the course of your research. Good luck to each of you, and thanks again for joining us today.

Sincerely,

Mark R. Lepper
Professor and Chairman
Department of Psychology



STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Jordan Hall, Bldg. 420
Stanford, California 94305-2130

May 17, 2003

Dear Presenters, Faculty & Guests:

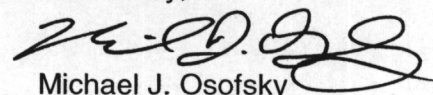
It is with great pleasure that I welcome you to the 3rd Annual Stanford Undergraduate Psychology Conference (SUPC). When I first became involved in SUPC three years ago, I had no idea of what it would take to put on a successful psychology conference. Now three years later, I feel privileged to have had the opportunity to run such a wonderful project with a truly outstanding team of associate directors.

From its inception, SUPC has aimed to bring together some of the brightest undergraduates from around the nation to showcase the high quality research that is consistently conducted by students working with faculty. Since SUPC is entirely student-run, our conference aims to be intimate. We are delighted to host 59 oral and poster presentations from undergraduates representing universities in ten states: Arizona, California, Illinois, Michigan, New Hampshire, New York, Oregon, Tennessee, Utah, and Washington. Dozens of spectators – high school students, undergraduate and graduate students, professors, parents, friends, and professionals – representing overlapping and additional states will be in attendance throughout the day. Proceeds from today's conference will be donated to support a developing psychology program at East Palo Alto High School.

Our Department of Psychology is world-renowned, and many of the greatest minds in psychology have worked within our facilities. Our junior and senior faculty represent the past, present, and future of psychology, and we urge you to take advantage of the opportunity to learn and get to know one another. While the ultimate magnitude of SUPC is unclear, students attending in the past have made countless contacts with other students and professors, and multiple students remain in touch with our faculty as they pursue doctorates in psychology. We are privileged to welcome eleven members of our faculty to the 3rd SUPC: Gordon H. Bower, Laura L. Carstensen, Herbert H. Clark, Jennifer L. Eberhardt, Ian H. Gotlib, Hazel Rose Markus, Benoit Monin, Michael Ramscar, Lee D. Ross, Claude M. Steele, and Philip G. Zimbardo. Zimbardo is also Past-President of the American Psychological Association, and will be delivering our keynote address this afternoon.

We hope that you enjoy your time at Stanford and that your SUPC experience is a great one, for without you, SUPC would not be possible. If there is anything that we can do to make your experience even more memorable, do not hesitate to ask. Hopefully, several of you will look back upon this day as one of the more influential academic experiences of your lifetime.

Yours truly,



Michael J. Osofsky
Executive Director, SUPC

SCHEDULE OF EVENTS

TIME	EVENT	LOCATION
8:00am – 8:45am	Registration	Jordan Hall (420) Lobby
9:00am – 9:15am	Introductory Address	Herrin T175

Introductory address by Michael Osofsky, Executive Director of the Third Annual Stanford Undergraduate Psychology Conference

9:30am – 11:00am	Paper Session I
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Paper Session A: Social I **Herrin T175**

FEELING LIKE A FRAUD: IMPOSTERS IN THE CLASSROOM
 Evelyn Melendez, Michelle McDonald, Lynzey Baldwin, and Eric Covotta, San Jose State University

MINORITY BIASES IN NEWS TRANSCRIPTS: A MULTI-METHOD STUDY
 Christopher M. Crew and Alex Hatzopoulos, University of California, Riverside

THE EFFECT OF STIGMA ON THE PSYCHOLOGICAL WELL-BEING OF GAY AND LESBIAN INDIVIDUALS
 Brian Buzzella and Kristin Beals, University of California, Los Angeles

GERMAN NATIONAL IDENTITY: PATRIOTISM AND STIGMA
 Hilary Burbank, Stanford University

Paper Session B: Clinical **Herrin T185**

AUTOBIOGRAPHICAL MEMORY DURING RELIVED EMOTION IN DEPRESSED INDIVIDUALS
 Jennifer Hildner, Jonathan Rottenberg, and Ian H. Gotlib, Stanford University

ASSESSING THE RELATIONSHIP BETWEEN DEPRESSION AND HEALTH USING COMPUTER-ASSISTED VOICE RECOGNITION TECHNOLOGY
 Jennifer Reza, Gerardo Gonzalez, Robin Parker, and Chris Shriver, California State University, San Marcos

NEUROPLASTICITY AND ALZHEIMER'S DISEASE
 Lesley Chuang, Union College

THE STABILITY OF SEVERE MENTAL ILLNESS: A LONGITUDINAL STUDY OF MEXICAN AMERICANS
 Rebeka Radcliff, Alma Garcia, Christina Alejo-Garcia, and Sergio Aguilar-Gaxiola, California State University, Fresno

Paper Session C: Developmental

Herrin T195

EARLY CHILDHOOD GENDER DIFFERENCES ALONG VARIOUS DIMENSIONS OF SOCIAL BEHAVIORS.

Emily Beth Slusser, University of California, Irvine

DIFFERENCES IN ABILITY TO DELAY GRATIFICATION BY TYPICALLY AND ATYPICALLY DEVELOPING CHILDREN

Joanna L. Mussey, University of California, Los Angeles

REGIONALLY-SPECIFIC VOLUMETRIC CHANGES IN PREFRONTAL CORTEX AMONG ADOLESCENTS

Alison M. End and Abigail A. Baird, Dartmouth College

ADULTS' ACTION PROCESSING RELIES ON DETECTION OF STATISTICAL STRUCTURE

Sara Stebner and Dare Baldwin, University of Oregon

11:00am – 12:00pm **Poster Session**

Herrin Courtyard

SOCIAL GOAL COGNITION AND WELL-BEING: AN EXAMINATION OF THE ROLE OF GOAL CONSTRUCTS WITHIN A POSITIVE PSYCHOLOGY MODEL

Chris Fairholme, Arizona State University

EMOTION AND SOCIAL NARRATIVES IN SCHIZOPHRENIA

June L. Gruber and Ann M. Kring, University of California, Berkeley

WOMEN AND FORGIVENESS AFTER DIVORCE

Donna Parry White, Seattle University

EXPERIENTIAL EMPATHY, Pedometer Usage and Program Adherence

Karen Hansen, Heidi Schmidt, and Melissa Bornia, Sonoma State University. Andrea Reeves, University of South Dakota

THE ROLE OF POWER IN THE SOCIAL TUNING OF ATTITUDES

Laura Rodriguez, University of California, Los Angeles

THE EXPERIMENTER MATTERS: WOMEN, MATH, AND STEREOTYPE THREAT

Michelle Dean, Tina Tohsakul, Anna Woodcock, and P. Wesley Schultz, California State University, San Marcos

RELATIONAL SELF-VERIFICATION IN TRANSFERENCE

Michael Kraus and Serena Chen, University of California, Berkeley

INCORRECT MEMORY VS. EGO INVOLVEMENT IN ESTIMATION OF TASK DURATION

Nicholas Christenfeld, Michael Roy, and Aaron Vollmer, University of California, San Diego

PEER MENTORING PROGRAMS AND SELF-MONITORING IN INDIVIDUALS WITH SPINAL CORD INJURY

Matthew A. McBride, Rhodes College

CULTURAL DIFFERENCES IN GENDERED EXPECTATIONS

Gabrielle Wong-Parodi, Rhona Weinstein, and Alesia Barrett-Singer, University of California, Berkeley

SELF-CONTROL IN MIDDLE-SCHOOL CHILDREN: GENDER EFFECTS, STABILITY, AND VALIDITY OF RATINGS.

Sara J. Walker, University of Oregon

DIFFERENT SOURCES OF SELF-ESTEEM AMONG ASIAN AND AFRICAN-AMERICAN ADOLESCENTS

Stephanie Delp, Stephanie Chang, and Taline Helwani, University of California, Los Angeles

FIRST GENERATION, LOW-INCOME FRESHMAN STUDENTS' TRANSITION TO COLLEGE IN A PREDOMINANTLY WHITE UNIVERSITY

Claudia Avalos, Bianca Feeney, Cecilia Perez and Wendy Zepeda, Sonoma State University

THE EFFECTS OF MOOD AND EFFICACY ON PEER ALCOHOL INTERVENTION

Nirali S. Desai, Northwestern University

CONCEPTUALLY BASED CATEGORIZATION IN INFANT WORD LEARNING

Yi Ting Huang, Amy E. Booth, and Sandra R. Waxman, Northwestern University

GENETIC CONTRIBUTIONS TO PEER VICTIMIZATION

Julie L. Moffitt and Laura A. Baker, University of Southern California

LIFE CHANGES AFTER CHILDHOOD AND ADULT BEREAVEMENT

Yelena P. Wu, Amy L. Busch, Philip A. Cowan, and Carolyn P. Cowan, University of California, Berkeley

CURRENT RESPONSE TO CALLS FOR METHODOLOGICAL IMPROVEMENT IN CHILD OUTCOME LITERATURE

Peter S. Jacobson, David H. Barker, Jason D. Bailey, Reed W. Spencer, Peter K. Stewart and M. Gawain Wells, Brigham Young University

RECOGNITION OF DIAGNOSTIC CUES FOR AUTISTIC DISORDER AT ONE YEAR OF AGE

Sarah Cain, University of Michigan

DEFINING A MIDDLE: THE DEVELOPMENT OF RELATIONAL CODING IN 4 AND 5-YEAR-OLDS

Lisa B. Sandstrom and David H. Uttal, Northwestern University

PHYSICAL ATTRACTIVENESS AND SELF-ENHANCEMENT BIAS IN WOMEN ACROSS THE LIFE SPAN

Lu Lu Kuang and Oliver P. John, University of California, Berkeley

PARENT-REPORTED PREDICTORS OF PEER REJECTION AMONG GIRLS WITH AND WITHOUT ADHD

Janel Lynch, Dara R. Blachman, and Stephen P. Hinshaw, University of California, Berkeley

THE EFFECTS OF CONFIDANT SOCIAL SUPPORT ON THE SEVERITY AND RECURRENCE OF MAJOR DEPRESSION

Siong-Guan Chng, University of Oregon

CULTURAL DIFFERENCES OF DYSFUNCTIONAL ATTITUDES AND LIFE EVENTS IN DEPRESSION

Asako Kanazawa, University of Oregon

DIATHESIS-STRESS DOMAIN MATCH: TESTING DIFFERENTIAL PREDICTIONS ABOUT RECOVERY FROM MAJOR DEPRESSION

Halina M. Kowalski, George M. Slavich, and Scott M. Monroe, University of Oregon

EMOTIONAL ADJUSTMENT FROM LATE ADOLESCENCE TO EARLY ADULTHOOD

Michelle Craske, Raphael Rose, Allison Waters, Rachel Shasha and Tracy Larry University of California, Los Angeles

AGREEMENT BETWEEN SELF- AND INFORMANT-REPORTS OF PRODROMAL SYMPTOMATOLOGY

Tyrone D. Cannon, Rachel L. Loewy, and Georgia A. Scheele, University of California, Los Angeles

COGNITIVE AND EMOTIONAL PROCESSING IN WRITTEN NARRATIVES OF WOMEN ABUSED BY INTIMATE PARTNERS

Danielle M. Holmes and Cheryl Koopman, Stanford University

SEX DIFFERENCES IN EMOTIONAL EXPERIENCE AND EXPRESSION IN SOCIAL ANXIETY

Natalya Maisel, Erin Heerey, and Ann Kring, University of California, Berkeley

THE ROLE OF MATCHING IN COLLABORATIVE MEMORY

Barbara Basden, Amelia Sweeney, Barbara Sisk, Eduardo Avalos, and Josh Muller, California State University, Fresno

EFFECTS OF STRIATAL LESIONS ON IMPLICIT LEARNING

Erica Espinoza and Denise Yanez, University of California, Los Angeles

THE EFFECTS OF EYE GAZE AND HEAD ORIENTATION ON VISUAL ATTENTION

Nicole Gitcho and Lynn Robertson, University of California, Berkeley

MAINTAINING REPRESENTATIONS IN VISUAL WORKING MEMORY

Edward K. Vogel and Jason A. Fair, University of Oregon

AUDITORY CORTICAL POTENTIALS TO TEMPORAL GAPS IN NOISE IN ADULTS

Henry J. Michalewski, Tin T. Nguyen, and Arnold Starr, University of California, Irvine

HEMISPHERIC ASYMMETRIES FOR THE PROCESSING OF EMOTION WORDS: MIXED VERSUS RANDOM PRESENTATION

Colby B. Carter, Amy L. Ramos, and Gina M. Grimshaw, California State University, San Marcos

EXPERT TESTIMONY AND JUROR DECISION MAKING

Edward Geiselman and Carmen Droessler, University of California, Los Angeles

12:00pm – 1:00pm

Lunch

Herrin Courtyard

Catered luncheon with the Stanford faculty members: Gordon H. Bower, Laura L. Carstensen, Herbert H. Clark, Jennifer L. Eberhardt, Ian H. Gotlib, Hazel Rose Markus, Benoit Monin, Michael Ramscar, Lee D. Ross, Claude M. Steele, and Philip G. Zimbardo

1:00pm – 2:30pm

Keynote Address

200-02

Keynote address by Professor Philip G. Zimbardo, Past-President of the American Psychological Association

2:45pm – 4:15pm

Paper Session II

Paper Session D: Learning, Cognition, Perception

Herrin T185

MEMORY AND EMOTION: TABOO STROOP EFFECT AS A FUNCTION OF THE CONTEXT OF OCCURRENCE

Marat V. Ahmetzanov, University of California, Los Angeles

AN EXAMINATION OF THE MUDSPASH EFFECT FOR FACES IN A CHANGE-BLINDNESS PARADIGM

Sara E. Clancy, University of California, Irvine

EFFECTS OF LATITUDINAL POSITION ON COLOR PERCEPTION: THE CASE OF BRAZIL

Joshua Wortman, University of California, San Diego

ASSESSING COGNITIVE AND MOTOR EFFECTS ASSOCIATED WITH NG2

April Le¹, Michaela Thallmair², Fred Gage^{1,2}, University of California, San Diego¹, The Salk Institute of Biological Studies²

AGE AND SEX DIFFERENCES ON CONDITIONED TASTE AVERSION LEARNING IN RATS

Kate Truitt, Jaqulyn Spezze, and Michael Foy, Loyola Marymount University

Paper Session E: Social II

Herrin T195

HOW PERCEPTIONS OF AN INDIVIDUAL AFFECT THE ATTITUDES TOWARDS THE GROUP.

Emily Murray, University of California, Santa Barbara

THE MODEL OF ATTENTIONAL MYOPIA ON CONTROLLING AGGRESSION

Theresa Nguyen, Erika Westling, David Creswell, and Traci Mann, University of California, Los Angeles

PRISON CONVERSION: A TOOL OF CHANGE FOR VIOLENT OFFENDERS

Valerie Photos Kissel, University of Chicago

THE RELATIONSHIP BETWEEN SELF-EFFICACY, OPTIMISM, ACCULTURATION, AND PERCEIVED STRESS AMONG UNDERGRADUATE HMONG STUDENTS

Julie Yang, California State University, Chico

THE PSYCHOLOGICAL EXPERIENCE OF SECURITY OFFICERS WHO WORK WITH EXECUTIONS

Michael J. Osofsky, Philip G. Zimbardo and Albert Bandura, Stanford University

4:30pm – 5:30pm	Reflections from Bower and Zimbardo	Herrin T175
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The Past, Present, and Future of Psychology: Reflections from Gordon H. Bower and Philip G. Zimbardo, former graduate school roommates and current Professors of Psychology at Stanford University

5:30pm – 6:00pm	Closing/Mingling	Herrin T175 & Courtyard
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Paper Session A Abstracts

FEELING LIKE A FRAUD: IMPOSTERS IN THE CLASSROOM

Evelyn Melendez, Michelle McDonald, Lynzey Baldwin, and Eric Covotta, San Jose State University

It has long been recognized that a leaky pipeline exists in higher education. In other words, at each rung of the academic ladder, from undergraduate enrollment to full professor status, individuals of color and women of all ethnicities become increasingly scarce. Research suggests that students of color and female students of all ethnicities face stereotype threat in educational settings (Steele, 1997). In other words, for students whose groups have been portrayed as academically unsuccessful or less intelligent, achievement tasks generate anxiety that ones' behavior will confirm negative stereotypes. Peggy McIntosh (2000) explains that gaining status in a setting in which your group is negatively stereotyped can make one feel like a fraud. In literature pertaining to career achievement, such feelings of fraudulence have been termed the "imposter syndrome" (Clance and Imes, 1978). The current project is unique in that it asks, how might inequalities in academic advancement relate to the internalization of the imposter syndrome? We will present preliminary findings based on surveys administered to a random sample of undergraduates at a large metropolitan university.

THE EFFECT OF STIGMA ON THE PSYCHOLOGICAL WELL-BEING OF GAY AND LESBIAN INDIVIDUALS

Brian Buzzella and Kristin Beals, University of California, Los Angeles

Gay men and lesbians, like other individuals with concealable stigmatized identities, must make decisions about when to reveal and when to conceal their sexual orientation. Past research has found that disclosure is associated with lower levels of depression and greater self-esteem. This study is unique because it assessed the extent of disclosure among a wide range of individuals including straight friends, gay friends, and family members. Analyses suggest that disclosure to family may be associated with greater self-esteem and that disclosure to straight friends may be associated with feelings of internalized homophobia. Future analyses will examine whether initial reaction to disclosure or current acceptance from family and friends moderates the association between disclosure and psychological well-being.

MINORITY BIASES IN NEWS TRANSCRIPTS: A MULTI-METHOD STUDY

Christopher M. Crew and Alex Hatzopoulos, University of California, Riverside

The media is one of the major sources from which people receive information about the world and has proven to be instrumental in the formation of social perceptions. Previous research has shown that television news can influence a person's attributes of minority groups (Armstrong, Neuendorf, Brentar, 1996). Biases can be easily overlooked given the subtlety of meaning in language and the rapid presentation of news stories. Using the Hyperspace Analogue to Language (HAL, Burgess, 1998), a contextual model of meaning representation, we were able to examine the representation of minorities in a more indirect manner without the use of human judgments allowing for the control of possible biases in evaluation. We compared two major news agencies, CNN and FOX News Network, along two dimensions (positive and negative words associated with minorities) in order to assess bias. These dimensions were created using stimuli similar to that of the Implicit Association Test (Greenwald, McGhee, & Schwartz, 1998). Results suggest that CNN presents minorities in a more positive context than Fox, however, the two networks do not differ in the strength of the negative contexts.

GERMAN NATIONAL IDENTITY: PATRIOTISM AND STIGMA

Hilary Burbank, Stanford University

This study investigated Germans' self-reported levels of patriotism, national identity, cultural affiliation, ingroup preferences, and ethnocentrism in order to explore the predictions of social identity theory (Tajfel, 1974; Tajfel & Turner, 1979) with reference to a stigmatized national group. Participants were 800 Germans born either before 1946 or after 1976 and currently residing in six federal states of the former East and West Germany. Preliminary results from survey data reveal moderate regional and strong generational variation. Older people and former East Germans reported higher levels of patriotism, national identity, cultural affiliation, ingroup preferences, and ethnocentrism, relative to the younger cohort and to former West Germans. Results are discussed in terms of implications for system justification and false consciousness (Jost & Banaji, 1994; Jost & Burgess, 2000), stereotype threat (Steele, 1997; Steele & Aronson, 1995), and social identity threat (Steele, Spencer, & Aronson, in preparation).

Paper Session B Abstracts

AUTOBIOGRAPHICAL MEMORY DURING RELIVED EMOTION IN DEPRESSED INDIVIDUALS

Jennifer Hildner, Jonathan Rottenberg, and Ian H. Gotlib, Stanford University

Autobiographical memories are individuals' memories of personally salient events, which make up their unique personal history (Swales et al, 2001). Studies have found that clinically depressed individuals have more difficulty retrieving autobiographical memories of specific events that occurred at a particular place and time than non-depressed controls (Williams, 1996). Williams speculated that depressed individuals' overgeneral memory develops to control negative affect. Such memory appears to inhibit problem solving by preventing individuals from remembering and using details of past events to generate solutions to problems (Goddard et al, 1996). Studies on memory specificity have used the Autobiographical Memory Test, a timed test that uses single cue words to elicit autobiographical memories (Williams & Broadbent, 1996). It is unclear whether overgeneral memory is observed when depressed individuals are given more time to respond and more elaborate memory cues. We examined autobiographical memory using a Relived Emotions Interview, in which an interviewer acts to facilitate participants' memory for their happiest and saddest life events. We expect depressed individuals will be able to retrieve specific memories under these conditions.

ASSESSING THE RELATIONSHIP BETWEEN DEPRESSION AND HEALTH USING COMPUTER-ASSISTED VOICE RECOGNITION TECHNOLOGY

Jennifer Reza, Gerardo Gonzalez, Robin Parker, and Chris Shriver, California State University, San Marcos

Epidemiological studies suggest that depression affects at least 7% of the general population in the United States. A majority of these individuals seek help from non-psychiatric medical care providers. However, many primary health care settings suffer from deficiencies in screening practices that hinder the adequate assessment of depression. Therefore, appropriate methods for increasing the detection of clinical depression among underrepresented populations are needed. In this study, we used specialized speech recognition technology (CSR) to conduct voice-interactive screening for depression, in order to better accommodate both English and Spanish speaking individuals. 256 participants completed a series of computer-assisted questionnaires, including depression measures and the SF-36 Health Survey. It was hypothesized that CSR methods would detect a strong relationship between depression and general health. Correlational analyses revealed a significant relationship between SF-36 and depression measures. Furthermore results of a t-test showed that depressed individuals had poorer general health functioning than non-depressed individuals. In conclusion, automated-interviewing can aid in the assessment of general health and mental health to further assist practitioners in the detection of depression.

NEUROPLASTICITY AND ALZHEIMER'S DISEASE

Lesley Chuang, Union College

Alzheimer's disease (AD) is thought to attack neuroplastic processes, thereby affecting the capacity to store new information and learn new skills. Approximately four million Americans have AD. It is often difficult to detect the onset of AD because the disease is gradual, and the current diagnosis depends on ruling out other causes of dementia. The purpose of the current study is to understand the memory mechanisms related to Alzheimer's pathology and its impact on skill learning related neuroplasticity. Specifically, this study investigated the ability of AD patients to learn the new cognitive skill of alphabet arithmetic (e.g., a+3=d). Patients and controls were trained over 3 or seven days with this task, and behavioral measures of learning were used as indications of AD related deficits in neuroplasticity. The results will enable future neuroimaging studies to correlate these behavioral findings with actual brain changes.

THE STABILITY OF SEVERE MENTAL ILLNESS: A LONGITUDINAL STUDY OF MEXICAN AMERICANS

Rebeka Radcliff, Alma Garcia, Christina Alejo-Garcia, and Sergio Aguilar-Gaxiola, California State University, Fresno

This study addresses the diagnostic stability of Mexican Americans with severe mental disorders. Data comes from the Mexican American Prevalence and Services Survey (Vega et al., 1998). Of 3012 participants, 280 qualified as severely mentally ill (SMI). SMI was defined as meeting diagnostic criteria for mood, anxiety, and/or substance abuse disorders and showing signs of functional impairment. This preliminary study examines the mental health status of participants identified as SMI in the initial interview in 1995-1996, compared with status in a follow-up interview five years later. Participants were compared at three levels: (1) overall improvement, deterioration, or remained the same, by diagnosis, (2) by diagnostic categories, (e.g., anxiety or mood disorders), and (3) by specific diagnoses (e.g., dysthymia, phobias). Information on substance abuse disorders was excluded in the present report. Of the 280 participants, 52 are reported in this study. 67.3% of these participants demonstrated instability of condition (defined as a change in diagnosis). These preliminary results illustrate the overarching theme that diagnostic instability is normative for this population. Future studies should examine the relationship of the course of severe mental illness to treatment seeking and to day-to-day functioning.

Paper Session C Abstracts

EARLY CHILDHOOD GENDER DIFFERENCES ALONG VARIOUS DIMENSIONS OF SOCIAL BEHAVIORS

Emily Beth Slusser, University of California, Irvine

Do young boys really misbehave more often than young girls? Of particular interest to this study are gender differences in the frequency of antisocial behaviors shown by preschool children when those behaviors are classified along two dimensions, 1) overt versus covert and 2) verbal versus nonverbal. Observers, blind to the purpose of this study, collected data by recording social behaviors of 21 male and 18 female children from various Orange County preschools during outdoor playtime over a 2-week period. It was observed that girls are more likely to display prosocial behaviors while boys are more likely to display antisocial behaviors on the playground. Statistical analyses further reveal that female antisocial behaviors tend to be covert and verbal in nature, while male antisocial behaviors tend to be overt and nonverbal in nature. The outcome of this study confirms the hypotheses that both the prevalence and the nature of antisocial behaviors differ systematically between genders. This information may prove useful by helping teachers and childcare workers to predict and remedy conduct problems displayed by either gender.

DIFFERENCES IN ABILITY TO DELAY GRATIFICATION BY TYPICALLY AND ATYPICALLY DEVELOPING CHILDREN

Joanna L. Mussey, University of California, Los Angeles

Research shows that 2 and 3-year-old children display behaviors suggestive of the ability to delay gratification and that age 5 marks a critical turning point in children's knowledge of delay strategies. However, achieving self-regulation and exhibiting compliance behaviors are extremely difficult challenges especially for developmentally delayed children. This experiment examines the ability to delay gratification as well as the strategies used to facilitate this delay of gratification in 187 children with and without developmental delays at 3 and 5 years of age. Videotapes of the children during a delay task in the laboratory were coded both for the amount of time the children refrained from touching the forbidden toy and for the strategies they employed while waiting. The ability to delay gratification is significantly related to delay status and ability increases with age. Analysis of the strategies children used to successfully delay gratification is currently underway and results of this analysis will be available soon. Findings suggest a developmental progression in the ability to delay gratification, which may relate to the acquisition of viable strategies.

REGIONALLY-SPECIFIC VOLUMETRIC CHANGES IN PREFRONTAL CORTEX AMONG ADOLESCENTS

Alison M. End and Abigail A. Baird, Dartmouth College

It is well established that the frontal lobes continue to develop throughout adolescence. However, the regional specificity of this development is poorly understood. High-resolution MR images of eleven subjects ranging in age from 13.4-18.4 ($M=16.2$) were parcellated into 5 gray matter regions of interest including: superior, middle, inferior, orbital, and medial prefrontal cortex. Consistent with previous literature, increasing age was related to a relative decrease in overall gray matter in both right and left frontal cortices. Conversely, increasing age was positively associated with gray matter volume in the left inferior prefrontal cortex ($r=.712$, $p=.0117$) and right medial prefrontal cortex ($r=0.600$, $p=.0497$). Age-related growth in these regions may represent greater myelination of projections providing input to these areas, or local increases in synaptic density. Medial prefrontal cortex has been well established as a locale for the integration of emotion and cognition. Additionally, inferior frontal cortex has been described as essential for discerning and assigning relational meaning to various types of stimuli. Given this, the observed changes in volume may reflect the evolving socio-emotional demands of adolescence.

ADULTS' ACTION PROCESSING RELIES ON DETECTION OF STATISTICAL STRUCTURE

Sara Stebner and Dare Baldwin, University of Oregon

Recent work indicates sensitivity to statistical regularities within action may facilitate adults' action processing. For example, motion combinations that co-occur frequently are recognized as more familiar than novel combinations of these same motion elements. The present study examined whether adults' sensitivity to statistics in action requires dynamic presentation of motion; alternatively, adults may be able to track statistics if motions are depicted by still-frames capturing event boundaries (boundaries are known to be a focus of processing within action). Of interest is whether adults' sensitivity to statistical co-occurrences is robust enough to enable integration across static depictions of action. Twenty-four adults viewed a lengthy sequence of still-frame images in which four pre-established combinations of three motion elements were randomly intermixed. In a recognition phase, adults judged the highly predictable pre-established motion combinations ("actions") to be more familiar than novel combinations of the same motion elements ("non-actions"), indicating sensitivity to patterns of statistical cooccurrence when motion elements were static. These findings confirm adults' sensitivity to statistical regularities in action even in the absence of dynamic motion.

Paper Session D Abstracts

MEMORY AND EMOTION: TABOO STROOP EFFECT AS A FUNCTION OF THE CONTEXT OF OCCURRENCE

Marat V. Ahmetzanov, University of California, Los Angeles

Tested contextual binding differences in processing of neutral versus taboo material by evaluating word-to-location and word-to-color-to-location binding. Presented a group of 48 undergraduate students with two types of stimuli in two experimental conditions. During the presentation stage either words (Condition 1) or colors (Condition 2) were consistently presented in the same locations. Participants were later asked to identify those locations in an unexpected recognition task. As predicted, in the direct (word-to-location) binding condition significantly better recognition accuracy performance was observed for taboo words ($M=56\%$, $SD=5\%$) than for neutral words ($M=28\%$, $SD=4\%$). However, in the indirect (word-to-color-to-location) binding condition no significant difference between binding of colors associated with taboo words ($M=76\%$, $SD=5\%$) and those associated with neutral words ($M=64\%$, $SD=7\%$) was found. Results suggest that emotionality of obscene words appreciably aids the location-binding process only in direct binding conditions. Nonetheless, its effects appear to not be strong enough to alter the process of location binding indirectly.

AN EXAMINATION OF THE MUDSPASH EFFECT FOR FACES IN A CHANGE-BLINDNESS PARADIGM

Sara E. Clancy, University of California, Irvine

Attention is a crucial factor in image perception. Previous change-blindness experiments have sought to examine the attentional processes underlying image perception by investigating change detection in environmental scenes. Davies and Hoffman (2002) extended the change-blindness paradigm to address face perception. It has been proposed by O'Regan, Rensink, and Clark (1999) that the study of "mudsplashes", shapes imposed upon an image, precludes the need for the change-blindness "flicker" screen. The present study seeks to investigate the mudsplash effect for faces in context of a change-blindness paradigm. In this 2 X 2 repeated measures design, trial type of faces varies within two levels: change and no change. Orientation of face varies within two levels: inverted and upright. Reaction time and proximity of changes to central features of the face will be analyzed for both variables. Though results of this study are currently undergoing analysis, an increased reaction time is predicted for inverted faces versus upright faces, and a decreased reaction time is predicted for changes of high proximity to central features versus changes of low proximity.

EFFECTS OF LATITUDINAL POSITION ON COLOR PERCEPTION: THE CASE OF BRAZIL Joshua Wortman, University of California, San Diego

Evidence exists showing human perception and discrimination of colors varies with distance from the equator; specifically populations with closer proximity to the equator have less ability to discriminate shades of blue (Bornstein 1973). The evidence is based on correlations in data collected from various world populations in color naming tasks and from performance on color discrimination tasks. This study investigates if distance from the equator affects perception or discrimination of colors among people of common language and nationality. Experiments were conducted on Portuguese-speaking Brazilian residents in one of three coastal cities: 1°, 8°, and 24° south of the equator. A color naming task and a color discrimination task were used. Some effects of latitudinal location are found. Second, Brazilian color category spacing was assessed for lexical comparison among regions. The data will also be compared with United States observers (future study) to identify differences in color categorization between the two cultures. Results of this investigation help identify variables underlying categorization to allow for more accurate communication across cultures.

ASSESSING COGNITIVE AND MOTOR EFFECTS ASSOCIATED WITH NG2

April Le¹, Michaela Thallmair², and Fred Gage^{1,2} University of California, San Diego¹, The Salk Institute of Biological Studies²

The presence of a proteoglycan known as NG2 has been shown to correlate with many neural progenitor cells of the central nervous system (CNS) (Horner et al, 2000). Since the function of NG2 and NG2-expressing cells in neurogenesis is not known at this time, we decided to assess cognitive and motor effects of NG2, using NG-2 knockout and wildtype mice. It has been shown that increased neurogenesis improves one's memory and ability to learn (Gould et al, 1999). Therefore, cognitive effects will be evaluated using Morris Water Maze along with fear conditioning to assess memory and learning performance. As NG2 cells may be progenitor cells for glial and neuronal cells (Goretzki et al, 2000), the numbers of these cells may be decreased in NG-2 knockout mice. Reduced glial cells may result in decreased myelination, and thus, in changed nerve fiber function. To assess whether coordination and locomotion are changed in NG2 knockout mice, we will use the Rotarod apparatus, grid-walk tests and footprint analyses to evaluate motor performance.

AGE AND SEX DIFFERENCES ON CONDITIONED TASTE AVERSION LEARNING IN RATS Kate Truitt, Jaquelyn Spezze, and Michael Foy, Loyola Marymount University

Normal aging is associated with mild, but significant changes in learning and memory function. Sex differences in a variety of common learning and memory tasks have also been characterized. In this study, we used conditioned taste aversion (CTA) learning as an experimental model to examine the roles of age and sex differences on rodent learning and memory function. Aged (24 mo) and adult (3-5 mo) male and female rats were run in a delayed CTA learning paradigm. During conditioning, saccharin was the conditioned stimulus (CS), followed 4 hours later by a lithium chloride injection, the unconditioned stimulus. During a 20 day, two-bottle preference test (water vs. saccharin), males showed decreased extinction rates to the CS (stronger CTA) than females in both age groups. Aged rats showed decreased extinction rates compared to adults, an effect that was especially marked in males. These results suggest that age and sex play an important role in CTA learning, and corroborate recent clinical findings regarding the relationship between sex hormones and cognitive functioning in Alzheimer's and other neurodegenerative diseases.

Paper Session E Abstracts

HOW PERCEPTIONS OF AN INDIVIDUAL AFFECT THE ATTITUDES TOWARDS THE GROUP

Emily Murray, University of California, Santa Barbara

The literature on stereotyping repeatedly has shown that individual members of a group inherit features attributed to that group. But little research has examined whether the reverse process also holds true--that is, whether information about a group member can influence the perception of the group to which s/he belongs. In my study, participants read a paragraph describing a homeless person. Half the participants read a scenario in which the person's homelessness was due to external causes and half read a scenario in which it was due to internal causes. Participants were then asked to give their impressions of homeless people in general. The results showed that homeless people as a group were perceived more negatively when participants read a scenario in which an individual's homelessness was due to internal causes. I conclude that certain salient information about an individual can subsequently influence a perceiver's evaluation of the group to which the individual belongs.

THE MODEL OF ATTENTIONAL MYOPIA ON CONTROLLING AGGRESSION

Theresa Nguyen, Erika Westling, David Creswell, and Traci Mann, University of California, Los Angeles

While much is known about different types of situations influencing our vulnerability to aggress, little has been done to study what situations increase inhibition of aggression. The model of attentional myopia (Ward & Mann, 2000) states that while individuals with full attention do not behave based on environmental cues, those with narrowed attention who are surrounded by salient inhibiting cues would decrease their behavior, and individuals surrounded by salient promoting cues increase their behavior. The current study investigates the influence of arousal and various cues on self regulation of aggression. Eighty male undergraduates were assigned to rooms surrounded with "promoting" or "inhibiting-aggression" cues and induced into either a low or high level of physical arousal through exercise. After being angered by a confederate, participants played a "reaction time" game (Bushman, 1989) that measured aggression from levels and durations of noise blasts. Results were consistent with the model of attentional myopia suggesting that states of decreased self awareness can lead to disinhibition or inhibition of aggression depending on what cues are made salient in the environment.

PRISON CONVERSION: A TOOL OF CHANGE FOR VIOLENT OFFENDERS

Valerie Photos Kissel, University of Chicago

In investigating the nature of change in a prison population, conversion to Evangelical Christianity was explored as a schism in the inmates' lives, viewed by the prisoners as an impetus for change. Interviews were conducted with inmates of the Dwight Correctional Institute in Illinois who had converted to Evangelical Christianity while serving their sentences. A peer sample of non-Christian prisoners was used for comparison. These interviews demonstrate the conversion event is used as a tool that allows a coherent change in their life narrative, linking the past to intended changes in the future, a process necessary for change (Maruna, 2000). The conversion affects all aspects of the prisoners' lives: their thoughts about themselves, their relationships with their immediate community, and their relationships to the world at large. The conversion makes the role of "prisoner" less salient for the participants, affecting how they feel about themselves. Through the "refreezing" process of Lewin's model of change (1947), prisoners become part of a community that mediates the behavior of the participant, influencing the participant's relationship with her community.

THE RELATIONSHIP BETWEEN SELF-EFFICACY, OPTIMISM, ACCULTURATION, AND PERCEIVED STRESS AMONG UNDERGRADUATE HMONG STUDENTS

Julie Yang, California State University, Chico

Although there is a tremendous growth in the number of Asian American students attending college only 2.9 percent of Hmong Americans have college degrees (Yeh, 2002). This suggests a pressing need to study this ethnic group. The present study explored the relationship between self-efficacy, optimism, acculturation, and perceived stress among undergraduate Hmong students. Participants completed a written survey assessing the previously mentioned constructs. Result from a standard multiple regression revealed a significant R square of 0.19 with optimism and self-efficacy as significant predictors (standardized beta = 0.234 and -0.222, respectively). Acculturation was not a significant predictor, but it was significantly correlated with stress ($r = -0.215, p < .05$). Belief in Asian values was a significant predictor of both acculturation and perceived stress ($R = .42, F(2, 109) = 11.75, p < .01$ and $R = .31, F(2, 113) = 6.11, p < .01$, respectively). These results provide an enhanced understanding of the perceived stress in undergraduate Hmong students.

THE PSYCHOLOGICAL EXPERIENCE OF SECURITY OFFICERS WHO WORK WITH EXECUTIONS

Michael J. Osofsky, Philip G. Zimbardo and Albert Bandura, Stanford University

The Louisiana, Mississippi, and Alabama "Execution Teams" were interviewed in order to understand the roles, experiences, and effects of carrying out the death penalty. Two hundred twenty-four out of a possible two hundred twenty-eight correctional officers were interviewed and asked to complete mental health inventories, including the Beck Depression Inventory, CAPS 1 Life Events Checklist, and a scale measuring eight mechanisms of moral disengagement (Osofsky & Osofsky, 2002; Bandura, 1999). Results from each measure will be reported. The security officers emphasize an overriding commitment to doing a good job in their positions as employees of the state, often displaying a stereotypical tough guy facade. Simultaneously, many officers discuss the importance of carrying out their duties with compassion and dignity, and reflect on the need to treat the inmates as humans and to respect the conflicting emotions of the victims' and inmates' families. In the process, nearly all have been dramatically affected by their work with the death penalty. While their job is their *prima facie* duty, they experience stress and emotional reactions, and at the most involved levels, correctional officers having a very hard time carrying out society's "ultimate punishment."

Poster Session Abstracts

SOCIAL GOAL COGNITION AND WELL-BEING: AN EXAMINATION OF THE ROLE OF GOAL CONSTRUCTS WITHIN A POSITIVE PSYCHOLOGY MODEL

Chris Fairholme, Arizona State University

Social goal cognition is how individuals frame or cognitively represent their social goals (goals that involve relationships with other people). The present research investigated the role of social goal cognition as a predictor of well-being. 313 undergraduates were asked to list their 3 most important current social goals, and then rate their most important social goal along various goal cognition dimensions. Measures of approach and avoidance mind set, intergoal conflict, positive and negative goal-related knowledge, and two well-being measures--life satisfaction and vitality--were administered. Simple correlations showed that approach mind set, intergoal conflict, positive, and negative goal-related knowledge were significantly related to both life satisfaction and vitality (highest $p < .05$). Hierarchical multiple regressions were then conducted to examine the independent contribution of the goal cognition constructs to both life satisfaction and vitality. Positive and negative goal-related knowledge were significant predictors of life satisfaction and vitality. Based upon a post-hoc path analysis, a model was derived to serve as a direction for future research.

EMOTION AND SOCIAL NARRATIVES IN SCHIZOPHRENIA

June L. Gruber and Ann M. Kring, University of California, Berkeley

This project examines the way in which schizophrenia patients verbally describe their subjective emotional experiences. Although both emotional dysfunction and language disturbances are considered prominent features of schizophrenia, research on these two topics has proceeded relatively independent of one another. Using a clinical interview, patients will provide a brief narrative of salient emotional experiences and answer questions regarding social interactions. I intend to test several hypotheses: 1) For negative valence questions, I expect increased speech errors that impair the overall meaning of the speech segment, thus replicating prior findings in the field. 2) Negative valence questions should elicit a high frequency of explicit social events; that is, social experiences for patients will tend to elicit negative emotions. 3) Patients are expected to report feeling lonely despite stated preference for non-social interaction, perhaps as evidence of an emotion regulation strategy. This study intends to shed light on both emotion experience in schizophrenia and how, broadly, emotion affects linguistic properties of narratives.

WOMEN AND FORGIVENESS AFTER DIVORCE

Donna Parry White, Seattle University

In *Is Human Forgiveness Possible* (1985), John Patton writes, "Human forgiveness is not doing something but discovering something - that I am more like those who have hurt me than different from them" (p. 16). Interviews with divorced women were conducted to improve understanding of 1) how women forgive ex-husbands and/or themselves after divorce in the context of continuing contact with the former husband; and 2) how religious or spiritual influences affect forgiveness. Recognizing the reality of ex-husbands' human fallibility and their own part in the break-up of their marriages helps women begin to release anger and blame toward former spouses. For most women interviewed, continuing contact with ex-husbands serves to promote understanding of the men as separate persons with human flaws. The recognition that continuing negative emotions toward former spouses and/or overwhelming guilt are self-destructive and harmful to children is motivation to move toward forgiveness. Religious/spiritual background is most often seen as a valuable source of support that assumes and encourages forgiveness of ex-husbands and self-forgiveness.

EXPERIENTIAL EMPATHY, Pedometer USAGE AND PROGRAM ADHERENCE

Karen Hansen¹, Heidi Schmidt¹, Melissa Bornia¹, and Andrea Reeves², Sonoma State University¹, University of South Dakota²

Adherence to a weight management program may result from various motivational factors, such as negative feelings surrounding appearance (Tinker & Tucker, 1997). The purpose of this study is to show that adherence to a weight management program relates to two motivational factors: the educator of the program and the use of a pedometer. To do this, participants attended weekly 1-hour sessions for 4 consecutive weeks. The type of educator and the use of a pedometer were the two factors manipulated in the behavioral based weight management program. The educator of the program either had experiential empathy (EE) or non-experiential empathy (NEE). EE is defined as someone who has been overweight, has lost weight and maintained their weight loss. Results revealed participants were more motivated and less frustrated ($F(1,13)=62.97;p<0.001$) by an educator with EE than with NEE. Data is currently being collected in relation to pedometer usage and results will be presented at the conference. Implications of this research reveal that if an educator has EE, participants may have an increased level of motivation.

THE ROLE OF POWER IN THE SOCIAL TUNING OF ATTITUDES

Laura Rodriguez, University of California, Los Angeles

Researchers have shown that people align their attitudes with their interaction partners, a phenomenon called social tuning. Additionally, researchers have demonstrated that people tune their attitudes to the degree that they like their interaction partner. In the current study, we attempted to examine a different relationship motivation, namely power between interaction partners and its impact on attitude expression. Participants were placed in either high or low power, while interacting with a confederate who expressed either race-egalitarian attitudes or neutral attitudes. We hypothesize that participants in the high power condition will express less social tuning towards their interaction partner than in any of the other conditions. If so, the results would support the argument that social power is crucial in determining the extent of social tuning of attitudes.

THE EXPERIMENTER MATTERS: WOMEN, MATH, AND STEREOTYPE THREAT

Michelle Dean, Tina Tohsakul, Anna Woodcock, and P. Wesley Schultz, California State University, San Marcos

Research has shown that stereotype threat can impede intellectual test performance. This effect has been demonstrated on women's mathematical ability. However, seldom have past studies focused on physiological measures to explain the role of anxiety as a mediator of stereotype threat. In this study, it was predicted that when stereotype threat was induced, anxiety would increase and women's test performance would decrease. No evidence was found for the mediating role of anxiety. Results indicated that the differences in test scores were influenced by which experimenter administered the test.

RELATIONAL SELF-VERIFICATION IN TRANSFERENCE

Michael Kraus and Serena Chen, University of California, Berkeley

The present study used an idiographic method to examine the proposition that self-verification occurs in the context of transference. When a new person resembles a perceiver's significant other, transference occurs and the self the perceiver is when with the significant other – that is, the relational self – emerges, leading the perceiver to self-verify. Participants undergo transference in a two-session study in which they generate descriptors about their significant other in the first session and are exposed to these descriptors as characteristics of a new person in the second session. After transference has occurred and the relational self has emerged, participants complete two questionnaires regarding how they see themselves and how they would like to be seen by others in order to determine the extent they self-verify. In a condition of transference there is a high correspondence between how participants see themselves and how they would like to be seen by others. The correspondence is especially strong on items that the participant is certain about and are relevant to the participant's significant other relationship.

INCORRECT MEMORY VS. EGO INVOLVEMENT IN ESTIMATION OF TASK DURATION

Nicholas Christenfeld, Michael Roy, and Aaron Vollmer, University of California, San Diego

There has long been a tendency to underestimate the duration of a task. There are two possible reasons for this tendency. Either information one has in memory of how long similar tasks have taken in the past is ignored, as in Kahneman and Tversky's Planning Fallacy (1971), or the information in memory that predictions are based upon is incorrect, which will be referred to as Memory Bias. Kahneman and Lovallo (1993) stated that ego involvement contributes to the ignoring of past information. This would indicate that there would be a difference in estimation times between an actor and an observer in the performance of an estimation task. On the other hand, if underestimation is due to incorrect memory there should be no difference between actors and observers. We tested this by having an actor perform a task with an observer present. It was found that across two different tasks with estimations of duration both before and after the tasks, there was no difference in estimation times between actors and observers, supporting Memory Bias.

PEER MENTORING PROGRAMS AND SELF-MONITORING IN INDIVIDUALS WITH SPINAL CORD INJURY

Matthew A. McBride, Rhodes College

This study seeks to determine the effects of peer mentoring and self-monitoring on the social participation of individuals with spinal cord injury (SCI). Two research questions were posed: (1) Do peer mentoring programs increase social participation, including, (a) physical independence, (b) mobility, (c) occupation, (d) social integration, (e) economic self-sufficiency, and (f) cognitive independence? (2) Is self-monitoring associated with enhanced social participation of those with SCI? Participants were 56 volunteers who acquired SCI at least 5 years prior. While 25 participants had completed peer mentoring programs, 31 had not. In an ex-post facto nonequivalent research design, the Craig Handicap Assessment and Reporting Technique (CHART) and Snyder's (1974) Self-Monitoring Scale (SMS) were used to measure the dependent variables, social participation and self-monitoring respectively. The results indicate that those who completed peer mentoring programs obtained a significantly higher score on the CHART occupation, social integration, economic self-sufficiency, and cognitive independence subtests. These individuals also scored significantly higher on the SMS. Thus, evidence suggests a relationship between peer-mentoring and self-monitoring and that peer mentoring has both functional and psychosocial benefits.

CULTURAL DIFFERENCES IN GENDERED EXPECTATIONS

Gabrielle Wong-Parodi, Rhona Weinstein, and Alesia Barrett-Singer, University of California, Berkeley

This study examines how cultural differences in Asian and Western cultures influence the nature of differences in parents' academic, responsibility, and social popularity expectations of adolescent siblings, and parents' differential physical appearance beliefs of adolescent siblings, and the links between parents' differential expectations and beliefs on adolescent self-concept and academic outcome. This study uses a retrospective self-report method. The participants are a socio-economically diverse sample of 74 Asian American and 74 European American college students. A preliminary series of ANOVAs reveal gender and ethnic differences in adolescents' self report of responsibility, academic, and physical appearance parental expectations favoring European Americans and males; analyses reveal gender and ethnic differences for adolescents' self-perceived intellectual ability and global self-worth favoring European Americans and males. A series of regressions reveal that parental academic and responsibility expectations significantly predict reported level of intellectual ability and that parental school and responsibility expectations significantly predict reported level of global self-worth for European Americans, but not for Asian Americans. These findings suggest that gender differences are greater for European Americans than for Asian Americans.

SELF-CONTROL IN MIDDLE-SCHOOL CHILDREN: GENDER EFFECTS, STABILITY, AND VALIDITY OF RATINGS.

Sara J. Walker, University of Oregon

This study examines the development of self-control among middle-school children as rated by teachers and by the youth. The data were collected as part of an ongoing prevention trial referred to as the Adolescent Transitions Program (ATP) (Dishion, et al, 2002). In grades 6, 7 and 9 data were collected on 988 (50% female) students' self control, as well as on other aspects of the school and social adjustment. The current study addresses four issues pertaining to self-control: the effect of gender, the stability of the trait over time, the predictive validity of self-report ratings on later problem behavior, and the convergent validity of self-report and teacher ratings. Analyses of ratings completed by 6th graders revealed a significant effect of gender on self-control. Existing research attempting to understand the stability of self-regulation during middle-school years suggests an increase in control and stability during this time (Murphy, et al, 1999); this study stands to support such a claim. The expected convergent validity of youth and teacher reports would serve to verify that the two reporting agents agree as to individual differences on students' self control. Significant predictive validity of later problem behavior would suggest that self-control is a key skill to acquire during adolescence, as well as to identify a possible intervention target.

DIFFERENT SOURCES OF SELF-ESTEEM AMONG ASIAN AND AFRICAN-AMERICAN ADOLESCENTS

Stephanie Delp, Stephanie Chang, and Taline Helwani, University of California, Los Angeles

We examined two potential predictors of self-esteem, aggression and school engagement, among Asian and African-American 6th grade students in 11 different public middle schools in Los Angeles County. Students were surveyed using questionnaires and teacher evaluations. Although mean level differences in aggression and school engagement were expected across ethnic groups, it was less clear based on past research whether these two would be differentially related to self-esteem. In other words, our goal was to study whether aggression and school engagement differentially predicted self-esteem among the two ethnic groups. Current stereotypes hold that aggression and its correlation to popularity is a stronger predictor of self-esteem among Black adolescents than school engagement, whereas school engagement is a stronger predictor among Asian adolescents than aggression. Results of this study would confirm or disprove these stereotypes about predicting variables of self-esteem among ethnically diverse adolescents.

FIRST GENERATION, LOW-INCOME FRESHMAN STUDENTS' TRANSITION TO COLLEGE IN A PREDOMINANTLY WHITE UNIVERSITY

Claudia Avalos, Bianca Feeney, Cecilia Perez and Wendy Zepeda, Sonoma State University

Transition to college is a major developmental task for adolescents in this country (Pidcock, Fisher & Munsch, 2001). This study aimed at understanding students' experiences during their first semester as freshman. Four focus group interviews were conducted with first generation, low-income, freshman students who represented a diverse cultural background. Participants attended a university where the majority of the students (64%) and professors (84.5%) are Caucasian. Main themes from preliminary results are: Lack of diversity poses a greater stress for ethnic minority students--e.g., they feel invisible, uncomfortable, detached, and isolated. They find comfort in peers, faculty, and staff who behave in a supportive, caring, and empathic manner. Transition to college taxes students' personal and academic performance--e.g., dorm life, personal space, negotiating conflicts with roommates, learning to perform up to expectations. Students face new developmental tasks and responsibility--e.g., parents' increased expectations, being accountable for monitoring daily routines. Findings suggest that transition to college is a stressful experience. Mentoring, emotional support, academic guidance, faculty-student interaction, and parental education are critical to academic persistence and graduation.

THE EFFECTS OF MOOD AND EFFICACY ON PEER ALCOHOL INTERVENTION

Nirali S. Desai, Northwestern University

Alcohol abuse is a significant problem among college students, and peer involvement can be an effective tool for early intervention and prevention of more serious alcohol abuse. Unfortunately, college students are often reluctant about confronting their peers about alcohol abuse, or do not know enough about how to approach them. Though much research has focused on how to approach the drinker, not much has been done on enabling the peer on confrontation. One way to reach a large number of college students and promote confrontation is through mass media. Media messages, such as newspaper articles, can be very effective in promoting health and increasing awareness of societal dangers (Heath, 1984; Tyler & Cook, 1984). Content of the message is crucial to convincing and enabling a person to confront a peer with a drinking problem. Both mood and efficacy have been proven to affect helping and confrontation (Isen & Levin, 1972; Bandura, 1999). In this 2X2 study, we presented college students with newspaper articles on alcohol issues and manipulated mood (positive or negative affect) and efficacy (self-efficacy or outcome-efficacy) within the articles in order to test which conditions will most effectively incite helping behaviors among peers.

CONCEPTUALLY BASED CATEGORIZATION IN INFANT WORD LEARNING

Yi Ting Huang, Amy E. Booth, and Sandra R. Waxman, Northwestern University

This study investigates influences of conceptual knowledge in early word learning. Research documenting early strategies in lexical acquisition has found distinct patterns in children's extension of labels to novel objects. Some have explained these biases as resulting from children assigning meaning to words based on learned associations between perceptual features of objects. However, there is much evidence suggesting that children employ intelligent strategies in determining whether novel objects belong to existing categories. This study examines whether young children use conceptual descriptions regarding ontological kind in their extension of novel labels. Children received animate or artifact information associated with a target object and extended labels to test objects differing in size, texture, and shape. In Experiment 1, 30-month-olds extended labels to artifacts based on shape alone, while they extended labels to animate kinds based on both shape and texture. In Experiment 2, 20-month-olds exhibited a similar pattern of categorization. This suggests that at an early age there exists a complex understanding about categories that go beyond simple perceptual similarities.

GENETIC CONTRIBUTIONS TO PEER VICTIMIZATION

Julie L. Moffitt and Laura A. Baker, University of Southern California

Peer harassment in schools has become a leading concern in recent years, with research revealing substantial and lasting negative effects for both bullies and victims. Most research on victimization has focused on a behavioral identification of victims and bullies. This study explored the genetic contribution to victimization and examined differences in effects for aggressive and passive victims. Subjects are 300 pairs of 9-10 year old twins living in the greater Los Angeles area who participated in a larger study currently investigating the development of antisocial and aggressive behavior in twins. The twins, their primary caregivers, and the twins' teachers were administered several interviews measuring various aspects of the twins' behavior including peer relationships, aggressive and antisocial behavior, internalizing problems and personality. It was expected that children identified as victims, especially those found to be aggressive victims, would show a significant genetic effect evidenced by greater concordance for victimization for monozygotic (MZ) than dizygotic (DZ) twin pairs. Results will be presented.

LIFE CHANGES AFTER CHILDHOOD AND ADULT BEREAVEMENT

Yelena P. Wu, Amy L. Busch, Philip A. Cowan, and Carolyn P. Cowan, University of California, Berkeley

This study examined adults' retrospective accounts of loss in order to investigate the relation between the timing of loss and the type of life changes that bereaved individuals make. The study analyzed the loss section of the Adult Attachment Interviews (AAI) of 42 men and 41 women (average age 36 years) participating in a longitudinal study of families. The use of a grounded theory approach yielded 6 types of life changes in the AAI (e.g., changes in beliefs about mortality, changes in current relationships, etc.). The findings partially supported the hypotheses. For example, as predicted, childhood losses were associated with fewer life changes than adult losses ($F = 7.39, p < .01$). Contrary to prediction, life changes associated with childhood losses were not more negative than those associated with adult losses. This study provides a better understanding of how the timing of loss affects individuals' adaptation to bereavement across the lifespan.

CURRENT RESPONSE TO CALLS FOR METHODOLOGICAL IMPROVEMENT IN CHILD OUTCOME LITERATURE

Peter S. Jacobson, David H. Barker, Jason D. Bailey, Reed W. Spencer, Peter K. Stewart and M. Gawain Wells, Brigham Young University

Frequently there are calls made for improvements in research methodology. At times these calls generate a response from researchers in the field while others go unanswered. Recently in child and adolescent outcome literature there have been many calls to improve research. Studies should: 1) list descriptive statistics, 2) use populations that represent children in treatment, 3) differentiate between age groups, 4) and use normed outcome measures (Brestan & Eyberg, 1998). Calls have also been made to address certain content domains that have been neglected in the past. Research needs to: 1) focus on the mechanisms through which changes occur in children, parents, and families, 2) broaden its focus beyond just decreasing symptomatology, 3) and focus on mediating factors that affect treatment outcome (Kazdin & Wassell, 2000). A literature search has revealed that many calls have gone unheeded. A list of frequently voiced calls will be contrasted with the recent research (1995-present) in order to assess the degree to which these calls have been answered. This presentation will focus primarily on issues relevant to preschool-age children.

RECOGNITION OF DIAGNOSTIC CUES FOR AUTISTIC DISORDER AT ONE YEAR OF AGE

Sarah Cain, University of Michigan

Differences in early social behavior between children with autism and normally developing children were investigated. Home videotapes of 5 children with autism and 5 normally developing children—approximately 1 year of age— were collected. Typical social, affective, joint attention, and communicative behaviors were coded from the video footage. Specific autistic behaviors were also recorded. All parents were given questionnaires centered on the child's behavior pre-diagnosis. Results overall demonstrated that in regards to the categories of Initiating Joint Attention, Responding to Joint Attention, Initiating Behavior Requests, and Responding to Behavior Requests, Display of Affect or Orienting to Name, group differences were not found. Group differences were found for the following individual behaviors: pointing to object in hand, making eye contact when an object moved from reach, following point, and number of name calls needed to elicit a response.

DEFINING A MIDDLE: THE DEVELOPMENT OF RELATIONAL CODING IN 4 AND 5-YEAR-OLDS

Lisa B. Sandstrom and David H. Uttal, Northwestern University

Researchers disagree about when relational coding, taking into account the relations among landmarks, develops in children (Overman, Pate, Moore, & Peuster, 1996; Huttenlocher, Newcombe, & Sandberg, 1994). This study aimed to clarify at what age this occurs. The procedure was adapted from prior work on spatial cognition in gerbils (Collett, Cartwright, & Smith, 1986). Thirty-two (16M, 16F) 4 and 5-year olds searched for the location of a hidden object in a large-scale environment. On different trials we manipulated (a) the number of landmarks, and (b) the distance between landmarks. In Experiment 1, we trained children to find the toy with two landmarks present, and observed whether they used this relation to code location. In Experiment 2, we trained children with only one landmark present; this provided information as to the accuracy of children's landmark coding. Our results indicate that 4-year-olds do code relationally; with two landmarks, distance between the landmarks did not affect performance. However, with only one landmark available, children coded the distance between the hidden object and the single landmark. These results suggest that both relational and landmark coding are present in young children and that coding strategy use depends on the initial cues given.

PHYSICAL ATTRACTIVENESS AND SELF-ENHANCEMENT BIAS IN WOMEN ACROSS THE LIFE SPAN

Lu Lu Kuang and Oliver P. John, University of California, Berkeley

Little is known about physical attractiveness in older people. The present research focuses on a longitudinal sample of women at ages 21 and 61. In Study 1, physical attractiveness was measured when the women were 61 years old; undergraduate and senior-citizens judges used the Q-Sort method to rate the women's physical attractiveness on the basis of a photograph. Ratings showed substantial agreement across age, gender, and ethnicity of the judges. Stability of physical attractiveness was significant but low ($r = .27$), indicating considerable change in physical attributes. In contrast, self-perceptions of attractiveness remained quite stable ($r = .45$) over 40 years. Indeed, the correlation between self and observer ratings were low ($r = .27$). To further investigate self-enhancement bias in attractiveness, Study 2 obtained attractiveness judgments in the same metric as used in the self-ratings, so that self and observer ratings could be compared. The women rated themselves as considerably more attractive than did the observers and self-ratings failed to show the significant drop in attractiveness that the observer ratings showed from age 21 to 61, providing substantial evidence for self-enhancement bias.

PARENT-REPORTED PREDICTORS OF PEER REJECTION AMONG GIRLS WITH AND WITHOUT ADHD

Janel Lynch, Dara R. Blachman, and Stephen P. Hinshaw, University of California, Berkeley

Parent reports of peer-based negative behaviors were obtained through open-ended questions for 140 six to twelve year-old girls with ADHD (Combined, $n = 93$, and Inattentive, $n = 47$, types) and 88 age and ethnicity matched comparison girls who attended a 5-week research-based naturalistic summer camp. Conceptually meaningful categories were formed from the range of parental responses and were compared to girls' experiences of peer rejection when interacting with previously unfamiliar peers at the camp. Girls with both subtypes of ADHD displayed higher rates of several behaviors (e.g., bossy, immature) and girls with Inattentive-type ADHD exhibited more shyness than the other groups. Mothers' descriptions of bossy, impulsive, and covertly aggressive (e.g., stealing) behaviors, and fathers' reports of physical/verbal aggression were related to peer dislike at the camp. These parent-reported behavioral descriptions added significant variance in the prediction of camp-based peer rejection, even when statistically controlling for diagnostic group. This study highlights the importance of isolating the specific behaviors that contribute to the high rates of peer rejection among girls with ADHD, so that they can be specifically targeted in interventions.

THE EFFECTS OF CONFIDANT SOCIAL SUPPORT ON THE SEVERITY AND RECURRENCE OF MAJOR DEPRESSION

Siong-Guan Chng, University of Oregon

Social support is considered to be a critical psychosocial factor in the buffering of clinical depression in individuals diagnosed with depression. Previous studies had shown that individuals with confidants as social support were less likely to develop depression following very stressful life events (e.g., death of a spouse) than those without confidant support (Murphy, 1982). The present study investigated the effects of confidant social support on the severity and recurrence of major depression. Two predictions were made. First, individuals who had their significant other as a confidant at Time 1 are predicted to have less severe depression at depression onset as measured by the BDI compared to those people whose significant other was not a confidant at Time 1. And second, individuals who had their significant other as a confidant were predicted to be more likely to recover from depression at Time 2 (six months after onset) as measured by the SCID-I (Structured Clinical Interview for DSM-IV Axis I Disorders) compared to those people whose significant other was not their confidant.

CULTURAL DIFFERENCES OF DYSFUNCTIONAL ATTITUDES AND LIFE EVENTS IN DEPRESSION

Asako Kanazawa, University of Oregon

Life stress has been found to influence the onset and maintenance of major depression when interacting with an individual's cognitive vulnerability (Beck, 1987; Monroe & Simons, 1991). However, few studies have examined the role that life stress and culturally-specific dysfunctional attitudes play in recovery from depression. The present study addressed this shortcoming in the literature by investigating whether a match between culturally-specific dysfunctional attitudes and congruent stressful life events prior to depression onset predicts maintenance of depression in a sample of clinically depressed adults. 28 Caucasian Americans and 7 Asian Americans were examined at two time points. Stressful life events occurring prior to depression onset were retrospectively assessed at Time 1, and dysfunctional attitudes and depressive symptoms were assessed at both Time 1 and Time 2. Support for the formulation that diathesis-stress matches decrease the likelihood of recovery from depression will be found if a match between culturally-specific dysfunctional attitudes and congruent life events predicts the maintenance of depression at Time 2 among clinically depressed participants.

DIATHESIS-STRESS DOMAIN MATCH: TESTING DIFFERENTIAL PREDICTIONS ABOUT RECOVERY FROM MAJOR DEPRESSION

Halina M. Kowalski, George M. Slavich, and Scott M. Monroe, University of Oregon

The congruency hypothesis proposed by Beck (1967, 1987, & 1989) and his colleagues (Clark, Beck, & Alford, 1999) posits that negative cognitive patterns increase people's vulnerability to depression when they experience negative life events in "congruent" or highly valued domains. Previous research testing this hypothesis, however, has produced mixed results. Whereas some researchers have found statistical interactions between interpersonal vulnerability and retrospective reports of negative life events (Clark et al., 1992; Robins, 1990; Robins & Block, 1988; and Rude & Burnham, 1993), others have not (Lahey & Ross, 1994; Morgrain & Zuroff, 1994; and Robin, 1990). The present study addressed these two differential predictions by administering the Life Events and Difficulties Schedule (Brown & Harris, 1978) and the Dysfunctional Attitudes Scale (Weissman & Beck, 1978) to 69 clinically-depressed adults. Support for the formulation that diathesis-stress matches decrease the likelihood of recovery from major depression will be found if those exhibiting a diathesis-stress match are significantly less likely to recover from depression six months after onset compared to their no-match counterparts.

EMOTIONAL ADJUSTMENT FROM LATE ADOLESCENCE TO EARLY ADULTHOOD

Michelle Craske, Raphael Rose, Allison Waters, Rachel Shasha and Tracy Larry University of California, Los Angeles

The proposal for this longitudinal study, which is a joint project by the University of California, Los Angeles and Northwestern University, is to identify the risk factors associated with emotional disorders specifically anxiety and depression among adolescents. The target participants consist of 700 11th graders from two different high schools that from previous studies appear to be in a vulnerable age group for the development of both anxiety and depression. Each participant will be assessed for different psychopathologies across a 4 to 4 ½ year span using self-report along with laboratory tasks. The assessments will be measuring cognitive tasks, personality and mood disorders, neuroticism, physiological measures, life stressors, and anxiety sensitivity among other things. The expected results will be the identification of specific risk factors that will be of significance in terms of the development of future prevention programs.

AGREEMENT BETWEEN SELF- AND INFORMANT-REPORTS OF PRODROMAL SYMPTOMATOLOGY

Tyrone D. Cannon, Rachel L. Loewy, and Georgia A. Scheele, University of California, Los Angeles

The prodromal phase of schizophrenia has gained much attention in recent years as focal point of research. Effective screening methods from multiple informants facilitate identification and aid in accurately ascertaining the symptom picture for this population. The Prodromal States Questionnaire (PSQ), a 92-item self report- measure of prodromal symptomatology, was completed by 27 patient-informant pairs. Items are divided into major subscales of positive, negative, disorganized, and general symptoms. Data was collected at the Center for the Assessment and Prevention of Prodromal States at UCLA. Inter-rater agreement was analyzed using Cohen's Kappa statistic (k). Twenty-one items reached the 'good' agreement criterion of $.41 k$ or above. None of the scale averages showed good agreement. However, the majority of individual items that showed good agreement were positive symptoms (61%). Although these data preliminarily suggest higher agreement on positive symptom presence, further research and comparison with clinician ratings are needed.

COGNITIVE AND EMOTIONAL PROCESSING IN WRITTEN NARRATIVES OF WOMEN ABUSED BY INTIMATE PARTNERS

Danielle M. Holmes and Cheryl Koopman, Stanford University

Several studies have demonstrated the physical and psychological benefits of written disclosure through trauma narratives (e.g. Pennebaker, 1997; Smyth, 1998). Recent research has begun to explore trauma narratives to determine linguistic patterns that predict health improvements. The present study was designed to examine the health benefits of trauma disclosure for women who have experienced intimate partner abuse. Narratives of 25 former victims of domestic violence were analyzed to determine linguistic patterns of cognitive processing that predicted improvements in physical pain and depression symptoms. Linguistic changes in emotional expression, and causal and insightful thinking were explored. Results are discussed in terms of understanding mechanisms of improvement for symptoms experienced by abused women. Potential implications for future research and intervention design are considered.

SEX DIFFERENCES IN EMOTIONAL EXPERIENCE AND EXPRESSION IN SOCIAL ANXIETY

Natalya Maisel, Erin Heerey, and Ann Kring, University of California, Berkeley

The present study investigated whether socially anxious men and women differed in their experience and expression of emotions during social interactions. Hypotheses were grounded in socialization theories, which suggest that men and women are differentially socialized to express emotion, but that their emotional experience may not differ. Participants were 130 undergraduates assigned to same-sex dyads of either two non-socially anxious (NSA) participants or one NSA and one socially anxious (SA) participant. During the study, participants engaged in a 5-minute conversation and then completed questionnaires about the interaction. SA participants reported experiencing more negative emotions ($p = .00$) and fewer positive emotions ($p = .01$) than NSA participants. As hypothesized, female dyads reported expressing more negative emotions ($p = .00$) and more positive emotions ($p = .00$) than male dyads, although this difference was not true for reported experience of negative emotions ($p = .26$) or positive emotions ($p = .28$), thus providing support for the socialization hypothesis. This study has implications for conceptualizing both the nature of social anxiety and sex differences in emotions.

THE ROLE OF MATCHING IN COLLABORATIVE MEMORY

Barbara Basden, Amelia Sweeney, Barbara Sisk, Eduardo Avalos, and Josh Muller, California State University, Fresno

Two experiments were conducted to examine the impact of matching (Reysen, in press) on collaborative memory. We also hypothesized that collaborative inhibition would occur despite matching effects, i.e., participants tested individually would recall more than participants tested in virtual groups. In both experiments, participants recalled categorized lists either in virtual groups or individually. Performance of virtual group members was low, high, and competitive. Matching effects were predicted, i.e., recall of true participants was expected to increase as recall of virtual group members increased. In Experiment 1, participants were exposed to the actual words 'recalled' by virtual group members. In Experiment 2, participants saw XXXX's instead of the words 'recalled' by virtual group members. Contrary to predictions, matching effects failed to materialize in either experiment. Results of the two experiments do support the strategy disruption account of collaborative inhibition (Basden, Basden, Bryner, & Thomas, 1997) in that retrieval was disrupted by bogus recall containing target words (Experiment 1) but not by bogus recall containing XXXX's (Experiment 2).

EFFECTS OF STRIATAL LESIONS ON IMPLICIT LEARNING

Erica Espinoza and Denise Yanez, University of California, Los Angeles

The dorsolateral striatum, a part of the basal ganglia, is believed to be involved in habitual responses; in contrast, the dorsomedial striatum is implicated in goal directed actions. A T-maze was used to assess the effects of anterior and posterior dorsomedial striatal lesions on place learning. Long-Evans rats, with either anterior or posterior dorsomedial lesions, were trained on a T-maze, using a consistent South start arm and a food reward at the end of the West arm of the maze. Rats were then tested using a North arm start position to determine if they were place or response learners. Rats with anterior dorsomedial lesions tend to show no preference for either arm, whereas rats with posterior dorsomedial lesions chose the East arm, having learned a left-turn response strategy. The results suggest that rats with the posterior dorsomedial lesions tend to be response learners, whereas rats with anterior dorsomedial lesions have no effect on place versus response learning.

THE EFFECTS OF EYE GAZE AND HEAD ORIENTATION ON VISUAL ATTENTION

Nicole Gitcho and Lynn Robertson, University of California, Berkeley

A new paradigm was developed to determine if social mechanisms such as eye gaze and head orientation are sufficient to cause interference in spatial attention. Participants consisted of 12 undergraduates (10 female) who were presented with 2 faces appearing bilaterally on the screen. The faces were either varied in eye gaze or head orientation. Reaction times were recorded in speeded key responses to target letters that were presented in pairs either in the center above fixation or bilaterally in the periphery. Preliminary results suggest that responses are faster in conditions where eye gaze and head orientation point towards the target than away from the target. Preliminary results also suggest that eye gaze has a stronger influence on attention than head orientation. This study has implications for development theories of social attention (e.g., autism) as well as for theories of spatial orienting and visual attention. The results promise to contribute to the attention literature in showing how eye gaze and head orientation manipulate where attention is directed, and the relative strengths of each.

MAINTAINING REPRESENTATIONS IN VISUAL WORKING MEMORY

Edward K. Vogel and Jason A. Fair, University of Oregon

Visual working memory facilitates the online storage and manipulation of visual information. Here, we recorded ERPs from subjects while they performed a visual WM task, in which they were presented a bilateral array of colored squares (4 in each hemifield) and were asked to remember the items in only one hemifield. Memory for those squares was tested two seconds later with the presentation of a test array that was either identical to the memory array or differed by one color. Approximately 200 ms following the onset of the memory array we observed a posterior slow negative wave over the hemisphere that was contralateral to the memorized hemifield in the array. This contralateral negativity persisted throughout the two-second blank delay period until the onset of the test array and appears to reflect the maintenance of these items in memory. In a control experiment we demonstrated that these results were due to memory maintenance and not spatial attention.

AUDITORY CORTICAL POTENTIALS TO TEMPORAL GAPS IN NOISE IN ADULTS

Henry J. Michalewski, Tin T. Nguyen, and Arnold Starr, University of California, Irvine

The objective of this project is to use electrophysiological methods to study cortical potentials to gaps of different durations. Auditory potentials to gaps were recorded from 12 normal subjects. Gaps of 2, 5, 10, 20, and 50 ms in noise (60 dBnHL) were randomly presented every 2 sec. Subjects were tested in two conditions: (1) press a reaction time (RT) button to a detected gap and (2) listen without behavior. Trials to gaps were averaged and measures of peak latency and amplitude of components N100/P200 were computed. Accuracy was ~99% for 50, 20, and 10 ms gaps, 73% for 5 ms, and 17% for 2 ms gaps. RTs averaged ~292 ms to 50, 20, and 10 ms gaps, 352 ms for the 5 ms gap, and 421 ms for the 2 ms gap. N100 and P200 were identified to gaps between 50 and 5 ms. N100 and P200 amplitudes were significantly decreased when gap durations were less than 20 ms; peak latency differences among gap durations were not significant. Accuracy, RT, and N100 and P200 correlated with gap duration. These methods provide a tool to study temporal processes in hearing disorders and mechanisms of central auditory processing.

HEMISPHERIC ASYMMETRIES FOR THE PROCESSING OF EMOTION WORDS: MIXED VERSUS RANDOM PRESENTATION

Colby B. Carter, Amy L. Ramos, and Gina M. Grimshaw, California State University, San Marcos

The current experiments examined hemispheric specialization for the processing of emotion words as a function of both valence and arousal. Researchers predicted that emotion words would be processed differently depending on the valence and arousal component of words. In study one, participants completed a lateralized lexical decision task using words from five categories: high arousal negatively valenced, high arousal positively valenced, low arousal negatively valenced, low arousal positively valenced, and neutral words. Words were randomly presented across visual fields. As predicted, there was a main effect of emotion words, such that all emotion words had significantly slower reaction times than neutral words. However, in the central and left visual fields, an interaction between arousal and valence was observed such that, for high arousal words, responses were faster to negative than to positive words, but to low arousal words the opposite pattern was observed. Study two blocked emotions in a between subjects design to differentiate hemispheric specialization for arousal and valence. Results are discussed in terms of differential hemispheric contributions in the processing of emotion words.

EXPERT TESTIMONY AND JUROR DECISION MAKING

Edward Geiselman and Carmen Droessler, University of California, Los Angeles

Little has been done to study the effects of eyewitness expert testimony on juror decision making. The purpose of these studies was to evaluate the impression and amount of persuasion left on a juror by the expert's testimony. The first study examined the influence of expert testimony on the jurors' verdicts. After reading a mock trial scenario, the undergraduate participants completed a questionnaire surveying their verdict, legal attitudes and beliefs, and their perception of the expert testimony. The second study, however, contained more external validity by surveying mock jurors of a live mock trial at the UCLA School of Law. Following deliberations, jurors completed questionnaires examining their perceptions of the expert testimony. Anticipated results may indicate a correlation between a juror's pro-prosecution attitudes and their verdict. Results may also show a significant correlation between a juror's use of the expert testimony and their verdict. These results may have implications for increasing the influence of expert testimony.

Keynote Speaker: Philip G. Zimbardo, Ph.D.

Philip G. Zimbardo, Professor of Psychology at Stanford University (since 1968), is internationally recognized as an innovative researcher in many areas of psychology. He has won numerous awards for his distinguished teaching, writing, research, and media productions. Zimbardo has been called the “voice and image of modern psychology” because of his popular PBS-TV series, *Discovering Psychology* (shown nationally and internationally for the past decade), and his best selling text, *Psychology and Life*, the oldest, continuously selling textbook in psychology (now in its 16th edition). He was president of the American Psychological Association (2002) and formerly of the Western Psychological Association.

His undergraduate study was at Brooklyn College (graduated Summa Cum Laude, with honors in Psychology and Sociology/ Anthropology, 1954), and his graduate work was at Yale University (MS. 1955; Ph.D. 1959). He has taught at Yale, Columbia, Barnard College, and New York University (1960-67). This is the sixth decade in which he has taught introductory psychology, having taught to many thousands of students since 1957.

He has more than 300 professional publications, including 50 scholarly, text and trade books. (See www.zimbardo.com)

When it comes to research, Zimbardo is a generalist, although his major focus is in social psychology. His research spans more than a dozen areas from animal research on curiosity, sexual behavior and drugs, to human research on persuasion, cults, hypnosis, vandalism, violence, time perspective, evil, and madness.

His Stanford Prison Experiment (1971) is a classic demonstration of the power of situational forces to overwhelm ordinary, good people. His video of that study, “Quiet Rage,” is a powerful documentary of this unique experiment in which students played the roles of prisoners and guards in a simulated prison that became all too real and had to be terminated prematurely. The web site documenting the chronology of that study has received more than 8 million unique page viewers in the past two years. (See www.prisonexp.org)

In addition, Zimbardo is considered a leading expert in the area of shyness in adults and children. His best-selling popular books, *Shyness: What it is, What to do about it* has been translated into 10 languages, and *The Shy Child* has just been reissued. Zimbardo’s pioneering treatment for shyness has continued for the past 25 years at the Shyness Clinic in Palo Alto, California (now directed by Dr. Lynne Henderson). (See www.shyness.com)

The 26 episodes of the PBS TV series, *Discovering Psychology*, which he created, co-wrote and hosted, are now a staple in most college and high school courses in the United States and in ten countries worldwide; the updated edition (2001) is shown regularly on PBS. (See www.learner.org) He has recently won the Carl Sagan Award from the Counsel of Scientific Society Presidents for promoting the public understanding of science.

Professors in Attendance

Gordon H. Bower, Ph.D.

For decades, Dr. Gordon Bower has been one of the nation's leading experimental psychologists and learning theorists. Dr. Bower has been a member of the psychology faculty at Stanford University since 1959, and his work, not to mention his chairmanship of the department for several years, has played a significant role in making the Stanford psychology department the top-rated research department of its kind in the country. His contributions were acknowledged by his colleagues in a special way in 1973 when he was elected to the National Academy of Sciences. In recent years, Dr. Bower has concentrated a portion of his energy on strengthening the institutions that support scientists. He served as Senior Scientist at the National Institute of Mental Health in 1993. During that year, he co-chaired a panel of distinguished scientists from across the behavioral and social sciences who examined the state of mental health knowledge in these fields. Out of that work has come a plan to guide NIMH in the formation of research support programs for the 21st century. The report was published this year by NIMH and is entitled Basic Behavioral Science Research for Mental Health: A National Investment. Dr. Bower has also served as President of the American Psychological Society and the Western Psychological Association, and as Senior Science Advisor the American Psychological Association. Psychology has a long history of studying emotion and its interaction with other behaviors. Interest in the area has risen and fallen over that long history. Now, as the links between behavior and biology are becoming better understood, researchers are realizing how profoundly emotions influence thoughts, actions and even biological functioning. Dr. Bower's research on the role of emotion in learning is one of the driving forces behind the resurgence of interest among scientists in the study of emotion.

Laura L. Carstensen, Ph.D.

Dr. Carstensen is a professor of psychology at Stanford University. She also served as the Barbara D. Finberg Director of Stanford's Institute for Research on Women and Gender from 1997-2001. Her specialties include socioemotional selectivity theory, emotional development throughout the life-span, the influence of social behavior and emotional well-being on health in later life, psychopathology among the elderly and gender differences in old age. Dr. Carstensen served as Chair of the National Academy of Sciences Committee on Future Directions in Cognitive Research on Aging; panel member for the Human Development and Aging Study Section of the National Institute on Aging; chair of the Behavioral and Social Sciences Section of the Gerontological Society of America; president of the Society for a Science of Clinical Psychology; and scientific advisor to the Max Planck Institute for Human Development in Berlin, Germany. She is a fellow in the American Psychological Association, the Gerontological Society of America and the American Psychological Society. Among Dr. Carstensen's awards are the Richard Kalish Award for Innovative Research and Stanford University's Dean's Distinguished Teaching Award. Dr. Carstensen has also recently become a recipient of a 2003 Guggenheim Fellowship. She received her Ph.D. in clinical psychology from West Virginia University in 1983.

Herbert H. Clark, Ph.D.

Herbert H. Clark, a professor at Stanford University since 1975, was an undergraduate at Stanford before earning his Ph.D. from Johns Hopkins University in 1966. In the past twenty years he has published dozens of articles, and received such prestigious awards as the John Simon Guggenheim Fellowship. Additionally, in 2000 he was elected a foreign member of Koninklijke Nederlandse Academie van Wetenschappen (Royal Dutch Academy of Arts and Sciences). His studies focus on the cognitive and social processes of language use. In particular, he is interested in speaking, understanding, and memory in conversation. Additionally, he is interested in word meaning and what speakers mean when saying what they say.

Jennifer L. Eberhardt

An assistant professor at Stanford, Jennifer Eberhardt received her Ph.D. in Psychology from Harvard in 1993. Her primary research interests include stereotyping, prejudice, and stigma. Most recently, her research has focused around the issue of racial categories, specifically on the social psychological implications of viewing race as a natural category rather than as a socially created category. Another branch of this research has been to study the link between racial stereotyping and racial categorization.

Ian H. Gotlib

Professor of Psychology, Stanford University. Director, Stanford Mood and Anxiety Disorders Laboratory . Dr. Ian H. Gotlib received his Ph.D. in Clinical Psychology from the University of Waterloo. He is currently a Professor of Psychology at Stanford University and Director of the Stanford Mood and Anxiety Disorders Laboratory. Dr. Gotlib is very active in clinical research. In general, in his research Dr. Gotlib examines information processing, psychophysiology, and patterns of brain activation in depressed children, adolescents, and adults. He also examines the effects of depression on marital and family functioning, and the emotional and behavioral functioning of children of depressed mothers. Two major projects that are currently being conducted in his laboratory involve the identification and psychobiological assessment of depressed children and adults who are characterized by strong negative biases in their cognitive functioning, and an examination of the mechanisms of transmission of risk factors for depression and anxiety from mothers to daughters. Dr. Gotlib has published over 150 scientific articles and has written or co-authored several books in the areas of depression and stress. Dr. Gotlib is a Fellow of the American Psychological Association, the American Psychological Society, and the American Psychopathological Association.

Hazel Rose Markus

Hazel Rose Markus has been a professor of psychology at Stanford University since 1994 and prior to that was a faculty member in the department of psychology at the University of Michigan. In the past she has been research scientist at the Institute for Social Research. Her research has focused on the role of the self in regulating behavior. She has written on self-schemas, possible selves, the influence of the self on the perception of others, and the constructive role of the self in adult development. Her most recent work is in the area of cultural psychology and explores the interdependence between psychological structures and processes and sociocultural environments. She received her B.A. degree from California State University at San Diego and her Ph.D. from the University of Michigan in 1975. She has served on the editorial boards of numerous journals and study sections at both the National Institute of Mental

Health and National Science Foundation. She is a fellow of the APS and the APA. She is also a member of the McArthur Research Network on Successful Midlife Development. She was elected to the National Academy of the Arts and Sciences in 1995 and was named the Davis-Brack Professor Behavioral Sciences at Stanford University.

Benoit Monin

Assistant Professor. Ph.D. Social Psychology, Princeton University, 2001. Much of Dr. Monin's research has to do with social norms. He has studied some of the biases involved in and estimating consensus more generally. He has looked at ways people can escape the pressures of social norms by proving their good faith through their prior behavior. He is also interested in the moral undertones of many norms, which has led him to teach a seminar on everyday morality and to investigate our reaction to people who pose themselves as morally superior. Last, and unrelated to norms, he has also done some work in the domain of memory heuristics, to show that pleasant stimuli look more familiar.

Michael Ramscar

A relatively new addition to the Stanford team, Michael Ramscar, with a Ph.D. from the University of Edinburgh, 1999, brings with him a keen interest in the work surrounding AI and Cognitive Science. Particularly motivating to him is study in the area surrounding the relationship between usage and meaning, the production of language, and comprehension and acquisition. Further interests include the development and representation of conceptual knowledge, analogy and metaphor, and cognitive modeling.

Lee D. Ross

A professor of Social Psychology, Lee Ross received his Ph.D. from Columbia University in 1969. His main interests include attributional processes and biases, the strategies and shortcomings in both decision making and the judgment of lay people, and egocentrism and the issue of "naive realism." Additionally, he also has interest in the sources of interpersonal conflict, what the barriers to conflict resolution are, and the techniques that can be used for overcoming such barriers.

Claude M. Steele

Claude Steele has been a professor of psychology at Stanford University since 1991, and before that served on the faculties of the University of Michigan, the University of Washington, and the University of Utah. His research interests are in three areas: Throughout his career he has been interested in processes of self-evaluation, in particular in how people cope with self-image threat. This work has led to a general theory of self-affirmation processes. A second interest, growing out of the first, is a theory of how group stereotypes by posing an extra self-evaluative and belongingness threat to such groups as African Americans in all academic domains and women in quantitative domains can influence intellectual performance and academic identities. Third, he has long been interested in addictive behaviors, particularly alcohol addiction, where his work with several colleagues led to a theory of "alcohol myopia," a theory in which many of alcohol's social and stress-reducing effects that may underlie its addictive capacity are explained as a consequence of alcohol's narrowing of perceptual and cognitive functioning. He received his B.A. degree from Hiram College (Hiram, Ohio) and his Ph.D. degree in psychology from The Ohio State University in 1971. He is President-Elect of

the Society for Personality and Social Psychology, and has served as President of the Western Psychological Association, as Chair of the Executive Committee of the Society of Experimental Social Psychology, as a member of the Board of Directors of the American Psychological Society, and on the editorial boards of numerous journals and study sections at both the National Institute of Mental Health and the National Institute of Alcoholism and Alcohol Abuse. He is a Fellow of the APS and the APA, a member of the American Academy of Arts and Sciences and the National Academy of Education, and is the recipient of a Cattell Faculty Fellowship from the Cattell Foundation and the 1996 Gordon Allport Intergroup Relations Prize. He currently holds an endowed chair as Lucie Stern Professor in the Social Sciences, and is Past-Chair of the Psychology Department, at Stanford University. Dr. Steele has also recently been elected to the National Academy of Sciences.

Information on East Palo Alto High School

One of the primary goals of our conference is to foster the continued dialogue and influence that psychology will continue to play in the future. In that light, we have welcomed high school students to attend and participate in the exchange of ideas that occurs during SUPC.

Each year we select a different high school in the area to sponsor and donate conference proceeds. During the 1st SUPC, we sponsored South San Francisco High School, and last year, we were able to take a pair of high school students to attend the annual meeting of the Western Psychological Association in Southern California. This year, we have chosen to support East Palo Alto High School's humanities program, a new interdisciplinary endeavor that seeks to broaden the horizons of the next generation of young thinkers.

East Palo Alto High School

*(A collaboration between the Ravenswood City School District,
Aspire Public Schools and Stanford University)*

Vision

East Palo Alto High School (EPAHS) is a small, neighborhood public high. EPAHS ensures that students are prepared for college and for the 21st century world and workplace. Students learn about themselves, their communities and the global community through project based curriculum and instruction, rigorous standards, performance assessment practices and opportunities to study in college courses, on-line and through internships with local businesses and organizations.

EPAHS opened in September 2001 with its first class of 75-80 9th grade students. Each year the school admits one new class. Within 4 years, it will grow to serve 300-350 in grades 9-12. If grades 7-8 are added, the school will grow to 450. The first graduating class of the new high school will be the Class of 2005.

Origins

The idea of East Palo Alto grew out of community interest in a local community high school and conversations among leaders of the Ravenswood Public Schools, Aspire Public Schools, and the Stanford University School of Education. A collaboration among these three agencies continues through development and implementation of the school design and sustains the school's vision over time.

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