



Stanford Undergraduate Psychology Conference 2004





STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

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

May 15, 2004

Dear Participants,

It is a great pleasure to welcome you, on behalf of Stanford University and the Department of Psychology, to the 4th Annual Stanford Undergraduate Psychology Conference – brought to you through the extraordinary efforts of Felicity Miao and her colleagues, the Stanford Undergraduate Psychology Association, and the Stanford Chapter of Psi Chi. 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 15, 2004

Dear Presenters, Faculty and Guests,

It is with great pleasure that I welcome you to the Fourth Annual Stanford Undergraduate Psychology Conference (SUPC). When I first became involved with SUPC last year, I had no idea what it would take to put on a successful psychology conference. I feel privileged to be able to share with you today the result of much extended planning and hard work by a team of truly outstanding associate directors.

We are thrilled to host the largest SUPC to date. Of the 275 registered attendees, 137 are presenters representing schools from thirteen different states and one province: Arizona, California, Connecticut, Illinois, Indiana, Massachusetts, Michigan, North Carolina, New York, Oregon, Texas, Washington, Wisconsin, and Ontario, Canada. In attendance today are also 135 spectators.

Aside from taking the time to attend the many presentations showcased today, we hope you will take the opportunity to connect with peers from other institutions in addition to interacting with our distinguished faculty here in the Department of Psychology at Stanford University. Your participation here today has even farther-reaching implications; proceeds from today's conference will be donated to support the psychology program at Gateway High School in San Francisco, California.

We hope you enjoy your time at Stanford and that your SUPC experience is a memorable one. Hopefully, several of you will look back upon this day as one of the more influential academic experiences of your lifetime.

Sincerely yours,

Felicity F. Miao
Executive Director, SUPC

CONFERENCE SCHEDULE

8:00-8:45	Registration	Front of Jordan Hall (Building 420)
9:00-9:15	Introductory Address	420-040
9:30-11:00	Paper Session I	380C, W, X, Y
11:00-12:00	Poster Session I	Math and Linguistics Courtyards
12:15-1:15	Lunch	Lomita Green North
1:30-2:30	Keynote Address by Dr. Hazel R. Markus	420-040
2:45-4:15	Paper Session II	380C, W, X, Y
4:15-5:15	Poster Session II	Math and Linguistics Courtyards
5:30-6:30	Grad School Talk by Dr. Jeanne L. Tsai	420-041
6:30-7:30	Closing/Social	420-050

8:00-8:45 Registration Front of Jordan Hall

9:00-9:15 Introductory Address 420-040

Introductory Address

Felicity F. Miao, Executive Director of the Fourth Annual Stanford Undergraduate Psychology Conference

9:30-11:00 Paper Session I 380 C, W, X, Y

Social Psychology I 380-380C

Students' Theories About Math Tests May Moderate The Stereotype Threat Effect

Ista Zahn and Chuck Tate
University Of Oregon

Perceived Emotional Display Norms As A Function Of Gender And Environment

Kristin Worman and Natalie Kiunke
California State University, Chico

Minority Stress Among Immigrant Latino Gay Men

Luis E. Ciproz and Rafael M. Diaz
San Francisco State University

Group Differences In Perceived Discrimination

Jenny Minnich, Brenda N. Major, and Laurie O'Brien
University Of California, Santa Barbara

Perception 380-380W

Auditory Brainstem Frequency-Following Response Shows Deviant Stimulus Effects In Mismatch Negativity (MMN) Paradigm

Gary C. Galbraith, Feliciano Aguilar, Danielle Balangitao, Calee Gilliland, Tanya Sanders, and Suzanne Lai
University Of California, Los Angeles

Manipulating Perceived Color Saturation With Normal And Anomalous Color Viewers Using PIFC

Joshua Wortman
University Of California, San Diego

Investigations In Spatial Perception Using Geometric Visual Illusions

Dustin R. Selman and Paul R. Dassonville
University Of Oregon

The Motion Aftereffect Is Susceptible To Reference Repulsion

Ann M. Arens and Alexander Grunewald
University Of Wisconsin-Madison

Biological Psychology 380-380X

Perinatal Phencyclidine Exposure Alters Cognitive Performance In Adulthood

Shieva Davarian
University Of California, Los Angeles

Hormonal Profiles Of Female Haplochromis Burtoni As They Relate To Affiliative Behavior

Jo M. Martin, Tricia S. Clement, and Russ D. Fernald
Stanford University

Anxiety Can Predict Spatial Memory Deficits Following Chronic Stress

Rudy Bellani, Ryan Wright, Liz Lightner, and Cheryl Conrad
Arizona State University

Reduced Functional Connectivity Between Thalamus And Frontopolar Regions In Autism

Akiko Mizuno, Barnele C. Dahl, Michele E. Villalobos, and Ralph-Axel Müller
San Diego State University

Personality and Clinical Psychology 380-380Y

Experiencing Art Across The Life Span: Age Differences In Verbal Responses To Paintings

Katharina Kircanski, Joseph A. Mikels, and Laura L. Carstensen
Stanford University

Training Peer Health Educators: Changes In Knowledge, Self-Beliefs And Sexual Behavior

Britt L. Ehrhardt, John D. Krumboltz, and Cheryl Koopman
Stanford University

The Relationship Between Frequency Of Meditation, Self-Report And Behavioral Measures Of Compassion

Shannon S. Tan
University Of San Francisco

Recognition Of Facial Expressions Of Emotion: Comparison Between Depressed And Non-Depressed Students

Akiko Terao and David Matsumoto
San Francisco State University

11:00-12:00 Poster Session I Courtyards

Math Courtyard

Award Bias In Civil Juries: Social Comparison And Persuasion

Erin Archerd
Stanford University

The Effects Of Self-Viewed Morality After Being Confronted With A Cheating Situation

Scharee Cain, Lindsey Burns, Brittney Manley, and Kristy Kime
University of Evansville

Implicit Theories Of Moral Character And Presentation Order Of Arguments

David Tannenbaum, Steve Read, and Doug Stenstrom
University of Southern California

Evaluation Of Crime As A Function Of Perpetrator's Ethnicity And Type Of Crime.

Polina Potanina, Eva Green, Lotte Thomsen, and Jim Sidanius
University of California, Los Angeles

Intellectual Vulnerability: Social Economic Status And Stereotype Threat

Tattiya Kliengklom¹, Nicole Stephens², Seth Duncan¹, Steven Fein², and Talia Ben-Zeev¹
¹San Francisco State University ²Williams College

Arousal And Stereotype Threat

Margarette Burd, Rudy Contreras, Ted Steiner, and Talia Ben-Zeev
San Francisco State University

Do Women Flirt When They Are Intellectually Threatened?

Patricia Garcia, Stacy McKenzie, Rachelle Boudreau, Rochelle Smith, and Talia Ben-Zeev
San Francisco State University

Imposters In The Academy: Diverse Students' Experiences At A Large Public University

Yoko Takagi, Eric Covotta, Nhieu Warner, Elena Klaw, and Megumi Hosoda
San Jose State University

Effects Of Benevolent Sexism In A Military Context

Allegra Smith and Alice Eagly
Northwestern University

Feminist Identity And Its Influence on Teachers' Ability To Promote Gender Equality

Sonja E. Everson
Seattle University

Locus Of Control And Risky Sexual Behavior Among College Students

Martha A. Rea, Lisa Howell, and Ramani Durvasula
California State University, Los Angeles

Attitudes And Knowledge Of Mothers And Their Daughters Concerning Pap Smear Screening

Sandy Chansamone
University of California, Riverside

Bias Motivated Offenders: Classification Analysis And Demographic And Economic Predictors In Society

Natalia Nikolova and Angelina Gratiano
University of California, Los Angeles

Perceptions Of Intimate Partner Violence

Brandi Forbes
Pacific University

The Impact Of Victim-Attacker Relationship Type On Appraisals Of Rape: A Meta-Analysis

Elise Percy Hall and David W. Hamilton
Simpson College

The Role Of Self-Construals In The Psychological Consequences Of Perceived Prejudice

Kiera Steele, Taryn Ching, Brenda Major, Zoe Kinias
University of California, Santa Barbara

A Little Helping Of Diversity: Helpfulness, Multiculturalism, And Universal-Diverse Orientation

Cassandra A. Adams, Winslow G. Gerrish, Sarah Lim, Marla VanSkiver, and Margaret A. Marshall
Seattle Pacific University

Social Capital And Latino And European American Students' First Year College Adjustment

Rebecca J. Fraynt
University of California, Santa Cruz

At A Loss For Words: The Role Of Retrieval-Induced Forgetting In Second Language Acquisition

Nathan D. McVeigh
University of Oregon

Linguistics Courtyard

The Effects Of Partner Response To Capitalization On Relationship Satisfaction

Shelly Gable, Amy Strachman, and Katy H. S. Hung
University of California Los Angeles

Cross-Sex Platonic Relationships: Comparing Men With And Without Sisters

Nazia Khan
California State University, Fresno

Marital Idealism And Relationship Satisfaction Through Various Levels Of Commitment

Steven Bair, Jessica Brown, Travis Ramsey, and Jean Burger
Seattle Pacific University

Shared Positive Emotional Experience

Ronit A. Menashe
University of California, Los Angeles

Different Attentional States And Emotional Responsiveness

Joanna Arch, Michelle Craske, and Jerry H. Kao
University of California, Los Angeles

The Influence Of Positive Affect On Field Dependency

Kyle G. Ratner, Melissa J. Ferguson, and Alice M. Isen
Cornell University

Mood And The Generalization of Affect: A Test of Emotional Specificity

Stephanie M. Carpenter and Ellen M. Peters
University of Oregon

The Effect Of Conflict Detection On The Activation Of The Attachment System

Tryston T. Nguyen
University of California, Los Angeles

The Effects Of Continuous Dimensions On Feature-Matching

Brian S. Ooi
University of Oregon

Investigation In The Activation Level Of Critical Lures In The DRM Paradigm

Ting-Ting Zhou
University of Oregon

Effects Of Spaced Practice And Test Delays On Visuospatial Category Memory

Georgina M. Blanc and Harold Pashler
University of California, San Diego

Talker Variability Effects On False Recognition Of Spoken Word Lists

Mari Sanchez and Lorin Lachs
California State University, Fresno

Understanding Self-Serving Attributions In The Context of Transference

Ann Chang and Serena Chen
University of California, Berkeley

Which Is More Important: Fair Treatment Or A Fair Outcome?

Lucy Oh, Kevin Binning, and Yuen Huo
University of California, Los Angeles

Competitiveness, Emotions, And Career Choice

Kristen Peek
University Of San Francisco

The Influence Of Peer Disapproval On Drinking And Alcohol Consumption

Zing Luong, Jennifer Ibardolaza, and M. Dawn Terrell
San Francisco State University

12:15-1:15 Lunch Lomita Green North

1:30-2:30 Keynote Address 420-040

Psychology: Made In The U.S.A.

Hazel Markus, PhD
Stanford University

2:45-4:15 Paper Session II 380 C, W, X, Y

Social Psychology II 380-380C

Self-Affirmation Reduces Stress Appraisals And Increases Approach Motivation

Cindy Heng, Will T. Welch, David Creswell, and Shelley E. Taylor
University of California, Los Angeles

The Relationship Between Sense Of Humor, Emotional Intelligence, And Social Intelligence

Jeremy A. Yip
University of Western Ontario

Self-Esteem, Positive Impressions, And Social Desirability

Seinenu M. Thein¹, Oliver P. John¹ & Virginia S.Y. Kwan²
¹University of California, Berkeley ²Princeton University

Does The Early Bird Always Get The Worm?

Sarah Reeves
Wellesley College

Cognitive Psychology 380-380W

Ipsilateral And Bilateral Transfer Of Motor Learning

Sien Hu
University of California, Irvine

Statistical Learning In The Action Domain

Dare Baldwin and Annika Andersson
University of Oregon

Analogical Reasoning Across The Lifespan

Thao B. Tran, Indre V. Viskontas, Barbara Knowlton, and Keith Holyoak
University of California, Los Angeles

The Effects Of Sleep Quality On Long-Term Memory: An EEG Study

Joey K. Lau, Amanda M. Thomas, and Mark W. Geisler

Developmental Psychology 380-380X

Indications Of Medication Prescribed For Symptoms of ADHD

Sandra Surace
San Jose State University

Arousal And Startle In Maltreated Children With And Without Posttraumatic Stress Disorder

Cynthia I. Perez and Mitchell L. Eisen
California State University, Los Angeles

The Effects Of Message Framing On Food Preferences In Children

Katie Bannon and Marlene Schwartz
Yale University

“Where's The Dax?”: A Longitudinal Exploration Of The Mutual Exclusivity Strategy's Onset

Carolyn M. Quam
Stanford University

Cultural Psychology 380-380Y

Extending Socioemotional Selectivity Theory To The Study Of Gang Involvement

Carmen K. M. Liu¹ and Helene H. L. Fung²
¹University of California, Berkeley ²Chinese University of Hong Kong

Developing A Definition And Measurement Of Compassion

Jocelyn Sze and Jeanne L. Tsai
Stanford University

Underlying Mechanisms In Affect Valuation

Felicity F. Miao and Jeanne L. Tsai
Stanford University

Parent Socialization Of Emotions And Preschool Children's Emotion Regulation In Three Cultures

Joey Fung and Twila Tardif
University of Michigan

4:15-5:15 Poster Session II Courtyards

Math Courtyard

Personality Types And College Performance: Taskmasters, Busy Bees, Sad Sacks, And Overloaders

Michelle R. Gonzalez
University of San Francisco

The Utility Of Metaphor For Enhancing Students' Psychological Understanding

Noelle S. Wiersma, Elizabeth Campbell, and Allison Pemberton
Whitworth College

Does Amount Of Sleep Affect Grade Point Average In College Students?

Melissa Stanton, Fallan Swafford, Erin Campbell, Joey Tadie, and Sarah Abrahamsohn
Seattle Pacific University

HAPA Identity Development

Claude Steele, Valerie Purdie, Dave Nussbaum, and Lori Wu
Stanford University

Prospective Teachers' Attitudes Toward Bullying And Victimization: A Central California Replication

Gabriel D. Searcy
California State University, Stanislaus

Cultural Differences In Subjective Youth Experiences Of Abuse And Neglect

Marissa M. Huang
University of California, Los Angeles

Temperament And Involved Parenting: Predicting Foster Children's Externalizing Behaviors

Aiko Takahashi
University of Oregon

The Association Between Abusive Parenting Behaviors On School Related Problems Across Ethnic Groups

Connie Tan

University of California, Los Angeles

Ovarian Steroid Hormones Mediate Delayed Conditioned Taste Aversion Learning In Rats

Vanessa Flores, Kathleen Mitchell, Leticia Rodriguez, Jacquelyn Spezze, Alan Torres, Kate Truitt, Lisa Zamora, and Michael R. Foy

Loyola Marymount University

Blocked Serotonergic And Muscarinic Pathways Disrupts Head Direction Cells

Nathen J. Murawski, Katherine Sandoval, Kathrine M. McDaniel, Celeste Doerr, and Jeffrey L. Calton

California State University, Stanislaus

How Do Demographic Factors And Beliefs About Autism Etiology Affect Treatment Decisions?

Melissa L. Schapiro

Stanford University

Affect Valuation In Preschool Children

Jennifer Y. Louie and Jeanne L. Tsai

Stanford University

Preschoolers' Ability To Transfer Solutions In Fantasy And Reality Contexts

Ruth Hoffman, Alison Shawber, and Marjorie Taylor

University of Oregon

Neuroscience For Kids: The Educational Effects Of An Interactive Workshop

Marissa Feldman, Edward Lin, Jesse Maddex, Margaret Mahoney, AnaCeci Mel, Aracely Miron, Judith Foy, Chelsea Sjoblom, and Heather Steffani

Loyola Marymount University

The Development Of Children's Understanding Of Social Relations

Patricia M. Greenfield, Alan P. Fiske, Jennifer Pfeifer, and Hwee-Chee Lim

University of California, Los Angeles

Gardening Activity As An Effective Measure In Improving Self-Esteem And Academic Performance

August J. Hoffman^{1,2}, Elham Sarabi¹, Bryant Trepagnier², and Dawn Thompson¹

¹California State University, Northridge ²Compton College

Near-Death Experiences: A Phenomenological Inquiry

Sean Ryan

Seattle University

Adolescent Development Across Cultures: What Are Textbooks Teaching Us?

Gil Katz, Medhanit Zekarias, Joe Piccola, and Bryan Murphy

Sonoma State University

The Effects Of Faces On Memory Of Personal Descriptions

Celeste S. Lonson, Janie Nath, and Stanley Woll

California State University, Fullerton

Linguistics Courtyard

Chronic Pain And Disability In HIV-Associated Distal Symmetric Polyneuropathy

Kinjal Doshi¹, Patrick Shrout¹, Lydia Estanislao², and David Dorfman²

¹New York University ²Mount Sinai School of Medicine

Ethnicity And Cancer Screening In Female University Students

Oscar Ureno, Dalia Cuevas, Lisa Howell, and Ramani Durvasula

California State University, Los Angeles

Primary Prevention Of Eating Disorders In Adolescent Youth

J. Megan Jones

University of California, San Diego

The Effects Of Tension Headaches On Long-Term Memory Retrieval: An EEG Study.

Amanda M. Thomas, Joey K. Lau, and Mark W. Geisler

San Francisco State University

Depression Symptoms Among Adolescents: A Comparison Of Latino, Caucasian, And African Americans

Noemy Ponce, Antonio Polo & John Weisz
University of California, Los Angeles

The Relationship Between Early Adversity And Depression Recurrence

Lauren A. Anas, George M. Slavich, Leandro D. Torres, and Scott M. Monroe
University of Oregon

Utilizing Computerized Speech Recognition To Examine The Relationship Between Anxiety And Depression

Erika X. Blanes-Lopez, Colby B. Carter, Gerardo González, and Chris Shriver
California State University, San Marcos

Mexican American Severely Mentally Ill Research Participation: Implications For Follow-Up Studies

Noemi Vega and Sergio Aguilar-Gaxiola
California State University, Fresno

Prepulse Inhibition Asymmetry Of The Acoustic Eyeblink Reflex And Schizotypal Characteristics

Maria G. Corona and Dianna G. Flores
California State University, Los Angeles

Relations Among Caregiver Self-Efficacy, Perceptions Of Infant Emotional Expressions, And Depressive Symptoms

Katie M. Hrapczynski and Ginger A. Moore
Duke University

Trauma, Anxiety, And Emotion Regulation In A Child Sample

Luis Medina
Yale University

Service Utilization Among Adolescents: A Comparison Of Latinos And Caucasians

Michelle Ramirez
University of California, Los Angeles

Relations Between Schizophrenia, Violent Tendencies, And Season Of Birth

Nicole Garcia and Mary B. Aguire
St. Mary's University

Stigmatizing Effects Of Causal Attributions For Anorexia Nervosa

Whitney A.G. Brechwald
University of California, Berkeley

Critical Timing Of Post-Stress Glucose Ingestion In Behavioral Depression Mitigation

Hung T. Tran and Thomas R. Minor
University of California, Los Angeles

Chronic Life Stress And Major Depressive Disorder

Kimberly L. Merrill, George M. Slavich, Leandro Torres, and Scott Monroe
University of Oregon

5:30-6:30	Grad School Talk	420-040
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Being Successful in Graduate School

Jeanne L. Tsai, PhD
Stanford University

6:30-7:30	Closing / Social	420-050
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Paper Session I Abstracts

Social Psychology I (380-380C)

STUDENTS' THEORIES ABOUT MATH TESTS MAY MODERATE THE STEREOTYPE THREAT EFFECT

Ista Zahn and Chuck Tate
University of Oregon

Stereotype threat theory predicts that salient negative stereotypes about women's mathematical abilities will impair females' math test performance. We hypothesized that priming females with information suggesting that math tests measure learned skills (as opposed to innate ability) would reduce the impact of negative stereotypes on their test performance. Prior to taking a math test, 69 University of Oregon undergraduates were primed with information suggesting either that math tests measure learned skills or innate ability. Females who received the ability prime performed better in a reduced threat condition, while females who received the skill prime performed better when the threat was not reduced. This result suggests that salient negative stereotypes may not impair performance when skill is emphasized.

(email: izahn@mac.com)

PERCEIVED EMOTIONAL DISPLAY NORMS AS A FUNCTION OF GENDER AND ENVIRONMENT

Kristin Worman and Natalie Kiunke
California State University, Chico

Researchers have traditionally focused on encoding and decoding emotional expression. This study investigates display rules -- perceived norms for emotional displays. College students completed a questionnaire asking how they should display a variety of emotions in public and private with various audiences. Among significant findings, an interaction of sex and emotion type was found in norms for the expression of self focused (happiness, sadness, and surprise) and other focused (anger, disgust, and contempt) emotions. Men responded that it is normative to suppress self focused emotions while women responded that it is normative to suppress other focused emotions. Additionally, a difference between norms for public and private displays was found. Implications of the findings are discussed.

(email: kworman@sbcglobal.net)

MINORITY STRESS AMONG IMMIGRANT LATINO GAY MEN

Luis E. Ciprez and Rafael M. Diaz
San Francisco State University

In this study, we identify the stressors that immigrant Latino gay men (ILGM) encounter when interacting with the mainstream white gay community (WGC). Our study builds on research that documents the negative impact of stigma on mental health among sexual minorities. Studies with Latino gay men show evidence of racial/ethnic discrimination within the WGC. Twenty self-identified ILGM participated in a 45-minute interview followed by a brief survey. Our findings suggest that participants had difficulties recognizing and acknowledging racial/ethnic discrimination, it was easier to identify them when these acts happened to their peers. Nevertheless, many participants reported being treated by gay white men as inferior, uneducated, delinquents, and sexual objects. Furthermore, most participants experienced a strong sense of rejection from the WGC.

(email: leciprez@earthlink.net)

GROUP DIFFERENCES IN PERCEIVED DISCRIMINATION

Jenny Minnich, Brenda N. Major, and Laurie O'Brien
University of California, Santa Barbara

This study replicates findings that Latinos are more likely to make attributions to discrimination when rejected by an ingroup member in favor of a White, than Whites rejected by an ingroup member in favor of a Latino. Additionally, we tested three explanations for group differences in attributions to discrimination. The first explanation is that White students are uncomfortable attributing their rejection to discrimination because they might fear it would make them appear prejudiced. The second explanation is that Latinos are more likely to attribute any negative outcome to discrimination. The third explanation is that Latinos may have beliefs that encourage loyalty to their ingroup so rejection from an ingroup member is surprising and likely to be attributed to discrimination.

(email: jennyminnich@hotmail.com)

Perception (380-380W)

AUDITORY BRAINSTEM FREQUENCY-FOLLOWING RESPONSE SHOWS DEVIANT STIMULUS EFFECTS IN MISMATCH NEGATIVITY (MMN) PARADIGM

Gary C. Galbraith, Feliciano Aguilar, Danielle Balangitao, Calee Gilliland, Tanya Sanders, and Suzanne Lai
University of California, Los Angeles

Numerous studies have observed the effects of auditory stimuli at brainstem and cortical levels; little research has focused on possible functional coupling between these diverse brain areas during auditory processing. This study recorded the cortical mismatch negativity response evoked by an infrequent change in the temporal position of the third tone in a repetitive four-tone sequence. Each tone in the sequence consisted of a "missing fundamental" stimulus that also evoked the brainstem frequency-following response (FFR). The end results from this experiment suggest that signal processing is not exclusively a cortical phenomenon, but also is reflected in patterns of neural processing taking place early in brainstem pathways.
(email: SuzanneLai351@hotmail.com)

MANIPULATING PERCEIVED COLOR SATURATION WITH NORMAL AND ANOMALOUS COLOR VIEWERS USING PIFC

Joshua Wortman
University of California, San Diego

This study consists of three experiments investigating perceived color saturation experienced while viewing pattern induced flicker color (PIFC) stimuli. The first two: how to manipulate PIFC induced color saturation. The third: to what extent do anomalous trichromats retain the neural mechanisms necessary to perceive color as vividly as color normals. PIFC stimuli were generated on a high intensity computer-generated display with participants color matching their perception to color patches. Results may suggest that color contrast effects are involved in PIFC color saturation perception, independent of photoreceptor mechanisms. That color deficient viewers can experience color just as vividly as color normals with PIFC stimuli, suggests that PIFC is a good tool for learning about color perception in color deficient individuals.
(email: jwortman@ucsd.edu)

INVESTIGATIONS IN SPATIAL PERCEPTION USING GEOMETRIC VISUAL ILLUSIONS

Dustin R. Selman and Paul R. Dassonville
University of Oregon

The time course of the Delboeuf circles illusion was probed by flashing targets at different times within an alternating small and large contextual figure. Participants (college undergraduates) adjusted the targets sizes to match static comparison figures. The purpose was to examine the mechanisms of geometric visual illusions by examining the onset of assimilative and contrastive components within the Delboeuf illusion. It is hypothesized that the illusion is a distortion of perceived space (within which the target is embedded) rather than a distortion of the apparent size of the target itself. This hypothesis is supported by results showing non-instantaneous but gradual illusion onset, where the context must be present for some length of time prior to the probe for maximum effect.
(email: dselman@gladstone.uoregon.edu)

THE MOTION AFTEREFFECT IS SUSCEPTIBLE TO REFERENCE REPULSION

Ann M. Arens and Alexander Grunewald
University of Wisconsin-Madison

It is essential to understand illusions providing information about processes in visual motion systems. Reference repulsion (RR) is the tendency to overestimate the observed motion of a stimulus. The motion aftereffect (MAE) follows adaptation to a moving stimulus, producing an illusion of motion in a stationary stimulus, 180° from the adapted direction. In psychophysical experiments, human participants first judged the direction of moving stimuli, providing a measurement of RR for each direction. They were then adapted to the same stimuli and indicated the direction of the MAE produced. Results show the MAE is not perceived as exactly 180° from the stimulus (contrary to popular assumption), but deviates in a manner correlated with the amount of RR recorded for each direction.
(email: amarens@wisc.edu)

Biological Psychology (380-380X)

PERINATAL PHENCYCLIDINE EXPOSURE ALTERS COGNITIVE PERFORMANCE IN ADULTHOOD

Shieva Davarian

University of California, Los Angeles

Schizophrenia is a cognitive disorder with a neurodevelopmental origin. Some of the processes of synaptic formation and elimination, which may be targets of schizophrenia, are regulated by NMDA receptors. Therefore, we tested the effects of neurodevelopmental exposure to the psychotomimetic NMDA antagonist, phencyclidine (PCP), on cognitive performance in adult rats. Twenty-six rat pups have been injected with 10mg/kg of PCP or 10ml/kg of saline on postnatal days seven, nine, and eleven. In adulthood, subjects were tested on working memory. In the next phase, subjects will be injected with different drugs that may counteract the cognitive deficits caused by PCP. The objective is to better understand how to ameliorate the cognitive deficits caused by schizophrenia.

(email: davarian@ucla.edu)

HORMONAL PROFILES OF FEMALE HAPLOCHROMIS BURTONI AS THEY RELATE TO AFFILIATIVE BEHAVIOR

Jo M. Martin, Tricia S. Clement, and Russ D. Fernald

Stanford University

The African cichlid fish, *Haplochromis burtoni*, has proven to be a useful model for understanding the social control of behavior and physiology. In females of this species, the brain-pituitary-gonadal axis that controls reproduction is substantially remodeled between gravid (egg bearing) and non-gravid states. Moreover, female preference for the dominant male phenotype changes during the course of the reproductive cycle (Clement, Grens & Fernald, submitted). To understand the hormonal changes that are associated with the behavioral and structural changes, we measured levels of several key hormones and hormone receptors throughout the reproductive cycle of the female. We relate these findings to female affiliation preference in order to identify internal cues that might help orchestrate the shift to preference for dominant males.

(email: martinj@stanford.edu)

ANXIETY CAN PREDICT SPATIAL MEMORY DEFICITS FOLLOWING CHRONIC STRESS

Rudy Bellani, Ryan Wright, Liz Lightner, and Cheryl Conrad
Arizona State University

Spatial memory deficits do not always follow chronic stress, leading to the hypothesis that some individuals are less susceptible to the effects of stress than others. We hypothesized that anxiety contributes to this spatial memory variability. Rats were characterized as high or low anxiety (HA, LA) using the elevated plus-maze or Open Field, then chronically restrained (6hr/day/21days). Chronically stressed HA but not LA rats showed impaired spatial memory on the Y-maze. These results support the hypothesis that anxiety can predict spatial memory following chronic stress. Sixteen days after restraint, rats were trained on another hippocampal-dependent task, context discrimination, and memory assessed 14-days later. Chronically stressed (HA&LA) rats were impaired, showing that anxiety does not predict all responses to chronic stress.

(email: rudy4hista@yahoo.com)

REDUCED FUNCTIONAL CONNECTIVITY BETWEEN THALAMUS AND FRONTOPOLAR REGIONS IN AUTISM

Akiko Mizuno, Barnele C. Dahl, Michele E. Villalobos, and
Ralph-Axel Müller

San Diego State University

This study is based on previous evidence of impaired cerebello-thalamo-cortical connectivity in autism. We examined functional connectivity between thalamus and cerebral cortex through fMRI BOLD signal covariance. We studied 8 autistic men and 8 matched controls during performance on a visually prompted 6-digit sequence task. Functional connectivity was computed in terms of signal covariance with the mean time series in bilateral thalami. We found covariance clusters across all cerebral lobes in both groups, consistent with known thalamocortical connectivity. Connectivity between thalamus and insula was significantly stronger in the autism group, with similar effects in bilateral pericentral cortex. Only controls showed connectivity between thalamus and frontopolar area 10. This may suggest reduced functional connectivity in autism between thalamus and frontopolar regions.

(email: mizunic@aol.com)

Personality and Clinical Psychology (380-380Y)

EXPERIENCING ART ACROSS THE LIFE SPAN: AGE DIFFERENCES IN VERBAL RESPONSES TO PAINTINGS

Katharina Kircanski, Joseph A. Mikels, and Laura L. Carstensen
Stanford University

In the present study, we examined how younger adults and older adults differ in their responses to paintings. We aimed to link age differences to previous research on emotion, cognition, and aging. Subjects viewed paintings and responded verbally to each for 30 seconds. Responses were analyzed using a computer linguistics program to determine how several response dimensions change as a function of age. Older adults were found to use more positive emotion words than younger adults, whereas younger adults were found to use more negative emotion words than older adults. Additionally, younger adults used more third person pronouns and social words than older adults. These results are consistent with theory and research from life-span development, and demonstrate that responses to art change importantly throughout the life course.
(email: katiekir@stanford.edu)

TRAINING PEER HEALTH EDUCATORS: CHANGES IN KNOWLEDGE, SELF-BELIEFS AND SEXUAL BEHAVIOR

Britt L. Ehrhardt, John D. Krumboltz, and Cheryl Koopman
Stanford University

Peer sexual health education programs are widespread on college campuses, but little research has assessed the effect of these programs on the peer educators. This study examined changes in the knowledge, self-beliefs and sexual behavior of 26 college students enrolled in peer educator training programs. Both knowledge of STDs and counseling self-efficacy increased significantly from pre- to post-test. A shift toward safer sex behavior with regular partners occurred but did not achieve significance. Studying how to change the attitudes and behavior of others may cause trainees to change their own beliefs and behavior. Though the purpose of training peer educators is to benefit their clients, these results suggest that training may have an even more powerful influence on educators themselves.
(email: britt13@stanford.edu)

THE RELATIONSHIP BETWEEN FREQUENCY OF MEDITATION, SELF-REPORT AND BEHAVIORAL MEASURES OF COMPASSION

Shannon S. Tan
University Of San Francisco

This study examined the hypothesis that frequency of meditation is related to compassion. Compassion was assessed with three self-report measures (compassion subscale of the UCB dispositional assessment scale, the USF measure of compassionate extensivity and emotion ratings elicited by a video presenting the suffering of AIDs victims) and one behavioral measure (facial expression while watching the video). The study included 104 undergraduates. Individuals who meditated regularly scored higher on NEO openness, however, of the four compassion measures, three were not found to be significant. The one that was significant (emotion ratings elicited by the video) went opposite to the direction hypothesized. Differences in personality and emotional characteristics related to meditation will also be discussed.
(email: shannontan76@yahoo.com)

RECOGNITION OF FACIAL EXPRESSIONS OF EMOTION: COMPARISON BETWEEN DEPRESSED AND NON-DEPRESSED STUDENTS

Akiko Terao and David Matsumoto
San Francisco State University

Two objectives of the present study were to investigate 1) whether depressed college students would make more mistakes when judging facial emotions than non-depressed students, and 2) whether they would display negative bias when making the judgment. Participants were 74 depressed and 93 non-depressed SFSU students, with no one currently on anti-depressants. They completed the Beck Depression Inventory and made judgments of facial emotions on the Japanese and Caucasian Facial Expressions of Emotion. As hypothesized, depressives made more errors than non-depressives. Depressives had tendency to display negative bias when viewing a positive affect. The present study showed that depressed students had poorer ability to judge facial emotions than non-depressed students even when eliminating for medication effects, which may have confounded past studies.
(email: aterao@sfsu.edu)

Paper Session II Abstracts

Social Psychology II (380-380C)

SELF-AFFIRMATION REDUCES STRESS APPRAISALS AND INCREASES APPROACH MOTIVATION

Cindy Heng, Will T. Welch, David Creswell, and Shelley E. Taylor
University of California, Los Angeles

A great deal of research has shown that self-affirmations reduce various self-threats. However, no research has tested how self-affirmations affect stress appraisals and motivation in these self-threatening situations. Eighty-five undergraduate students were randomly assigned to either reflection an important personal value (self-affirmation condition) or an unimportant personal value (control), and then completed a challenging laboratory performance task. Results showed that self-affirmations lower perceptions of stress for people with high self-esteem as well as increase state approach motivation. Findings suggest that self-affirmations may reduce stress appraisals for people high in self-resources and make individuals more likely to adopt approach-oriented goals in performance contexts.
(email: tofuttirice@hotmail.com)

THE RELATIONSHIP BETWEEN SENSE OF HUMOR, EMOTIONAL INTELLIGENCE, AND SOCIAL INTELLIGENCE

Jeremy A. Yip
University of Western Ontario

Do people with a better sense of humor have greater emotional intelligence and social competence? In this study, 112 undergraduate students completed two measures of sense of humor (the Humor Styles Questionnaire and State-Trait Cheerfulness Inventory), a test of emotional intelligence (the Mayer-Salovey-Caruso Emotional Intelligence Test – MSCEIT), and a measure of social intelligence (the Interpersonal Competence Questionnaire). Positive forms of humor and trait cheerfulness were unrelated to emotional intelligence but positively related to interpersonal competence. In contrast, aggressive humor style and trait bad mood were negatively related to both emotional intelligence and social competence. The results indicate the importance of distinguishing between adaptive and maladaptive forms of humor in relation to emotional and social abilities.
(email: jyip.hba2004@ivey.ca)

SELF-ESTEEM, POSITIVE IMPRESSIONS, AND SOCIAL DESIRABILITY

Seinenu M. Thein¹, and Oliver P. John¹, and Virginia S.Y. Kwan²
¹University of California, Berkeley ²Princeton University

In this study, we attempted to determine if high self-esteem individuals were more likely than low self-esteem individuals to be seen by others as possessing socially desirable characteristics. We correlated the self-esteem scores of 105 adult females with interviewer ratings of their characteristics as measured by the 100-item California Adult Q-set (Block, 1961). We then had independent judges rate the social desirability of each characteristic. Consistent with our hypothesis, we found that although high self-esteem individuals were perceived by others as having a wide range of socially desirable characteristics, they did not make positive impressions across the board. High self-esteem individuals made positive impressions only in those personality and interpersonal domains that have been conceptually and theoretically linked to self-esteem.
(email: smthein@hotmail.com)

DOES THE EARLY BIRD ALWAYS GET THE WORM?

Sarah Reeves
Wellesley College

Previous research reveals that academic self-concept (ASC) is related to several important educational outcomes including student contentedness and coping. The present investigation explored the relation between ASC and type of admission plan chosen when applying to college. Phase I targeted 50 Wellesley College freshmen. There was a marginally significant effect of admission type on ASC, with students accepted regular decision having less positive ASC than their early decision peers. Phase II involved a secondary analysis of 9 years of archival data on Wellesley freshmen. For this group, multiple high school experience variables, including SAT scores as well as type of college admission, significantly impacted students' ASC. Phase III further explored these relations via interviews with high school college counselors.
(email: sreeves@wellesley.edu)

Cognitive Psychology (380-380W)

IPSI LATERAL AND BILATERAL TRANSFER OF MOTOR LEARNING

Sien Hu
University of California, Irvine

This experiment compared ipsilateral (to the same side of the body) and contralateral (to the opposite side of the body) transfer of learning for finger and arm movements. It was hypothesized that ipsilateral transfer would be greater than contralateral transfer. Each of 36 participants learned a sequence of spatial movements (tapping on a keyboard or pointing on a screen) in one of six different conditions, resulting from the factorial combination of two starting hands (left hand and right hand) and three transfer effectors: contralateral hand, contralateral arm, and ipsilateral arm. Results showed that there was an advantage of transfer within the same side of the body than to the other side of the body.
(email: sienh@uci.edu)

STATISTICAL LEARNING IN THE ACTION DOMAIN

Dare Baldwin and Annika Andersson
University of Oregon

The current study investigated whether adults track predictable co-occurrences between motion elements within a continuous stream of dynamic human action. 96 college-students participated in four studies, each of which involved a 20-minute familiarization to a videotaped novel motion-stream. The first two studies tested students' ability to recognize action segments containing motion elements that co-occurred frequently in the familiarization tape relative to action segments containing the same motion elements in novel combinations. Two new studies added a shadowing task to rule out the possibility that linguistic coding the stimuli was responsible for students' success at tracking predictable co-occurrence in the action stream. Together the four studies demonstrated adults' sensitivity to co-occurrence rates of actions in a simple novel motion-stream.
(email: aanderss@gladstone.uoregon.edu)

ANALOGICAL REASONING ACROSS THE LIFESPAN

Thao B. Tran, Indre V. Viskontas, Barbara Knowlton, and Keith Holyoak
University of California, Los Angeles

Analogical reasoning tasks require participants to map elements from a previous task onto the current task. In our study, forty-seven participants (15 middle, 12 older, 20 young) participated in an analogical reasoning task. The task involved looking at 3 cartoon characters and determining whether the change in color or size between the first two is the same as the change between the last two. We examined how the role of perceptual or semantic distractors could affect the analogical reasoning performance in young, middle, and older participants. We predicted that older participants would have difficulty with problems in which there were two changes and distractors and show either increased reaction time or decreased accuracy while middle-aged and younger participants would perform well on all problems.
(email: ttran999@ucla.edu)

THE EFFECTS OF SLEEP QUALITY ON LONG-TERM MEMORY: AN EEG STUDY.

Joey K. Lau, Amanda M. Thomas, and Mark W. Geisler
San Francisco State University

This semi-experimental study investigates the psychophysiological effects of sleep quality (SQ) on long-term memory (LTM) in college students. Participants will be 30 (15 females, 15 males, age 18+) native English speaking university students in San Francisco. The independent variable will be SQ of the pervious month, week, night, and current sleepiness. The dependent variable LTM will be measured by electroencephalography (EEG)—frontal beta (attention; 13-30 Hz) and alpha-synchronized (memory updating; 8-13 Hz)—and performance on the California Verbal Learning Test (CVLT). We hypothesize that (1) the SQ is a better predictor (than sleep duration) of LTM. (2) Good sleepers have better LTM than poor sleepers. (3) Good sleepers show more beta and alpha-synchronization wave than poor sleepers.
(email: atlantis@sfsu.edu)

Developmental Psychology (380-380X)

INDICATIONS OF MEDICATION PRESCRIBED FOR SYMPTOMS OF ADHD

Sandra Surace
San Jose State University

Objective: Many children diagnosed with AD/HD are not responding to traditional medications. This study investigated the difference in medications prescribed based on diagnostic methods issued by the American Academy of Pediatrics (AAP) and the American Psychiatric Association (APA), and medication prescribed based on SPECT scan analysis.

Methods: The participant had received traditional medication for 18 months. After 18 months a behavioral assessment was concluded. Following traditional medical treatment and assessment, a SPECT scan analysis was conducted at two separate intervals using Neuro-SPECT scanner. Conclusions: The diagnosis of AD/HD was supported by SPECT scan results. Based on the results, the continued use of stimulant medications would lead to increasingly excessive emotional responses by increasing activity in the hyperperfused basal ganglion.

(email: ssurace@sbcglobal.net)

AROUSAL AND STARTLE IN MALTREATED CHILDREN WITH AND WITHOUT POSTTRAUMATIC STRESS DISORDER

Cynthia I. Perez and Mitchell L. Eisen
California State University, Los Angeles

This study examined hyper arousal and startle in maltreated children with and without Posttraumatic Stress Disorder (PTSD). We hypothesized that children with PTSD would show increased arousal in a resting state resulting in larger heart rate levels and greater amplitude of startle response when compared to children without PTSD. Nineteen children, between 6 and 12 years of age, were administered a battery of tests that included participation in a startle paradigm. In this test, children listened to a series of announced and unannounced tones. Startle was measured by increased heart rate and skin conductance when the unannounced tones were introduced. Findings indicate that children with PTSD do in fact show larger startle responses. Theoretical implications of this finding are discussed.

(email: moongoddess_91755@yahoo.com)

THE EFFECTS OF MESSAGE FRAMING ON FOOD PREFERENCES IN CHILDREN

Katie Bannon and Marlene Schwartz
Yale University

This study tested the influence of nutrition message framing on snack choice among kindergarteners. Method: Three classrooms (N = 50) were randomly assigned to watch a 60 second video of a: (a) "gain-framed" message (the positive benefits of eating apples; (b) loss-framed message (the negative consequences of not eating apples); or (c) control video (children playing a game). Following this, children were offered a choice between animal crackers and an apple for snack. Results: Children who saw either of the nutrition messages chose more apples (gain-frame = 57 %; loss-frame = 56 %) than those in the control condition (33 %). These results suggest that videos containing nutritional messages may have a positive influence on children's short term food choices.

(email: klb29@pantheon.yale.edu)

"WHERE'S THE DAX?": A LONGITUDINAL EXPLORATION OF THE MUTUAL EXCLUSIVITY STRATEGY'S ONSET

Carolyn M. Quam
Stanford University

In a looking-while-listening procedure, Halberda (2003) presented one-year-olds with pictures of a car and an unfamiliar phototube. While 17-month-olds looked at the novel object when asked to "look at the dax," 14-month-olds surprisingly oriented to the familiar object. Halberda concludes that Markman's (1987) proposed mutual exclusivity strategy develops around 17 months. I predicted that 14-month-olds might respond differently if the study were done with additional controls. Based on my preliminary analysis, 14-month-olds respond appropriately when asked to look at the familiar object. However, they are at chance when asked "Where's the dax?" I am currently testing subjects longitudinally, at 16 and 18 months, looking for interactions between age, vocabulary size, and onset of the mutual exclusivity strategy.

(email: cquam@stanford.edu)

Cultural Psychology (380-380Y)

EXTENDING SOCIOEMOTIONAL SELECTIVITY THEORY TO THE STUDY OF GANG INVOLVEMENT

Carmen K. M. Liu¹ and Helene H. L. Fung²

¹University of California, Berkeley ²Chinese University of Hong Kong

The present study aimed at explaining gang involvement in Hong Kong in the light of Socioemotional Selectivity Theory, studying whether adolescents were more likely to turn to gangs when they had limited time perspective, yet lacking emotionally close social partners in family or friends. Results showed that gang members reported more limited time perspective and higher percentage of emotionally close social partners, but among which fewer came from family or friends when compared with that of non-gang members, suggesting the role of gang membership in satisfying the emotional goals of gang members. Socioemotional Selectivity Theory was also found to better explain the relationship between social preference and psychological well being than the Person/Society Value Congruence Theory, yielding insights to the nature of intervention that is appropriate to gang members.
(email: carlkm@uclink.berkeley.edu)

DEVELOPING A DEFINITION AND MEASUREMENT OF COMPASSION

Jocelyn Sze and Jeanne L. Tsai
Stanford University

Surprisingly, research psychologists have yet to develop validated constructs and measures of compassion. In an attempt to do this, we examined compassionate responding to a suffering individual in people who do or do not practice Buddhist meditation and in those who do or do not focus on the suffering of another person. 114 subjects were asked to read a letter written by a prisoner, rate their attitudes and feelings towards the prisoner, and write a letter in response. We hypothesized that compassionate responding should be higher in Buddhist meditators, as well as in those focusing on the suffering of prisoner. Results showed that subjects who practice Buddhist meditation responded with significantly more compassion towards the prisoner. However, subjects focusing on the prisoner's suffering did not respond with significantly more compassion.
(email: jsze@stanford.edu)

UNDERLYING MECHANISMS IN AFFECT VALUATION

Felicity F. Miao and Jeanne L. Tsai
Stanford University

Affect valuation, or the affective states that people value and would ideally like to feel, has been found to vary across East Asian and European American cultures (Tsai and Knutson, under review). This study sought to examine the underlying mechanisms behind affect valuation differences through the manipulation of interpersonal goals. 30 Asian American females and 30 European American females participated in a study in same-sex, same-ethnicity pairs. Participants were randomly assigned to either the role of leader or matcher in order to jointly solve a puzzle. A within subjects design analysis revealed a significant condition (leader or matcher) x emotion type (excitement or calm) interaction ($p < .01$). The findings have implications for our understanding of mental health and activity preferences between cultural groups. (email: fmiao@stanford.edu)

PARENT SOCIALIZATION OF EMOTIONS AND PRESCHOOL CHILDREN'S EMOTION REGULATION IN THREE CULTURES

Joey Fung and Twila Tardif
University of Michigan

This study examined the effects of age, gender, and location on (a) parent socialization of emotions, (b) children's emotion regulation, and (c) the relationship between parenting strategies and children's ability to regulate emotions in Hong Kong ($n=141$), Beijing ($n=44$), and the United States ($n=270$). Despite differences in the use of specific parenting strategies, a similar general pattern of strategies was found across the three locations, with parents in all cultures favoring strategies with the least negative affect (e.g., encouragement) and avoiding strategies high in negative affect (e.g., corporal punishment). In addition, in all 3 locations, negative parenting strategies were correlated with children's externalizing (aggressive and destructive) behavior. In Beijing, negative parenting strategies were also correlated with children's internalizing (anxious and withdrawn) behavior.
(email: jffung@umich.edu)

POSTER SESSION I Abstracts

Math Courtyard

AWARD BIAS IN CIVIL JURIES: SOCIAL COMPARISON AND PERSUASION

Erin Archerd
Stanford University

This study examines processes of group decision making in civil cases. Juries often produce polarized results, giving much more money than the initial group mean would suggest. This may be due to either persuasion – hearing arguments - or social comparison – knowing where other people stand. Past studies suggest the effect is mostly due to persuasion. In a series of mock-jury studies conducted on Stanford University students and members of the community, we attempt to manipulate these two conditions. Study 1 looks at both Persuasion (P) and Social Comparison (SC). Based on preliminary results from Study 1 that show a strong effect of SC, we are currently conducting Study 2, which isolates and enhances the SC condition.

(email: earcherd@stanford.edu)

THE EFFECTS OF SELF-VIEWED MORALITY AFTER BEING CONFRONTED WITH A CHEATING SITUATION

Scharee Cain, Lindsey Burns, Brittney Manley, and Kristy Kime
University of Evansville

We feel that it is important to conduct a study that measures self-viewed morality of a person, whereas past experiments have not focused on this particular aspect of cheating and moral behavior. We will survey approximately 60-100 undergraduate students at the University of Evansville on their self-perception of morality concerning cheating. We will be surveying them before and after a staged cheating incident. We will then perform the appropriate statistical tests. We believe that there will be significant differences between males and females on how they view themselves morally. We also anticipate that there will be significant differences in the self-rating of morality depending on the course description of the class.

(email: bm82@evansville.edu)

IMPLICIT THEORIES OF MORAL CHARACTER AND PRESENTATION ORDER OF ARGUMENTS

David Tannenbaum, Steve Read, and Doug Stenstrom
University of Southern California

This study examined how implicit theories of moral character and the order in which arguments are presented influence the decision making of jurors in criminal trials. Participants were measured for their implicit theory of moral character - the basic beliefs about the fixedness (entity theorists) or malleability (incremental theorists) of one's moral conduct - and then randomly assigned to read either prosecution/ defense or defense/ prosecution opening statement conditions. Participants were measured on their subsequent verdict choices, character attributions, and inferences. Results show a marginal interaction effect between individuals' implicit theory and presentation order on character inferences but not on ultimate verdict choice. Incremental theorists were more influenced by the initial arguments than entity theorists. Implications on procedural structure of criminal cases and jury selection processes are discussed.

(email: tannenba@usc.edu)

EVALUATION OF CRIME AS A FUNCTION OF PERPETRATOR'S ETHNICITY AND TYPE OF CRIME.

Polina Potanina, Eva Green, Lotte Thomsen, and Jim Sidanius
University of California, Los Angeles

Subjects' evaluations of a crime scenario as a function of race of the perpetrator (White vs. Arab) and crime type (treason vs. rape) were tested in a cross-cultural questionnaire in a Swiss sample of ethnic majority white participants. The ethnic minority (Arab) targets are predicted to be judged more harshly than the ethnic majority (white) targets. The extent to which people will negatively judge the target is hypothesized to be moderated by the type of crime, the observer's Social Dominance Orientation, personal endorsement of group-hierarchy, Right Wing conservatism, and initial stereotypes.

(email: ppolina@ucla.edu)

INTELLECTUAL VULNERABILITY: SOCIAL ECONOMIC STATUS AND STEREOTYPE THREAT

Tattiya Kliengklom¹, Nicole Stephens², Seth Duncan¹, Steven Fein², and Talia Ben-Zeev¹

¹San Francisco State University ²Williams College

Does framing a test as being diagnostic of intelligence cause students from lower social economic status (SES) to underperform and those from higher SES levels to get a boost in performance? Our data provides an affirmative answer to this question by examining college students' performance on verbal and math tests. We discuss these data in relation to research on stereotype threat (e.g., Steele, 1997), which is a phenomenon that occurs when targets of stereotypes alleging their inferiority in a relevant domain are reminded of the possibility of confirming these stereotypes, contrast and assimilation effects (e.g., Wheeler & Petty, 2001), and coping literature on threat and challenge appraisals (e.g., Folkman & Lazarus, 1986).

(email: tattiya@sfsu.edu)

AROUSAL AND STEREOTYPE THREAT

Margarette Burd, Rudy Contreras, Ted Steiner, and Talia Ben-Zeev

San Francisco State University

This study investigated whether stereotype threat leads to underperformance (e.g., Steele, 1997) by affecting arousal. Arousal enhances performance on easy tasks and hinders performance on difficult tasks (Zajonc, 1965). Stereotype threat may thus cause underperformance on difficult tasks and facilitation on easy ones. We measured skin conductance responses (SCRs) in students from a minority-serving institution while taking a test. In the experimental (vs. control) condition, participants were told that the test was diagnostic of intelligence. Participants who found the task to be hard had higher SCRs in the threat vs. no threat condition, whereas the reverse was true for participants who found the task to be easy. Results are discussed in relation to social cognition and physiological reactivity.

(email: margandnate@sbcglobal.net)

DO WOMEN FLIRT WHEN THEY ARE INTELLECTUALLY THREATENED?

Patricia Garcia, Stacy McKenzie, Rachelle Boudreau, Rochelle Smith, and Talia Ben-Zeev

San Francisco State University

Women who care about excelling in a domain that alleges negative stereotypes about their ability have been shown to underperform when they are reminded of these stereotypes (e.g., Steele, 1997). Do women who are threatened intellectually resort to flirtation? SFSU female undergraduates, strongly identified with pursuing graduate careers, participated in a mock interview for entering graduate programs. In the threat condition, females were told that the analytic portion had shown male superiority. In the threat-removed condition, females were told that there were no gender differences. Videotapes were analyzed by judges blind to the design for quality and participants' flirtation levels with a male confederate. Data are discussed in light of social psychological theories.

(email: rosmith@sfsu.edu)

IMPOSTERS IN THE ACADEMY: DIVERSE STUDENTS' EXPERIENCES AT A LARGE PUBLIC UNIVERSITY

Yoko Takagi, Eric Covotta, Nhieu Warner, Elena Klaw, and Megumi Hosoda

San Jose State University

This project explores the Imposter Phenomenon as it relates to factors that influence the educational attainment and well being of diverse undergraduates. Analysis of survey results of over 500 undergraduates attending a large urban public University confirmed our hypothesis that non-Euro-American students are more likely to experience themselves as imposters in the academy as compared to Euro-American counterparts ($p < .05$). Also, first generation students were more likely to report experiencing feelings of being an imposter than were non-first generation students ($p < .05$). As predicated, imposter feelings were significantly associated with decreased efficacy and esteem as well as increased anxiety, hopelessness, and distress ($p < .05$). Mentoring will be discussed as a buffer against imposter feelings ($p < .05$).

(email: ytakagi@earthlink.net)

EFFECTS OF BENEVOLENT SEXISM IN A MILITARY CONTEXT

Allegra Smith and Alice Eagly
Northwestern University

This study investigated the degree to which benevolent sexism (BS) (Glick & Fiske, 1996) influences decisions to rescue women from dangerous military situations. Student volunteers of both sexes chose between saving a woman or a man from a combat situation and provided confidence ratings for their choices. Participants preferred female rescue. Both males and participants high on BS (using the Ambivalent Sexism Inventory) were especially likely to show this preference. Also, males who scored high on BS demonstrated a marginally higher female rescue preference than other participants. Further, participants primed to view acts of BS positively were marginally biased towards female rescue compared to controls. Findings are consistent with the interpretation that BS influences attitudes restricting female military combat participation.

(email: allegra-smith@northwestern.edu)

FEMINIST IDENTITY AND ITS INFLUENCE ON TEACHERS' ABILITY TO PROMOTE GENDER EQUALITY

Sonja E. Everson
Seattle University

The purpose of this study is to investigate what effect higher education has on women's feminist identity and what effect a teacher's level of feminist identity has on her perceived ability to promote issues of gender equality within the classroom. Data from surveys revealed that female teachers' feminist ideals, when having completed women's studies courses, were further developed according to Downing and Roush's model of feminist identity. It was also found that teachers in these categories felt more efficacious towards their role of promoting gender equality. This research hopes to highlight the importance of teachers' preparation including training regarding issues of equality. This preparation benefits their own character, which in turn, helps them be effective moral leaders in the classroom.

(email: eversos@seattleu.edu)

LOCUS OF CONTROL AND RISKY SEXUAL BEHAVIOR AMONG COLLEGE STUDENTS

Martha A. Rea, Lisa Howell, and Ramani Durvasula
California State University, Los Angeles

Sexual behaviors have been associated with locus of control (LOC). It was hypothesized that external individuals would engage in riskier sexual practices. Data from 172 CSULA students are presented. LOC was assessed using Rotter's (1966) Internality/Externality Scale. Sexual activity during the past six months was the grouping variable. Contrary to expectations, a 2X2 ANOVA revealed that sexually active individuals were more internal ($p=.02$). In men, a trend suggesting those abstinent were more external ($p=.07$) was observed. No correlation was found between number of partners, frequency of condom use and LOC. This sample was not risky, with most reporting only one partner. As such, higher internality may be a marker of having a relationship, but not riskier behavior per se.

(email: marty0280@yahoo.com)

ATTITUDES AND KNOWLEDGE OF MOTHERS AND THEIR DAUGHTERS CONCERNING PAP SMEAR SCREENING

Sandy Chansamone
University of California, Riverside

Cervical cancer is highly treatable upon early detection with regular Pap smear screenings. However, many U.S. women still do not obtain regular screenings resulting in highly invasive surgery, and too often death, from cervical cancer. This study investigated factors that predict irregular Pap smear screening behavior in women. Latina and non-Latina white students and their mothers responded to a survey concerning their mother-daughter relationship, attitudes toward screenings, knowledge of the screening procedure, and health history. Results indicated unique predictors and patterns of relations for mothers and daughters, within ethnicity. Theoretically, these results expand our models of the predictors of regular screenings in multi-ethnic women. With an applied perspective, these results suggest ways to improve programs to decrease cervical cancer rates.

(email: chanss01@student.ucr.edu)

BIAS MOTIVATED OFFENDERS: CLASSIFICATION
ANALYSIS AND DEMOGRAPHIC AND ECONOMIC
PREDICTORS IN SOCIETY

Natalia Nikolova and Angelina Gratiano
University of California, Los Angeles

The California Penal Code defines hate crimes as offenses motivated by animus against persons or property based upon race, ethnicity, religion, sexual orientation, gender, or disability. Due to the limited research on bias offenses, it is crucial to gain an understanding of the nature of these acts by studying the various facets of the crime. On-going research conducted at UCLA has studied bias motivational component of hate crimes through forensic psychological analysis of police reports. Record review with the LAPD was used to interpret the specific details of the crime, the victim(s), and the offender(s). SPSS, ArcView, and Answer Tree will be used to analyze data from 813 cases reported to LAPD in 1999, and 540 such cases in 2003.

(email: natalial@ucla.edu)

PERCEPTIONS OF INTIMATE PARTNER VIOLENCE

Brandi Forbes
Pacific University

Most research on perceptions of intimate partner violence has been conducted using heterosexual couples. The purpose of this study was to see if intimate partner violence in homosexual couples compared to heterosexual couples is perceived differently. Participants were asked to read a vignette and fill out two questionnaires. The vignette depicted intimate partner violence in one of three types of intimate partnerships: a homosexual male couple, a lesbian couple, or a heterosexual couple. The questionnaires measured participants' adherence to traditional versus egalitarian gender role beliefs and attitudes toward gay men and lesbians. Variations in perception of intimate partner violence based on participant gender, gender role ideology of participant, participant's attitudes towards lesbians and homosexual males, and interactions will be discussed.

(email: forb9540@pacificu.edu)

THE IMPACT OF VICTIM-ATTACKER RELATIONSHIP TYPE
ON APPRAISALS OF RAPE: A META-ANALYSIS

Elise Percy Hall and David W. Hamilton
Simpson College

Twenty-one studies, with a combined total of 3,374 participants, met the inclusion criteria for this meta-analysis. Participants evaluated vignettes of a stranger or acquaintance rape and indicated responsibility attributions. Analyses revealed an overall effect size of 0.427, with a 95% confidence interval of .223 to .630, indicating a lower level of perpetrator blame (and a higher level of victim blame) for acquaintance rape than for stranger rape. Regarding moderator variables, effect sizes were largest when perpetrator blame was used as a dependent measure rather than victim blame, when the prior relationship type used was a dating relationship rather than one of casual acquaintance, and when the study was published between 1985 and 1994, rather than between 1995 and 2003.

(email: elisepercyhall@yahoo.com)

THE ROLE OF SELF-CONSTRUALS IN THE
PSYCHOLOGICAL CONSEQUENCES OF PERCEIVED
PREJUDICE

Kiera Steele, Taryn Ching, Brenda Major, and Zoe Kinias
University of California, Santa Barbara

This project provides theoretical and empirical advances in understanding how exposure to prejudice and discrimination affects the psychological well-being of women. More specifically, we investigated how thinking of oneself as more or less connected to close others affects individuals' affective responses to information about prejudice against their ingroups. This study tested the prediction that individuals who think of themselves as more interdependent with close others will experience more depressive affect and anxiety, when exposed to pervasive sexism, than will individuals who think of themselves as independent from close others. This research advances knowledge of the implications of exposure to pervasive prejudice for well-being, and identifies self-construals as a factor that can buffer people from the deleterious effects of prejudice.

(email: kinias@psych.ucsb.edu)

A LITTLE HELPING OF DIVERSITY: HELPFULNESS,
MULTICULTURALISM, AND UNIVERSAL-DIVERSE
ORIENTATION

Cassandra A. Adams, Winslow G. Gerrish, Sarah Lim, Marla
VanSkiver, and Margaret A. Marshall
Seattle Pacific University

This study examined the relationship between the personality variable of helpfulness, knowledge of diversity programs on university campuses, and openness to diversity. Seventy-two undergraduate students at Seattle Pacific University completed the Willingness to Help Inventory, the Miville-Guzman Universality-Diversity Scale, and a Diversity Programs Inventory. A significant relationship was found between helpfulness and openness to diversity, and between knowledge of diversity programs and openness to diversity. Implications for diversity programs on college campuses are discussed, such as the relationship between service and multicultural programs.

(email: adamsc1@spu.edu)

SOCIAL CAPITAL AND LATINO AND EUROPEAN
AMERICAN STUDENTS' FIRST YEAR COLLEGE
ADJUSTMENT

Rebecca J. Fraynt
University of California, Santa Cruz

Social capital theory states that poor and minority students may lack the family informational and emotional resources linked to academic achievement. This study tested this theory in 40 low- and middle-income Latino and European American Froshpersons. Within each group, only half of the parents had college degrees. Students were interviewed once per quarter. Their interviews were coded for emotional and informational capital about college from parents and siblings. Latino students received more emotional capital from parents and siblings than European Americans. Parents with college educations were more likely to emphasize the need for their children to go to prestigious schools. Contrary to social capital theory, emotional and informational capital were not associated with GPA.

(email: hrdcslug@aol.com)

AT A LOSS FOR WORDS: THE ROLE OF RETRIEVAL-
INDUCED FORGETTING IN SECOND LANGUAGE
ACQUISITION

Nathan D. McVeigh
University of Oregon

This study examined whether different verbal labels for a visual stimulus compete between languages, and, if so, does this lexical competition lead to retrieval-induced forgetting during second language acquisition. The participants were 32 undergraduates who had taken at least one year of college-level Spanish. Participants named objects on a computer screen in either English (e.g., cow) or Spanish (e.g., vaca), and then completed an independent probe rhyming test (e.g., bough _____). The results support the hypothesis that retrieving a word from a secondary language to name a picture causes the phonetic label from the primary language to become less accessible. Such findings suggest that retrieval-induced forgetting aids in second language acquisition by reducing lexical competition from the primary language.

(email: nateeugene@aol.com)

Linguistics Courtyard

THE EFFECTS OF PARTNER RESPONSE TO
CAPITALIZATION ON RELATIONSHIP SATISFACTION

Shelly Gable, Amy Strachman, and Katy H. S. Hung
University of California Los Angeles

Previous research has shown that after capitalization (i.e. sharing the occurrence of a positive event) with their partner, people experience greater relationship satisfaction. Research has shown that active constructive responses lead to greater relationship satisfaction, while active destructive, passive constructive, and passive destructive responses lead to less relationship satisfaction. This study manipulates these responses to find a causal link. Approximately 50 couples that have been dating for over six months from the UCLA community will be told that they did extremely well on a task. To simulate capitalization, participants are told that their partner also knows how well they did. One of four assigned responses is emailed ostensibly from their partner. Relationship satisfaction is then assessed.

(email: khung@ucla.edu)

CROSS-SEX PLATONIC RELATIONSHIPS: COMPARING MEN WITH AND WITHOUT SISTERS

Nazia Khan

California State University, Fresno

The intimacy and number of cross-sex platonic relationships held by men with and without sisters were investigated. It was hypothesized that men with a sister would have a higher level of intimacy in their cross-sex friendships than men without a sister. Of 30 college men, 21 had one or more sisters and 9 had no sisters. The Miller Social Intimacy Scale was used to determine the level of intimacy in their closest cross-sex platonic relationship. Results indicated no significant difference between the two groups in number or intimacy. Examining the role of family in friendship has potential in improving social environments. Although results did not confirm predictions, future research may predict which men are more likely to foster cross-sex relations.

(email: nkhan01@csufresno.edu)

MARITAL IDEALISM AND RELATIONSHIP SATISFACTION THROUGH VARIOUS LEVELS OF COMMITMENT

Steven Bair, Jessica Brown, Travis Ramsey, and Jean Burger
Seattle Pacific University

Often, individuals hold preconceived unrealistic expectations regarding the marriage relationship. These expectations are referred to as "marital idealism." Studies have examined the relationships between commitment level, idealism, and relationship satisfaction. How does marital idealism differ between individuals in relation to their commitment level? Does marital idealism affect overall relationship satisfaction? This correlational study approached these questions by examining 100 college students at various relationship commitment levels. Two measures assessed current levels of idealism and relationship satisfaction. Results suggest a positive correlation between marital idealism and relationship satisfaction, as well as a trend toward both higher idealism and higher satisfaction as commitment level increases. These results parallel those of other current research and suggest possible benefits of marital idealism for relationships.

(email: bairs@spu.edu)

SHARED POSITIVE EMOTIONAL EXPERIENCE

Ronit A. Menashe

University of California, Los Angeles

Research on positive emotions has been marginalized because negative emotions have proven easier to distinguish and are believed to spark problems of larger magnitude. Positive emotions, however, may provide important solutions to the problems that negative emotions generate, therefore further investigation is crucial. Research by Fredrickson (1998) has provided preliminary evidence that one benefit of positive emotions is that they build social resources. Drawing on this research, the current study will elicit positive and negative emotions using film clips and study the effect of sharing emotional experience (roommates and strangers) versus experiencing it alone. We hypothesize that positive emotional responses will be amplified when experienced with the roommate compared to by oneself, and this experience will strengthen social bonds

(email: ronit_men@hotmail.com)

DIFFERENT ATTENTIONAL STATES AND EMOTIONAL RESPONSIVENESS

Joanna Arch, Michelle Craske, and Jerry H. Kao

University of California, Los Angeles

Few studies have explored the exact mechanisms on how mindfulness exercises affect human emotions. The present study investigates the effects of a brief mindfulness meditation exercise on the flexibility of emotional response and emotional recovery time. Participants who did not exhibit the symptoms of any mood or anxiety disorders were recruited and randomly assigned to one of the three 15 min attention exercises: 1) mindfulness, 2) worrying, and 3) unfocused attention. Participants were shown 10 min of slides designed to elicit emotional responses before and after they participated in the attention exercises. Physiological measures of heart rate were recorded throughout the experiment. We hypothesized that participants in the mindfulness condition would have greater flexibility of emotional responses and shorter emotional recovery time than those in other conditions.

(email: hsinglu@yahoo.com)

THE INFLUENCE OF POSITIVE AFFECT ON FIELD DEPENDENCY

Kyle G. Ratner, Melissa J. Ferguson, and Alice M. Isen
Cornell University

Past research suggests that positive affect creates a tendency for processing visual information holistically. However, these studies do not speak to whether positive affect allows for component level processing when such processing is advantageous. Evidence from conceptual tasks demonstrates that positive affect does enable flexible processing. We used the Framed-line Test (Kitayama et. al., 2003) to examine whether positive affect also promotes flexible visual processing. Positive affect was induced in twenty-one participants with candy. Twenty-two subjects comprised the control condition. Analysis revealed that individuals in the positive affect condition performed worse than control participants on a task that required ignoring contextual information. This evidence suggests that positive affect does not lead to flexible visual processing.
(email: kgr4@cornell.edu)

MOOD AND THE GENERALIZATION OF AFFECT: A TEST OF EMOTIONAL SPECIFICITY

Stephanie M. Carpenter and Ellen M. Peters
University of Oregon

This study examined the impact of environmental factors on the generalization of affect using 245 University undergraduates. Following a mood manipulation (sad vs. angry), control participants completed a numerical estimations task with sad and angering scenarios, cognitive load subjects listened to a musical composition while completing the estimations task, and reasons analysis subjects analyzed and listed reasons for their estimates. We predicted that emotional specificity (angry or sad) would be high in the control condition, reduced under reasons analysis, and that affect under cognitive load would either generalize to valence (negative mood), or would display greater emotional specificity. Current results suggest a trend towards emotional specificity under cognitive load, indicating a possible automatic process.
(email: scarpent@gladstone.uoregon.edu)

THE EFFECT OF CONFLICT DETECTION ON THE ACTIVATION OF THE ATTACHMENT SYSTEM

Tryston T. Nguyen
University of California, Los Angeles

This study hypothesized that one major form of threat is 'conflict,' the indication that something is wrong. Once conflict has been detected, the activity of the attachment system should be heightened, such that individuals become more sensitive to indicators of psychological distance from others and more motivated to reduce this distance. In this study, participants completed a Stroop task (conflict) or a color-naming task (no conflict) and then decided whether several types of words (psychological closeness: 'support,' psychological distance: 'rejection,' neutral words: 'computer') were real or not. Though we found no main effect of conflict on reaction times to distance words, we found that individuals higher in neuroticism or trait anxiety showed quicker recognition times to distance words in the conflict condition.
(email: tryston@ucla.edu)

THE EFFECTS OF CONTINUOUS DIMENSIONS ON FEATURE-MATCHING

Brian S. Ooi
University of Oregon

Past feature-matching studies have found that people's preferences between two options are disproportionately influenced by the unique features of the second option. Other studies show that people find it easier to choose when they have information about both options on the same continuous scale, so they can pick the option that is best on the shared dimension. The present study explored how preferences predicted by feature-matching would be affected by also providing people with information about a continuous dimension (in this case, price). Participants (n=199) chose between pairs of restaurants with either unique positive or negative features. Results suggest that large (but not small) price differences between the restaurants could moderate, but not totally eliminate feature-matching effects.
(email: booi@gladstone.uoregon.edu)

INVESTIGATION IN THE ACTIVATION LEVEL OF CRITICAL LURES IN THE DRM PARADIGM

Ting-Ting Zhou
University of Oregon

The DRM paradigm demonstrates that people can misremember words that were not presented (Roediger & McDermott, 1995). Previous results have shown false recognition rates of critical lures (CLs) to increase, and then decrease, with study repetition (Seamon et al., 2003). Various strategies, such as source monitoring and recollective rejection may cause this reduction in false alarms. The current experiment uses independent probes (Anderson & Spellman, 1995) to examine the activation level of CLs with repetition. Forty-eight undergraduate participants studied word lists 1, 5, or 10 times, and their memory was tested for the words using recognition and independent probes. Results replicate the decrease in false recognition rate, despite a relatively constant activation level of the critical lures.

(email: tingsquared@juno.com)

EFFECTS OF SPACED PRACTICE AND TEST DELAYS ON VISUOSPATIAL CATEGORY MEMORY

Georgina M. Blanc and Harold Pashler
University of California, San Diego

Spaced practice has been shown to benefit rote memorization. Studies report better performance after a long retention interval when the delay between study episodes is long rather than short. No research to date has examined this effect in visuospatial-category learning. In this study, participants were recruited via the internet and were trained to categorize exemplars from 3 types of 10x10 visual-grid patterns during two study sessions, which were separated by a delay of either 0 or 1 days. Acquired category knowledge was tested either 0, 15, or 30 days following the last study session. No advantage of spaced practice was found. This is the first study to show no benefit of spaced practice in a categorization task.

(email: gblanc@ucsd.edu)

TALKER VARIABILITY EFFECTS ON FALSE RECOGNITION OF SPOKEN WORD LISTS

Mari Sanchez and Lorin Lachs
California State University, Fresno

This study examined the nature of talker variability effects on false recognition of spoken word lists and investigated the role of conscious recollection within this paradigm. Participants were recruited from California State University, Fresno. All participants were native speakers of American English who do not have a history of a speech or hearing disorder. The study utilized a 2 (single speaker/multiple speakers in the presentation phase) x2 (single speaker/multiple speakers in the recognition phase) x2 (same/different speakers of words in the presentation and recognition phase) within-subjects design. The word lists used in this experiment were derived from a combination of Roediger and McDermott's (1995) and Gallo and Roediger's (2002) 15-item false memory word lists. Implications for contemporary theories of speech perception (episodic encoding), memory (activation and monitoring), and consciousness are discussed.

(email: mari_sanchez_77@hotmail.com)

UNDERSTANDING SELF-SERVING ATTRIBUTIONS IN THE CONTEXT OF TRANSFERENCE

Ann Chang and Serena Chen
University of California, Berkeley

Studies of transference show that our expectations and behaviors towards significant others carry over for people who resemble significant others. This study will look at transference in a new light by examining whether self-serving attributions can be applied in the context of transference. University students received information regarding a stranger's performance on a task. The degree to which the stranger resembled the student's significant other was manipulated. Results show that self-esteem influences the way people extend self-serving attributions to significant others. This study illuminates the importance of accounting for the influence of significant others in understanding individuals' perceptions and attribution tendencies.

(email: aurorean@berkeley.edu)

WHICH IS MORE IMPORTANT: FAIR TREATMENT OR A FAIR OUTCOME?

Lucy Oh, Kevin Binning, and Yuen Huo
University of California, Los Angeles

In this study, we explore procedural justice by examining how expectations for treatment and outcome and received treatment and outcome affect overall reactions to experience. Participants were both volunteers and paid participants (457 volunteers and 28 paid) from UCLA. The 457 undergraduate participants (287 female and 170 male, mean age = 18.85) were required to complete a survey that included: 1) a free-write describing an interaction with an authority figure in which a decision was made, and 2) questions that assessed participants' affective reactions to the experience. It was found that participants held higher expectations for fair treatment than for a fair outcome from the authority figure. These findings have important implications in everyday, social and work-related interactions.
(email: lucyoh@ucla.edu)

COMPETITIVENESS, EMOTIONS, AND CAREER CHOICE

Kristen Peek
University Of San Francisco

This study evaluated the effect of individual differences in competitiveness on career choice in college students. Undergraduate students participated for course credit; a between subjects design was used. Subjects were given a battery of tests including a measure of hyper-competitiveness. Subjects participated in a competitive game that provided a behavioral measure of competitiveness, and completed the NEO personality inventory, and several measures of affective intensity. No significant difference was found between levels of competitiveness for subjects with differing career goals. Competitiveness was found to be positively correlated with the number of marbles won in the competitive game. Competitiveness was found to be negatively correlated to GPA, and NEO agreeableness. The implications of competitiveness on academics and emotions will be discussed.
(email: kepeek@usfca.edu)

THE INFLUENCE OF PEER DISAPPROVAL ON DRINKING AND ALCOHOL CONSUMPTION

Zing Luong, Jennifer Ibarrolaza, and M. Dawn Terrell
San Francisco State University

The influence of peer disapproval on drinking (PDD) and alcohol consumption (AC) among college students (N = 428, 76% female) was examined. Participants were Euro-American (35%), Filipino-American (26%), Asian-American (18%), Latin-American (8%), and African-American (6%). AC and PDD were measured using items from the 2001 CORE Alcohol and Drug Survey Revised-II. One-way ANOVAs indicated ethnic differences in AC, with Euro-Americans reporting greatest AC, $F(10, 382) = 4.86, p < .001$. Males reported higher AC than females ($M = 1.83$ vs. 1.53), $F(1,416) = 8.72, p < .01$, and perceived less PDD ($M = 1.78$ vs. 2.05), $F(1,334) = 7.16, p < .01$. As expected, PDD was negatively associated with AC ($r = -.219, p < .001$). Implications of the study are discussed.
(email: ZingLuong@msn.com)

POSTER SESSION II Abstracts

Math Courtyard

PERSONALITY TYPES AND COLLEGE PERFORMANCE: TASKMASTERS, BUSY BEES, SAD SACKS, AND OVERLOADERS

Michelle R. Gonzalez
University of San Francisco

Previous research found that college performance was positively correlated with conscientiousness, while the relationships with other personality traits (i.e., neuroticism, extraversion, openness, and agreeableness) were mixed. This study addresses these mixed results by examining more complex combinations of personality traits. Undergraduate students (N = 104) completed the NEO personality inventory and reported their GPA. Correlational analyses replicated previous relationships between conscientiousness and GPA ($r(99) = .254, p < .011$). In addition, a One Way ANOVA revealed that, as predicted, differences in personality types were related to differences in mean GPA, $F(3, 66) = 9.489, p < .000$.

(email: mrgonzalez@usfca.edu)

THE UTILITY OF METAPHOR FOR ENHANCING STUDENTS' PSYCHOLOGICAL UNDERSTANDING

Noelle S. Wiersma, Elizabeth Campbell, and Allison Pemberton
Whitworth College

This study examined the utility of student-authored metaphors as a pedagogical technique for enhancing understanding of the process of human development. Using purposive sampling techniques, ten students were asked to author metaphors capturing some aspect of their own development (social, cognitive, emotional, spiritual, etc.) and read such metaphors authored by other students. Students were asked a series of semi-structured interview questions regarding the metaphor production and interpretation process, and their perception of its contribution to new understandings of the student development. Data were analyzed using Hill and colleagues consensual qualitative research methodology (Hill, Thompson, & Williams, 1997), yielding two major sets of themes descriptive of the usefulness and limitations of metaphors in facilitating understanding of human development.

(email: ecampbell01@whitworth.edu)

DOES AMOUNT OF SLEEP AFFECT GRADE POINT AVERAGE IN COLLEGE STUDENTS?

Melissa Stanton, Fallan Swafford, Erin Campbell, Joey Tadie,
and Sarah Abrahamsohn
Seattle Pacific University

Lack of sleep can adversely influence many aspects of daily life, including academic performance. We investigated the sleeping patterns of students who lived in on-campus versus off-campus housing, to ascertain how these factors affected their academic performance. Sixty-eight Seattle Pacific University students completed surveys about their sleeping patterns, grade point average (GPA), residence location, and other demographic items. We found that students who got fewer hours of sleep each night had lower GPA's than students who slept more. Additionally, amount of sleep interacted with residence location, such that more sleep was related to higher GPA amongst dormitory residents, but not amongst students who lived off-campus. These findings have important implications for residence life coordinators and college students.

(email: stantm@spu.edu)

HAPA IDENTITY DEVELOPMENT

Claude Steele, Valerie Purdie, Dave Nussbaum, and Lori Wu
Stanford University

Objective: Identify friendship, family, and academic factors that shape the identity of biracial individuals of part Asian and part Caucasian descent (Hapas) among college samples and to compare Hapa and Asian-American (AA) samples. Participants included 37 Hapas and 37 AAs, 18-26 yrs. from several California universities. Subjects participated in an online survey. Evidence shows that AAs and Hapas have distinct affiliation patterns. Hapas are more likely to self-identify as Hapa and less likely to identify as AA. In college, friendships with Blacks and Latinos are highly correlated with friendships with Asians, suggesting that Hapas acquire a diverse friendship base. This correlation is negative among the AAs, suggesting a less diverse friendship network. Implications for multi-racial identity and affiliation patterns discussed.

(email: lwu81@stanford.edu)

PROSPECTIVE TEACHERS' ATTITUDES TOWARD
BULLYING AND VICTIMIZATION: A CENTRAL CALIFORNIA
REPLICATION

Gabriel D. Searcy
California State University, Stanislaus

Three separate ANOVAs were used to compare prospective teachers' attitudes toward bullying and victimization in elementary school. One hundred forty-eight college students completed the Bullying Attitudes Questionnaire (BAQ) (Craig, Henderson, & Murphy, 2000). Contextual factors included type of aggression and whether the incident was witnessed. Results showed that social exclusion in contrast with physical or verbal aggression was significantly less likely to be seen by the participants as bullying. In addition, the participants were significantly more likely to classify the incident as bullying if the incident was witnessed. Findings concur with the previous results and further validate the use of BAQ. Results are discussed in terms of prevention awareness and bullying intervention training for teacher training courses.
(email: searcy2k@yahoo.com)

CULTURAL DIFFERENCES IN SUBJECTIVE YOUTH
EXPERIENCES OF ABUSE AND NEGLECT

Marissa M. Huang
University of California, Los Angeles

Previous literature suggests enormous variability in definitions of maltreatment across cultures. In an extension of past research, this study examined cultural differences in the subjective experiences of physically and emotionally abused and neglected youth using data from the Patterns of Care Study (Hough, 2001). Interviews were conducted with 1,715 youth, ages 6-17 years old, and their primary caregiver. Participants were selected by a simple random sample that was stratified by race/ethnicity (Caucasian, African American, Hispanic, and Asian) from five sectors of care: child welfare, mental health, public school SED, juvenile justice, and substance abuse programs. The identification of cultural disparities in whether abused and neglected youth identify themselves as victims will help in developing culturally appropriate and effective intervention techniques.
(email: mmh@ucla.edu)

TEMPERAMENT AND INVOLVED PARENTING:
PREDICTING FOSTER CHILDREN'S EXTERNALIZING
BEHAVIORS

Aiko Takahashi
University of Oregon

This study examined externalizing behaviors of preschool-age foster children (60 boys and 53 girls) 6 months after a new placement. The predictor variables were parental involvement and temperament. Neither parental involvement nor temperament predicted externalizing behaviors; however, treatment condition was a significant predictor. Children in the treatment group showed higher levels of externalizing behaviors than those in the non-treatment group. There was also an interaction between parental involvement and temperament. Children who showed difficult temperament with uninvolved parenting and who showed easy temperament with involved parenting predicted high levels of externalizing behaviors. It was concluded that foster children could be reactive, depending on their temperamental difficulties, to parental involvement at the beginning of their placements.
(email: atakahas@gladstone.uoregon.edu)

THE ASSOCIATION BETWEEN ABUSIVE PARENTING
BEHAVIORS ON SCHOOL RELATED PROBLEMS ACROSS
ETHNIC GROUPS

Connie Tan
University of California, Los Angeles

This research examined the associations between reports of abusive parenting practices and school related problems across ethnic groups. Cultural factors may influence whether perceptions of punitive parenting result in child problems in school. Data were extracted from the "Patterns of Care" Study (Hough, 1997) investigating patterns of youth mental health care in public service systems. This present study is a correlational design involving 1,045 POC youths who completed self-report questionnaires. Results indicated there was a significant correlation between child abuse and school related problems for all groups except for the Asian American sample. The findings illustrate the importance of understanding ethnic and cultural differences in the association between parenting and child academic outcomes.
(email: ctan121@ucla.edu)

OVARIAN STEROID HORMONES MEDIATE DELAYED
CONDITIONED TASTE AVERSION LEARNING IN RATS
Vanessa Flores, Kathleen Mitchell, Leticia Rodriguez, Jacquelyn
Spezze, Alan Torres, Kate Truitt, Lisa Zamora, and Michael R.
Foy
Loyola Marymount University

Gonadal steroid hormones mediate cognitive functioning in rats, as reported in studies of sexual dimorphism (male vs. female) in the delayed conditioned taste aversion (CTA) learning paradigm. To assess how ovarian steroid hormones influence this form of learned behavior, ovariectomized (ovx) rats implanted with estradiol, progesterone, 5 α -DHT (testosterone), or placebo pellets were compared to gonadally-intact adult female rats during the delayed CTA paradigm. The ovx/estradiol group exhibited significantly weaker CTA learning (higher saccharin preference scores) compared to each of the ovx/progesterone, ovx/5 α -DHT, and ovx/placebo groups. Of all the groups studied, only the ovx/estradiol group performed similar to that of the gonadally-intact adult female group, suggesting a critical role for the ovarian hormone estradiol in mediating delayed CTA learning in rats.
(email: mfoy@lmu.edu)

BLOCKED SEROTONERGIC AND MUSCARINIC
PATHWAYS DISRUPTS HEAD DIRECTION CELLS
Nathen J. Murawski, Katherine Sandoval, Kathrine M.
McDaniel, Celeste Doerr, and Jeffrey L. Calton
California State University, Stanislaus

Head Direction (HD) cells' activity increases when the animal faces a preferred direction (PD), suggesting a role in navigation. Research has shown that combined administration of serotonergic and cholinergic antagonists produce spatial impairment in rats. We hypothesized that the PD of HD cells would be affected by 5-HT and muscarinic antagonists. In 8 Long-Evans rats HD cells were isolated. Control sessions determined the PD of the cell. The PD of HD cells changed in several ways following injections of both methiothepin (0.25 mg/kg) and scopolamine (1 mg/kg): 1) the PD of HD cells shifted unpredictably; 2) PD was no longer controlled by visual cues; and 3) cells showed burst-like activity. Findings provide evidence that this network has navigational uses.
(email: nathenmurawski@hotmail.com)

HOW DO DEMOGRAPHIC FACTORS AND BELIEFS ABOUT
AUTISM ETIOLOGY AFFECT TREATMENT DECISIONS?
Melissa L. Schapiro
Stanford University

Research shows that early intervention can lead to significant improvements in the cognitive and behavioral abnormalities of children with autism. Because the exact cause of autism is unknown, numerous treatment options based on different etiologies exist for autistic children. Two popular treatments are Applied Behavior Analysis (ABA), which is supported by randomized controlled studies, and the gluten-free casein-free (GFCF) diet, which is supported mainly by anecdotal evidence. Are parents with certain demographic characteristics more likely to choose one or both of these treatments? A questionnaire completed by 35 families revealed that while beliefs about the causes of autism influenced whether parents chose the GFCF diet for their autistic children, these beliefs did not affect whether parents chose ABA. Furthermore, income and education level did not affect beliefs or treatment choices.
(email: schap4982@yahoo.com)

AFFECT VALUATION IN PRESCHOOL CHILDREN
Jennifer Y. Louie and Jeanne L. Tsai
Stanford University

Research has shown that culture influences the emotional states that people would ideally like to feel, or their affect valuation (Tsai & Knutson, under review). The current study sought to examine this phenomenon in young children. We will compare the emotional drawings, perceptions of emotional faces, and preferences for emotionally different storybook characters of 40 European American (EA), 40 Asian American (AA) and 40 Asian American-European American (Mixed) preschool children. We predict that AA children will value feeling calm more and excited less than EA children, with Mixed children demonstrating values in the middle of the other two groups.
(email: jenlouie@stanford.edu)

PRESCHOOLERS' ABILITY TO TRANSFER SOLUTIONS IN FANTASY AND REALITY CONTEXTS

Ruth Hoffman, Alison Shawber, and Marjorie Taylor
University of Oregon

This study examines children's ability to transfer solutions to problems from one context to another. The differences between successful transfer within real-life contexts and fantasy contexts were specifically of interest. Also of interest were differences in successful transfer between social and physical contexts and the interaction with reality and fantasy contexts. Preschool children were told a story in which the protagonist, "Beamer", a fantasy character, or "Pat" a real child, solved a problem. They were then presented with a second, analogous story, in which either Beamer or Pat was the protagonist, and asked to choose the solution to the problem. Results are discussed with implications for educational techniques, and the role of fantasy in the solving of physical and social problems.

(email: rhoffman@gladstone.uoregon.edu)

NEUROSCIENCE FOR KIDS: THE EDUCATIONAL EFFECTS OF AN INTERACTIVE WORKSHOP

Marissa Feldman, Edward Lin, Jesse Maddex, Margaret Mahoney, AnaCeci Mel, Aracely Miron, Judith Foy, Chelsea Sjoblom, and Heather Steffani
Loyola Marymount University

To advance public awareness of brain research, we designed an interactive workshop for 5th graders regarding brain structure and function, major brain disorders/disabilities, effects of drugs and hormones, and perception and illusions. Four schools consented to participate in the workshop. Prior to the workshops we developed quantitative scoring keys for open-ended questions which we used for pre- and post-workshop measures. We hypothesized that scores would be higher after the workshop. Results from the statistical analysis (paired samples t-tests) supported our hypothesis, suggesting that interactive workshops may be a feasible way to enhance children's understanding of the brain. Our poster will include quantitative and qualitative analyses of the results, demonstrations of materials used, and suggestions for developing workshops in the future.

(email: jfoy@lmu.edu)

THE DEVELOPMENT OF CHILDREN'S UNDERSTANDING OF SOCIAL RELATIONS

Patricia M. Greenfield, Alan P. Fiske, Jennifer Pfeifer, and Hwee-Chee Lim
University of California, Los Angeles

Relational models theory describes four relational models that people use in relationships: communal sharing (CS), authority ranking (AR), equality matching (EM), and market pricing (EP) (Fiske, 1992). This study examined when and how children develop their understanding of CS and AR relationships. Children aged 5 to 8 saw videos of social interactions reflecting either a CS or AR relationship. Then they were asked to describe how people in the videos interacted and to indicate which cartoon dyad (CS or AR) reflected the interaction. Next, children sorted cartoons reflecting CS and AR interactions. Preliminary results suggested that children have a basic understanding of CS and AR relational models and supported the theoretical position that these models emerge early by age five.

(email: linpaddy@ucla.edu)

GARDENING ACTIVITY AS AN EFFECTIVE MEASURE IN IMPROVING SELF-ESTEEM AND ACADEMIC PERFORMANCE

August J. Hoffman¹, Elham Sarabi¹, Bryant Trepagnier², and Dawn Thompson¹

¹California State University, Northridge ²Compton College

The current study explored the relationship between a structured 16 week gardening program for 38 psychology community college students and improvements in self-reports of self-esteem, self-efficacy and academic performance. Results strongly support the hypothesis that outdoor structured gardening activities facilitated the academic improvement of psychology students (71%). Students in the experimental group also reported feeling more confident and had higher self-report measures of efficacy than students who were not enrolled in the experimental group. Suggestions and ramifications for future research are offered.

(email: anhoff@aol.com)

NEAR-DEATH EXPERIENCES: A PHENOMENOLOGICAL INQUIRY

Sean Ryan
Seattle University

The purpose of this research is to identify common themes of lived meaning within the near-death experience (NDE). An adaptation of Colaizzi's phenomenological method was used for analysis. Eight participants who had a NDE were chosen for their ability to articulate a description of their experience. Written descriptions and transcribed interviews were analyzed for meaning units. A second interview was then conducted with co-researchers to validate results. The findings of this study revealed seven constituent themes: 1) Ineffable; 2) Separating from the body, taking a journey, and returning; 3) Experiencing a greeting/homecoming; 4) Encountering a Divine Presence; 5) Experiencing a healing; 6) Experiencing a teaching; 7) Experiencing a transformation. This research may be useful in helping one integrate the meaning of their NDE. (email: ryans122@seattleu.edu)

ADOLSCENT DEVELOPMENT ACROSS CULTURES: WHAT ARE TEXTBOOKS TEACHING US?

Gil Katz, Medhanit Zekarias, Joe Piccola, and Bryan Murphy
Sonoma State University

Our country is becoming more diverse and undergraduate students in psychology need to be prepared to effectively work with people of diverse backgrounds. Textbooks are primary tools to obtain multicultural education. Preliminary content analysis of five major child development textbooks regarding cultural information indicated that for the most part, authors used very general labels (50%) to refer to groups with low economic/political power (minorities, non-western); or used specific labels referring to major ethnic minority groups (27%), like African-American, Mexican. Less frequently used labels referred to the majority/dominant/Anglo European group (12%), or other countries (10%). This poster will compare labels, information, and sources used in these editions and the new editions of the textbooks. Recommendations to readers and authors will be provided. (email: sweetprincess2025@yahoo.com)

THE EFFECTS OF FACES ON MEMORY OF PERSONAL DESCRIPTIONS

Celeste S. Lonson, Janie Nath, and Stanley Woll
California State University, Fullerton

There is a great deal of research on person memory. However, this research has typically focused on strictly verbal descriptions of the person. The present study is concerned with the role of faces in the recall of these verbal descriptions. In a 2X2 design, we presented participants with personal descriptions of six people either with or without the photo. These participants then either did or did not receive a photo at recall. According to our pilot data, as predicted, recall for personal descriptions was significantly greater when photos were presented with the text, as opposed to the verbal descriptions alone. In addition to these analyses, we will also look at gender differences in memory for same and opposite sex persons. (email: MushuCat@sbcglobal.net)

Linguistics Courtyard

CHRONIC PAIN AND DISABILITY IN HIV-ASSOCIATED DISTAL SYMMETRIC POLYNEUROPATHY

Kinjal Doshi¹, Patrick Shrout¹, Lydia Estanislao², David Dorfman²

¹New York University ²Mount Sinai School of Medicine

HIV-associated distal symmetric polyneuropathy (HIV-DSP) often causes chronic pain, which can be severely disabling. Objectives are: (1) Determine the psychological factors associated with HIV-DSP chronic pain and disability; (2) Identify distinguishing features between disabled and non-disabled. Patients with established diagnoses of HIV-DSP were recruited from an outpatient clinic. Quality of life information was used to assign disability status. Disability was significantly related with pain experience of intensity and sensitivity to touch due to pain. The disabled were significantly more anxious, and more likely to subscribe to maladaptive beliefs (i.e. medication being the only treatment for pain) and coping strategies (i.e. catastrophizing) compared to the non-disabled. Study results show psychological interventions can benefit management HIV-DSP chronic pain and disability. (email: kd375@nyu.edu)

ETHNICITY AND CANCER SCREENING IN FEMALE UNIVERSITY STUDENTS

Oscar Ureno, Dalia Cuevas, Lisa Howell, and Ramani Durvasula
California State University, Los Angeles

Our previous studies revealed that 75% of Asian and Latina CSULA students have never received breast or pap examinations. We hypothesized a greater likelihood of screening among sexually active women and a lower probability with those exhibiting lower acculturation and more cultural barriers. Data are presented on 68 minority female students. No differences on acculturation or cultural barriers were observed. Sexually active women were more likely to have received pap examinations ($p < .001$) and those receive examinations had more sexual partners ($p = .002$). Sexual activity did not guarantee screening (50% of sexually active Latinas received examinations). These findings could not be attributed to access since nearly all participants had access to screening. Better education about routine cancer screening is necessary.
(email: ous13@aol.com)

PRIMARY PREVENTION OF EATING DISORDERS IN ADOLESCENT YOUTH

J. Megan Jones
University of California, San Diego

The purpose of this study was to evaluate the efficacy of a primary prevention program designed to decrease risk factors for eating disorders. Perfectionism was examined as a specific risk factor for eating disorder development. One hundred eighty middle school girls voluntarily participated in the study. An assessment of risk factors was carried out at baseline and post-intervention. Standardized measures isolate general dissatisfaction, perfectionism, social anxiety, weight control, body image dissatisfaction, and adolescent factors. General dissatisfaction was compared with perfectionism to assess the efficacy of the perfectionism variable. This study examines the link between perfectionism and eating disorders in a primary prevention setting. The results will reveal whether stress reduction and skill-based management of perfectionism will prevent eating disorder onset.
(email: j6jones@ucsd.edu)

THE EFFECTS OF TENSION HEADACHES ON LONG-TERM MEMORY RETRIEVAL: AN EEG STUDY.

Amanda M. Thomas, Joey K. Lau, and Mark W. Geisler
San Francisco State University

This study investigates the effects of tension headaches on auditory long-term memory retrieval. Previous research showed that 90% of people are affected by headaches at some point in their life (Andrasik and Walch, 2003), and that people who suffer from migraines respond differently while engaged in cognitive tasks (Hassinger, Semenchuk, and O'Brien, 1999). In the present study, North Staffordshire Headache Survey is used to measure prevalence of headaches; moreover, the California Verbal Learning Test is used to measure long-term memory, and synchronization of brainwave EEG's —memory consolidation. We hypothesize that (a) people suffering tension headaches have significantly lower memory recall than healthy control, and (b) people with tension headaches have impaired memory consolidation measured by decreased levels of brainwave synchronization.
(email: amandat@sfsu.edu)

DEPRESSION SYMPTOMS AMONG ADOLESCENTS: A COMPARISON OF LATINO, CAUCASIAN, AND AFRICAN AMERICANS

Noemy Ponce, Antonio Polo, and John Weisz
University of California, Los Angeles

Previous research has indicated that Mexican American adolescents reported more depressive symptoms than peers from Anglo and African American groups (e.g. Roberts, 1992). The purpose of this research is to determine whether there are significant differences in depression symptoms among adolescents of different ethnic groups, including Latinos, Caucasians, and African Americans. Data from three middle schools ($n = 1,050$) collected from 6th and 7th grade students will be analyzed using the Children's Depression Inventory (CDI), and the Youth Self Report (YSR) to determine if consistent patterns of disparities emerge. We will explore whether key demographic variables may be responsible for any differences found.
(email: Noemy@ucla.edu)

THE RELATIONSHIP BETWEEN EARLY ADVERSITY AND DEPRESSION RECURRENCE.

Lauren A. Anas, George M. Slavich, Leandro D. Torres, and Scott M. Monroe
University of Oregon

Research suggests that individuals who were exposed to undesirable events and difficulties during childhood are at increased risk to experience recurrent episodes of major depression as adults (Goodyer, 1995). In particular, childhood abuse and early parental separation appear to negatively affect the adjustment of children. To test the hypothesis that individuals who are exposed to early adversity are at increased risk to experience more recurrent depression compared to their no-loss counterparts, the Life Events and Difficulties Schedule (LEDS; Brown & Harris, 1978) was administered to 86 depressed adults. Participants were asked questions regarding early adversity and depression history. Support for the hypothesis will be found if depressed individuals who have experienced early adversity have had significantly more lifetime major depressive episodes compared to their no-loss counterparts.
(email: laurenalyne@comcast.net)

UTILIZING COMPUTERIZED SPEECH RECOGNITION TO EXAMINE THE RELATIONSHIP BETWEEN ANXIETY AND DEPRESSION

Erika X. Blanes-Lopez, Colby B. Carter, Gerardo González, and Chris Shriver
California State University, San Marcos

The current study utilized computerized speech recognition (CSR) to examine the comorbid relationship between depression and anxiety. In this study, 113 Spanish-speaking and 118 English-speaking participants completed the CDI-SF, the BDI-II, the BAI and a Voice Interactive Depression/Anxiety Assessment System (VIDAAS-IV). VIDAAS-IV is comprised of two subscales: 20-items from the CES-D and 8-items assessing anxiety derived from the DSM-IV. Findings demonstrate VIDAAS has good psychometric properties and participants diagnosed with depression and anxiety scored significantly higher on VIDAAS-IV. Also One-way ANOVAS revealed that the comorbid group scored higher on VIDAAS-IV than the anxious alone, depressed alone, and the control group. Thus, the findings of this study suggest VIDAAS-IV can be utilized to improve the assessment of anxiety and depression.
(email: blane002@csusm.edu)

MEXICAN AMERICAN SEVERELY MENTALLY ILL RESEARCH PARTICIPATION: IMPLICATIONS FOR FOLLOW-UP STUDIES

Noemi Vega and Sergio Aguilar-Gaxiola
California State University, Fresno

This longitudinal study follows up a sample of participants who were interviewed about 6 years ago and were diagnosed with severe mental illness. Data from the Mexican American Prevalence and Services Survey was used to determine participant characteristics. Of the 4,013 interviewed, 280 were diagnosed as severely mentally ill using the Composite International Diagnostic Interview (CIDI). Chi-squares were used to determine significant differences between participants who have been re-located and re-interviewed and those who have not according to their diagnoses and income. Preliminary results revealed that the re-interviewed group showed fewer cases of panic attacks, major depression, and co-morbidity ($p < .05$). This longitudinal study is the first of its kind on Mexican Americans. The results contribute significant knowledge about minority research participation in longitudinal studies.
(email: nvega01@csufresno.edu)

PREPULSE INHIBITION ASYMMETRY OF THE ACOUSTIC EYEBLINK REFLEX AND SCHIZOTYPAL CHARACTERISTICS

Maria G. Corona and Dianna G. Flores
California State University, Los Angeles

Sensorimotor gating is an automatic filtering process measured by prepulse inhibition (PPI) of the acoustic eyeblink reflex. Individuals with schizophrenia spectrum disorders show impaired filtering of extraneous stimuli. Most studies assessing this relationship have used recordings from the right eye only. We hypothesized that the relationship between impaired PPI and more schizotypal characteristics would be stronger for the right versus the left eye, reflecting greater left hemisphere involvement in sensorimotor gating deficits. Eighty-seven college students participated in a bilateral startle eyeblink reflex testing session. Attentional capacity and schizotypal characteristics were assessed. Findings suggested that more schizotypal characteristics are correlated with impaired sensorimotor gating. Findings did not strongly support the prediction of a stronger relationship for the right versus left eye."
(email: mcastel6@calstatela.edu)

RELATIONS AMONG CAREGIVER SELF-EFFICACY,
PERCEPTIONS OF INFANT EMOTIONAL EXPRESSIONS,
AND DEPRESSIVE SYMPTOMS

Katie M. Hrapczynski and Ginger A. Moore
Duke University

Relations among caregiver self-efficacy, perceptions of infant emotional expression, and depressive symptoms examined. Participants included 29 parents and 40 non-parents. Low self-efficacy participants categorized by the Parent Attribution Test (PAT; Bugental, 1998) were predicted to perceive more negative emotions and higher arousal from the Infant Facial Expressions of Emotion from Looking at Pictures (IFEEL Pictures; Emde, Osofsky, & Butterfield, 1993). Caregiver self-efficacy and perceptions of infant emotions examined between parents and non-parents to investigate influence of child rearing experience. Parents perceived more positive emotions and lower arousal. Low self-efficacy mothers expected to report more depressive symptoms as assessed by the Beck Depression Inventory-II (BDI-II; Beck, Steer, Ball, & Ranieri, 1996). Limitations of the study and recommendations for research detailed.
(email: KMH11@duke.edu)

TRAUMA, ANXIETY, AND EMOTION REGULATION IN A
CHILD SAMPLE

Luis Medina
Yale University

The implication of anxiety disorders in maltreated children's emotion regulation capacities was investigated. Participants included 132 maltreated and 104 community control children, aged 5-15 years old. Participants completed a self-report screen of anxiety disorders, a comprehensive structured psychiatric interview, and an emotion regulation scale. As a group, maltreated children with PTSD showed greater emotion regulation difficulties than maltreated children without PTSD and children in the comparison group. PTSD combined with maltreatment was also related to higher risk for other anxiety disorders and emotion dysregulation than maltreatment alone. Findings are consistent with research on comorbidity rates of anxiety disorders in adults while setting the stage for further investigations of emotion regulation in maltreated children.
(email: luis.medina@yale.edu)

SERVICE UTILIZATION AMONG ADOLESCENTS: A
COMPARISON OF LATINOS AND CAUCASIANS

Michelle Ramirez
University of California, Los Angeles

Previous research has shown that Latino youth underutilize outpatient mental health services relative to other ethnic groups, including Caucasians (Bui and Takeuchi, 1992). However, little is known about the extent to which community samples of Latino youth utilize services, relative to their Caucasian counterparts. This research will investigate service use rates among children (N = 89; ages 10-14) who are at risk for depression, as identified by a score of 9 or above on the Children's Depression Inventory (Kovacs, 1992). The types of services utilized, as reported by their parents in the Service Assessment for Children and Adolescents (Horwitz, et al, 2001, Canino, 2002) will be presented and compared across ethnic groups. The data were collected from two middle schools in Los Angeles County.
(email: chllly327@ucla.edu)

RELATIONS BETWEEN SCHIZOPHRENIA, VIOLENT
TENDENCIES, AND SEASON OF BIRTH

Nicole Garcia and Mary B. Aguirre
St. Mary's University

This research evaluated the risk for schizophrenia and tendency to commit violent crimes using a New York sample of prisoners and patients (N = 1593, Male = 100%). Season of birth was hypothesized to increase risk for schizophrenia, but schizophrenics were not expected to have higher rates of violent crimes. Schizophrenia among patients (n = 289, 36%) was significantly higher than for prisoners (n = 26, 3%), however, no relationship emerged for season of birth. Results supported that a diagnosis of schizophrenia was not related to increased violent crime. Moreover, criminal behavior among schizophrenics revealed that their crimes were more often non-violent, such as creating a disturbance, indecent exposure, and similar criminal behaviors.
(email: meatx@animail.net)

STIGMATIZING EFFECTS OF CAUSAL ATTRIBUTIONS FOR ANOREXIA NERVOSA

Whitney A.G. Brechwald
University of California, Berkeley

This study examined the effect of causal attributions for anorexia nervosa on responses to a stigmatized individual. Undergraduate participants (N=171) read a vignette describing a female student with anorexia as primarily caused by one of four distinct factors (biological dysfunction; unhealthy family environment; problems with personal control; and sociocultural pressures to be thin) and rated their response to the target on several attributional, affective and behavioral factors. Results indicated a significant effect of sex of participant and cause of the eating disorder on responses. Femininity, familiarity with anorexia, and EDI scores were significant covariates. The study will provide further insight into how characteristics of the observer and causal attributions may influence the process of stigmatization.

(email: whitneyb@berkeley.edu)

CRITICAL TIMING OF POST-STRESS GLUCOSE INGESTION IN BEHAVIORAL DEPRESSION MITIGATION

Hung T. Tran and Thomas R. Minor
University of California, Los Angeles

Rats exposed to stress show behavioral impairment similar to major depression and post-traumatic stress disorder. This results in neuro-metabolic energy failure that is dependant on glucose levels, and glucose ingestion has been shown to mitigate behavioral deficits. This study looks at the time interval in which glucose ingestion is most efficacious. Thirty-two Sprague-Dawley rats were randomly assigned to 4 groups of 8 rats each. Two groups received shock while the other two were restrained. One shock group and one restraint group received glucose immediately after shock exposure. The time of glucose ingestion was measured via a lick-o-meter.

Mitigation of impairment, measured via a shuttlebox escape procedure, is most effective if glucose is ingested up to 3 hours after stress exposure.

(email: htt@ucla.edu)

CHRONIC LIFE STRESS AND MAJOR DEPRESSIVE DISORDER

Kimberly L. Merrill, George M. Slavich, Leandro Torres, and Scott Monroe
University of Oregon

Research on life stress and depression has identified two types of stress that differ temporally from each other: acute stressful life events and chronic difficulties (Monroe & Hadjiyannakis, 2002). While a number of studies have investigated the effect of acute events on depression onset (Mazure, 1998), course (Lloyd et al., 1981), and symptom severity (Dolan et al., 1985), few studies have examined the nature and impact of ongoing difficulties. To address this void in the literature, 85 depressed adults were administered the Life Events and Difficulties Schedule (LEDS; Brown & Harris, 1978) and the Beck Depression Inventory II (Beck et al., 1988, 1987). Similar to acute events, ongoing difficulties are hypothesized to reliably predict depression severity.

(email: kmerrill@gladstone.uoregon.edu)

Keynote Speaker: Hazel R. Markus, Ph.D.

Professor of Psychology at Stanford University since 1994, Dr. Markus is recognized internationally for her pioneering research in psychology and known within her department as an esteemed colleague and professor. Her research focuses on the role of the self in regulating behavior and on the ways in which the self is shaped by the social world. She has researched self-schemas, possible selves, the influence of the self on the perception of others, and on 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. from California State University at San Diego and her Ph.D. from the University of Michigan. She was previously a faculty member in the Department of Psychology at the University of Michigan, and a research scientist at the Institute for Social Research at the University of Michigan.

Dr. Markus 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, as well as a member of the McArthur Research Network on Successful Midlife Development. She was elected to the American Academy of the Arts and Sciences in 1994 and was recently named the Davis-Brack Professor in the Behavioral Sciences at Stanford University. In 2002 she received the Donald T. Campbell Award for contributions to social psychology.

Currently, Dr. Markus serves as the co-director of Stanford's Research Center for Comparative Studies in Race and Ethnicity. She has recently co-edited a book entitled *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies* and is the author of numerous papers on the influence of sociocultural contexts on self, competence, choice, and well-being.

Invited Talk: Jeanne L. Tsai, Ph.D.

Professor Jeanne Tsai received her Ph.D. in Clinical Psychology from the University of California, Berkeley in 1996, five years after receiving her B.A. in Psychology from Stanford University in 1991. After completing her clinical internship and a post-doctoral fellowship at UCSF in 1997, she went on to the University of Minnesota, where she was an assistant professor from 1997-2000. Professor Tsai returned to Stanford University as an assistant professor in 2000.

Dr. Tsai now heads Stanford's Culture and Emotion Laboratory, which seeks to understand the mechanisms by which cultural ideas and practices shape how people feel. Her research allows her to work with ethnic groups within the United States and abroad, particularly in East Asia. Her interests include the cultural influences on basic psychological and social processes related to emotion; acculturation, cultural orientation, and ethnic identity; and cultural variation in different forms of psychopathology.

Professors in Attendance

Albert Bandura

Albert Bandura is currently a Professor at Stanford University as well as David Starr Jordan Professor of Social Science in Psychology. He received his Ph.D. in psychology from the University of Iowa in 1952. His interests include analysis of basic mechanisms of personal agency through which people exercise control over their level of functioning and events that affect their lives. One line of research is concerned with how people regulate their own motivation, thought patterns, affective states and behavior through beliefs of personal and collective efficacy. A second line of research examines the paramount role of self-regulatory mechanisms relying on internal standards and self-influence in human adaptation and change. These mechanisms are studied in the areas of sociocognitive development, affect regulation, health promotion and disease prevention, organizational functioning, and collective action for social change.

Laura L. Carstensen

Laura L. Carstensen is a Professor in the Department 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. She received her Ph.D. in clinical psychology from West Virginia University in 1983. 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. She is a fellow in the American Psychological Association, the Gerontological Society of America and the American Psychological Society. Among Dr. Carstensen's awards include the Richard Kalish Award for Innovative Research, Stanford University's Dean's Distinguished Teaching Award, and most recently a Guggenheim Fellowship.

Herbert H. Clark

Herbert H. Clark is a Professor in the Department of Psychology at Stanford University. He received his B.A. at Stanford University, and both his M.A. and Ph.D. at The John's Hopkins University. His interests include the study of cognitive and social processes in language use, the study of word meaning and what speakers mean in saying what they say, the study of discourse, cognitive and social processes in language use, interactive processes in conversation from low-level disfluencies through acts of speaking and understanding to the emergence of discourse. He has a special interest in speaking, understanding, and memory in conversation. His honors include National Science Foundation Graduate Fellowship, Johns Hopkins University; Fellow, Division 3, American Psychological Association; Fellow, American Academy of Arts and Sciences; Member, Society of Experimental Psychologists.

Ian H. Gotlib

Ian H. Gotlib is a Professor in the Department of Psychology at Stanford University and the Director of the Stanford Mood and Anxiety Disorders Laboratory. Dr. Gotlib received his Ph.D. in Clinical Psychology from the University of Waterloo. Dr. Gotlib is very active in clinical research. 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. Dr. Gotlib is a Fellow of the American Psychological Association, the American Psychological Society, and the American Psychopathological Association.

Ellen Markman

Ellen M. Markman is Professor of Psychology in the Department at Stanford University. She received her Ph.D. from the University of Pennsylvania. Her interests include cognitive and language development, early lexical acquisition, conceptual organization, categorization, and inductive reasoning in children and infants. Dr. Markman has held membership on the Advisory Board of Learning, Development, and Conceptual Change (Bradford Books); the Cognition Emotion and Personality Review section in NIMH; the Child Development Subcommittee of the Social Science Research Council; the Steering Committee of the Study of Stanford and the Schools; the Executive Committee of the Sloan Cognitive Science Program at Stanford, which she also chaired; the Governing Council of Society for Research in Child Development; and the Executive Committee of the Children and Society Curriculum.

Dale Miller

Dale Miller is Professor of Psychology at Stanford University. He received his Ph.D. in Psychology at the University of Waterloo in 1975. He is the Morgridge Professor of Organizational Behavior and Codirector of the Center for Social Innovation. His current research focuses on four questions: (1) What are the origins and consequences of people's false beliefs about the opinions, feelings, and practices of their peers? (2) What social psychological consequences follow from the belief that self-interest should and does exert a powerful influence over individual and group behavior? (3) When do people feel licensed to express opinions or take actions that have negative consequences for others? and (4) How do people's interpretations of disagreements between themselves and others differ when they belong to different as opposed to similar cultural groups?

Benoit Monin

Benoit Monin is an Assistant Professor in the Department of Psychology at Stanford University. He received his Ph.D. at Princeton University. 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

Michael Ramscar is an Assistant Professor in the Department of Psychology at Stanford University. He received his Ph.D. in AI & Cognitive Science at the University of Edinburgh in 1999. His general interests include language, mental representation and cognition. In particular he specializes in the relationship between usage and meaning; language production, comprehension and acquisition; the development and representation of conceptual knowledge; analogy and metaphor; cognitive modeling. His research shows that children have an innate ability to learn irregular grammar just by listening to other people speak. For example, a child who incorrectly uses "mouses" instead of the word "mice," can, when otherwise functional with language, learn to use the correct word by hearing it used correctly.

Lee D. Ross

Lee D. Ross is a Professor in the Department of Psychology at Stanford University. He received his Ph.D at Columbia University in 1969. For three decades, Lee Ross's formidable intelligence, innovative research, and systematic theorizing have helped set the intellectual agenda of social psychology. As an experimentalist, Ross has identified and explored a variety of provocative phenomena, including "belief perseverance," the "false consensus effect," the "hostile media effect," "reactive devaluation," and "naïve realism," that are now standard topics in our textbooks. Early in his career, Ross published an extremely influential paper proposing that people could be understood as "intuitive psychologists," susceptible to particular biases in interpreting data, making predictions, and updating theories. That paper also introduced the now ubiquitous concept of the "fundamental attribution error," and the claim that people are prone to be "dispositionists," who too readily infer general traits and make insufficient allowance for the influence of situational pressures and constraints.

Claude M. Steele

Claude M. Steele is a Professor in the Department of Psychology at Stanford University. 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.

Ewart A.C. Thomas

Ewart A.C. Thomas is a Professor in the Department of Psychology at Stanford University, having finished a five-year term as dean of the University's School of Humanities and Sciences. His research interests include the development and application of mathematical and statistical models to many areas of psychology and social sciences with particular focus on signal detection, information processing, motivation, assessment of group differences, parent-infant interaction, categorization, and inter-rater reliability. He is also pursuing research in theoretical population biology, the dynamics of language variation, law and social sciences, and economic planning in developing countries. Dr. Thomas received his Ph.D. in statistics from the University of Cambridge, England.

Barbara Tversky

Barbara Tversky is a Professor of Psychology in the Department at Stanford University. She received her B.A., M.A., and Ph.D. in Psychology at the University of Michigan. Her general interests include memory, categorization, spatial cognition and language. Her current specific interests include picture memory and pictorial representations, imagery, spatial thinking, spatial language, cognitive maps and graphs, recollections and eye witness testimony, systematic distortions in memory, HCI and mental models constructed from text. Her honors include Distinguished Software Award, EDUCOM/NCRIPTAL, 1990; APS Fellow, 1995; Phi Beta Kappa Excellence in Teaching Award, 1999.

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B.A. in Psychology, '04

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B.A. in Psychology, '04

Information on Gateway 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 which we donate conference proceeds. During the 1st SUPC, we sponsored South San Francisco High School. In SUPC's 2nd year, we were able to finance a pair of high school students on their trip to the annual meeting of the Western Psychological Association in Southern California. Last year, we chose to support East Palo Alto High School's humanities program. This year, the recipient of our funds is Gateway High School, a charter school in its sixth year as part of the San Francisco Unified School District.

Gateway High School

Mission

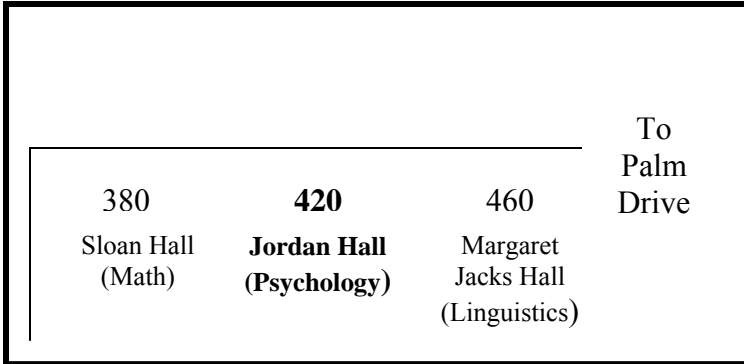
Gateway High School is a model, college preparatory charter school committed to academic excellence through personalized, student-centered learning. Gateway combines a rigorous academic program with an approach where the individual talents and strengths of its students are identified and supported. Gateway seeks and supports students who have ambition, who are committed to working hard, and who are eager to share responsibility for their own learning. Working with teachers committed to our mission, Gateway students will acquire the skills, habits, and knowledge necessary for academic and personal success in college and in adult life.

Gateway's values of personal integrity, responsibility, and respect for others should inspire students to contribute to their communities however they can. By attending a school which fully embraces the diversity of the Bay Area, Gateway students will appreciate what they have in common with those who are different and value what they learn from one another.

History

Gateway was founded by a group of parents and educators who believed there was a need in the Bay Area for a smaller, personalized, college preparatory public high school with a commitment to and expertise in serving a diverse student population, including a significant number of students with learning differences. With an inaugural freshman class of 85, the school now serves 436 students in grades 9-12.

Map of Jordan Hall



Basement Level: This displays the lower level of the buildings **only**. Please take the stairs or elevator to LL.

