Eighth Annual

STANFORD UNDERGRADUATE PSYCHOLOGY CONFERENCE

May 17, 2008
Stanford University

Stanford University

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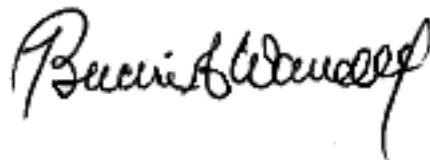
December 6, 2010

Greetings,

The Stanford Psychology Department is delighted to welcome you to the 8th annual Stanford Undergraduate Psychology Conference. We take great pride in this conference, started by our undergraduate majors in 2001. We are particularly pleased that the conference has grown to include outstanding undergraduates from across the nation and around the world.

Research is the foundation of psychology; openness to investigating new ideas is essential to the continuing progress in our field. Generating ideas, formulating hypotheses, and gathering data represent the first steps in a longer process. Interacting with the larger community of scientists, presenting our findings to others, and receiving valuable critiques are also essential steps. We hope you benefit from this conference and find that it is part of a scientific process that provides you with valuable experience in presenting your work and discussing ideas with students who share your interests and goals.

The success of the Stanford Undergraduate Psychology Conference this year is due to the extraordinary efforts of members the Stanford Chapter of Psi Chi. I want to recognize Peter Radu, the Executive Director of the conference, for his tireless efforts, as well as the Associate Directors, George Slavich, Kyonne Isaac, and Tamar Kreps. Thanks also go to the additional students who helped review the abstracts that were submitted to the conference: Victoria Thornton and Elena Wright. I would also like to pay a special thanks to the following people for their contributions to the conference: Cristina Gatti, Rachael Dickey, Eran Magen, Scott Sayare, and Matt Wong. Finally, many thanks to the following Stanford Psychology Department administrators for their tireless assistance: Jessica Kowalski, Pam Jahnke, and Roz Grayson.

My colleagues and I welcome all of you and wish you a stimulating and productive day.

Sincerely,

Brian A. Wandell
Stein Family Professor and Department Chair

May 17, 2008

Dear Presenters, Faculty, and Guests,

I am delighted and honored to welcome you to the 8th Annual Stanford Undergraduate Psychology Conference. The conference continues to provide a wonderful opportunity for participants to not only present their research, but also to learn about the exciting work of other undergraduates.

As a current junior majoring in psychology, I am beginning the process of organizing an honor's thesis for my senior year. It was very humbling, then, to have had the opportunity to direct this year's conference, as it instilled me with a profound appreciation for the immense dedication and hard work of this year's student presenters. Reading abstracts and organizing the logistics of the conference gave me additional respect for the incredible amount of work it takes to successfully complete and present a research project. Your efforts are an inspiration to me, and I sincerely thank you for making the trip today to share your work with us.

I would also like to thank the dedicated group of students and faculty without whose guidance, advice, and assistance this conference would not have happened. Thanks to them, we have the opportunity to enjoy the oral presentations, poster presentations, keynote address, and graduate school talk that await us.

Take advantage of today. Speak with professors who study fields that excite you. Learn from and challenge the presenters. Enjoy Professor Bandura's speech. And please, whatever you do, make yourself at home.

Welcome to Stanford!

Sincerely,

Peter T. Radu

Executive Director of the 2008 Stanford Undergraduate Psychology Conference

Conference Schedule

8:00 – 8:45
Registration *Front of Jordan Hall*

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

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

11:00 – 12:00
Poster Session I *Math and Linguistics Courtyards*

12:15 – 1:15
Lunch *Math Courtyard*

1:30 – 2:40
Keynote Address by Professor Albert Bandura *420-040*

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

4:15 – 5:15
Poster Session II *Math and Linguistics Courtyards*

5:30 – 6:30
Grad School Talk by Jeff Cooper *380-380 C*

6:30 – 7:30
Closing/Social *420-050 and Surrounding Courtyard*

Peter Radu, Executive Director of the Eighth Annual Stanford Undergraduate Psychology Conference

NOTE: PRESENTING AUTHORS LISTED ONLY

Social I   380-380 C

ENVIRONMENTAL CONTEXTS THAT INFLUENCE MARRIAGE AND RELATIONSHIP SATISFACTION
Wylie Wan
University of California, Los Angeles

MEXICAN AMERICAN'S BELIEFS ABOUT PHYSICAL ACTIVITY, DIET, AND HEALTH
Brian Spitzer, Nicole Schallberger, Phuong Luu, Rajinder Kaur, Vanessa Scholfield, & Nicole Alfaro
California State University, Chico

CULTURE AND HOSTILE ATTRIBUTION: AMERICAN AND CHINESE JUDGMENTS OF INTENTS ABOUT INDIVIDUAL AND GROUP AGENTS
Bonnie Le
University of California, Berkeley

CULTURAL INFLUENCES ON NEURAL RESPONSES DURING SCENE ENCODING
Diana Carlson
Northwestern University

Cognitive I   380-380 W

COMMUNICATIVE ADJUSTMENTS TO NON-NATIVE SPEAKERS
Gali Weissberger & Tommy Engvik

University of California, San Diego

THE EFFECT OF PERCEIVED STRESS ON DIRECTED FORGETTING OF EMOTIONAL WORDS
Theresa Khoo
University of California, Los Angeles

HIGH PROFILE DECEPTION: POLITICAL LIES, ALLEGED LIES, AND CONFESSIONS
Lassiter F. Speller
Winston-Salem State University

WHEN COURSE MANAGEMENT SYSTEMS FAIL: STUDENT AND INSTRUCTOR ON-THE-FLY ADAPTATION BEHAVIORS
Jessica J. Andrews
Winston-Salem State University

Clinical I   380-380 X

CONGRUENCY OF EXPECTATIONS FOR RECOVERY OF PERSONS WITH SCHIZOPHRENIA AND THEIR CAREGIVERS
Maria Santos
University of California, Los Angeles

MINDFULNESS MEDITATION TRAINING ON THE EFFECTS ON HEART RATE DYNAMICS IN HIV INFECTED ADULTS
Nisha Bansal
University of California, Los Angeles

MINDFULNESS AND EMOTION REGULATION: EFFECTS OF A FOCUSED BREATHING INDUCTION ON PARTICIPANTS WITH BIPOLAR DISORDER
Amber Latronica
University of California, San Diego

THE ROLES OF SMOKING STATUS AND GENDER ON DEPRESSION AMONG CHINESE AMERICANS: AN ITEM ANALYSIS OF THE 10-ITEM CES-D
Jeremy Luk
University of Washington

Personality and Developmental I   380-380 Y

LEARNING THROUGH OVERHEARING: THE ROLE OF FAMILIARITY AND AGE OF PARTICIPANTS IN 3RD PARTY INTERACTIONS
Kristin Weisler
University of California, Santa Cruz

RELTIONSHIP BETWEEN PERSONALITY, CREATIVITY AND MULTIPLE INTELLIGENCES
Crystal Perez
California State University Chico

ETHNICITY MATTERS: RECIPROCAL FRIENDSHIPS IN INNER CITY YOUTH
Rodolfo Cortes
University of California, Berkeley

A CONTENT ANALYSIS APPLYING AN ADVOCACY MODEL TOWARDS FURTHER IDENTIFYING LEVELS OF ENFRANCHISEMENT OF PEOPLE IN THE U.S. WITH DEVELOPMENTAL DISABILITIES*
Elissa G. Eggen
Park University
*Also presented as a poster in Poster Session II

| 11:00-12:00 | Poster Session I | Courtyards |

NOTE: PRESENTING AUTHORS LISTED ONLY

Math Courtyard

THE EFFECT OF RELATIONSHIP DYNAMICS ON IMMUNE FUNCTION
Danielle M. Vinas
University of California, Los Angeles

DEVELOPMENT OF MULTICULTURAL COMPETENCE IN COLLEGE STUDENTS FROM A TRANSFORMATIVE EDUCATION PERSPECTIVE: LEARNING AND TRANSFORMATIONS
Diane Torres, Almaz Nigusse, & Samantha Seminoff
Sonoma State University

STRESS & RESILIENCE IN INTERETHNIC COUPLES
Griselda Vargas
University of California, Los Angeles

PEER, FAMILY, AND MEDIA INFLUENCES ON ADOLESCENT'S SELF IDENTITY DEVELOPMENT: THROUGH AN APPRECIATIVE INQUIRY LENS
Connie Tyler
Park University

SHEDDING LIGHT ON THE IMPORTANCE OF MENTORING BY EXAMINING STUDENTS' SELF-EFFICACY
Christine E. Toledo, Supieri M. Siprasoeuth, Vali Rubinstein, & Kitta MacMorris
University of California, Santa Cruz

MARITAL DECISION-MAKING SCALE (MDMS)
Alexis Diorella Cruz & Pia Xandra Termulo
Miriam College

CLOSE CROSS-GROUP COLLEGE FRIENDS, EDUCATIONAL EXPERIENCES AND GRADUATES' ATTITUDES TOWARDSMULTICULTURALISM
Ray Parr
Sonoma State University

BODY PERCEPTIONS AND IDEALS
Kim Nguyen & Kathleen Riley
Seattle University

CONFLICT AND RELATIONSHIPS
Cyrus S. Mirza
University of Southern California

EXPERIENCE OF LOSS IN COLLEGE STUDENTS AND SOCIAL PERCEPTION
Olivia Martin
Seattle University

THE IMPACT OF HIV AND TRAUMA ON THE DEVELOPMENT OF PTSD AMONG WOMEN
Tiffany Ju.
University of California, Los Angeles

OUTCOMES FOR ALCOHOL/SUBSTANCE DEPENDENT VETERANS WITH COMORBID MOOD DISORDERS
Mojdeh Motamedi
University of California, San Diego

THE RELATIONSHIP BETWEEN BIS/BAS SENSITIVITY AND AFFECTIVE MODULATION OF THE POST-AURICULAR REFLEX IN SCHIZOPHRENIA PATIENTS
Tatevik Abaryan
University of California, Los Angeles

EATING DISTURBANCES IN CAMEROONIAN COLLEGE WOMEN: A PILOT STUDY
Jennifer Madowitz
Wesleyan University

Linguistics Courtyard

EMPATHISING VERSUS SYSTEMISING: SEX AND DISCIPLINE DIFFERENCES WITHIN A STUDENT POPULATION
Debbie Miners, Claire Whitlock, & Samantha Williams.
Southampton Solent University

SOLVING GOALS IN A VIRTUAL ENVIRONMENT: THE EFFECTS OF CONTEXT AND CREATIVITY
Dylan Dean, Jenni Werkmann, James Niemeyer, & Colin Pollock
University of California, Santa Cruz

EFFECTS OF INTERFERENCE IN ADVERTISING ON MEMORY RECALL OF PRODUCT DETAILS
Jessica Fullmer & Caroline Fruth
Yosemite High School

EVALUATING THE ROLE OF CONTEXTUAL CUES IN FREE RECALL AND CUED RECALL
Chi-Kong Cheung
University of California, Los Angeles

HOW DOES EXPERIENCING THE GENERATION ADVANTAGE LEAD TO IMPROVED READING OF NEW INFORMATION?
April Hinrichsen
University of California Los Angeles

WHY PREPARING TO TEACH IS MORE EFFECTIVE THAN STUDYING
Dung Bui
University of California, Los Angeles

INFORMAL SCIENCE PLAY: COMPARING SYSTEMATIC COMPARISONS IN DYADS AND SOLO
Daniella Echeveste
California State University- Fresno

THE CONSTRUCTION OF THE VIRTUAL SELF
Goldie Salimkhan
University of California, Los Angeles

TEACHERS' EFFECTS ON CHILDREN'S PERCEPTIONS OF THEIR PEERS WITH BEHAVIORAL PROBLEMS
Jenna Chin
University of California, Los Angeles

EFFECT OF METHYLENE BLUE ON MEASURES OF PTSD IN THE LEARNED HELPLESSNESS PROCEDURE IN RATS
Judy Pang & Thomas Minor, Ph.D.
University of California, Los Angeles

SLEEP QUALITY IN BREAST CANCER SURVIVORS: THE ROLE OF HOPE AND HOPELESSNESS
Kristen Bodossian
University of California, Los Angeles

12:15-1:15	**Lunch**	**Math Courtyard**

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

Professor Albert Bandura
Stanford University

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

NOTE: PRESENTING AUTHORS LISTED ONLY
Social II   380-380 C

TRAVEL AND CROSS CULTURAL SENSITIVITY IN COLLEGE STUDENTS
Monique Bulette & Alana Seidman
Seattle Univeristy

VOTING AS A RIGHT OR A DUTY: AN EXPLORATORY SOCIAL PSYCHOLOGICAL ANALYSIS
Meredith Sprengel
Georgetown University

A STUDY ON THE PREDICTORS OF MARITAL SATISFACTION OF DUAL-EARNING SPOUSES
Pia Xandra Termulo
Miriam College

STUDENT PERCEPTIONS OF PROFESSORS BASED OFF OF ACADEMIC PROGRAM, GENDER, AND RACE
Anish Bavishi
Rice University

Cognitive II   380-380 W

THE BILATERAL ADVANTAGE IN VISUAL ENCODING EFFICIENCY AND IN VISUAL SHORT TERM MEMORY.
Wei-Ning Chang, Akina Umemoto, Edward Ester & Edward Awh
University of Oregon

BALANCING EXPLOITATION AND EXPLORATION THROUGH PROBABILISTIC REVERSAL LEARNING PARADIGM
Attapol Thamrongrattanarit
Stanford University

PEOPLE'S SELF-REFERENCE LABEL DURING INNER SPEECH: ANOTHER OUTLOOK FOR PSYCHOLINGUISTICS
Tim Alichanh
San Jose State University

FEEDBACK: COSTS AND BENEFITS TO STUDENT LEARNING
R. Israel Gonzales, Matthew J. Hays, Nate Kornell, & Robert A. Bjork
University of California, Los Angeles

Clinical II   380-380 X

EXERCISING WITH AN IPOD, FRIEND, OR NEITHER: WHICH IS BETTER FOR PSYCHOLOGICAL BENEFITS?
Thomas G. Plante, Carissa Gores, Carrie Brecht, Jackeline Sanchez, & Jenny Imberi
Santa Clara University

A BEHAVIORAL MEASURE OF COGNITIVE-BEHAVIORAL THERAPY IN REDUCING ANXIETY SENSITIVITY
Aston Tsui
University of California, Los Angeles

EFFECTS OF PARENT-TEACHER INVOLVEMENT ON CHILD'S BEHAVIORAL PROBLEMS
Sara Li & Anait Khachatryan.
University of California, Los Angeles

THE INFLUENCE OF SOCIAL SUPPORT AND COPING STYLES ON CLINICAL SYMPTOMS ACROSS THE PRODROMAL, RECENT ONSET AND CHRONIC PHASES OF SCHIZOPHRENIA
Erika B. Lara
University of California, Los Angeles

Personality and Developmental II   380-380 Y

IMPACT OF FUTURE ORIENTED COPING ON THE RELATIONSHIP BETWEEN STUDENT STRESS AND ENGAGEMENT
Kaitlin Herzog & Ashley Schafer
Saginaw Valley State University

PRESCHOOLERS' PERCEPTIONS OF THEIR MOTHERS' VERSUS THEIR FATHERS' REACTIONS TO INJURY-RISK BEHAVIOR
Kathrine M. Galligan
Saint Louis University

THE BRAIN-DERIVED NEUROTROPHIC FACTOR POLYMORPHISM PREDICTS HIPPOCAMPAL SIZE IN CHILDREN AT-RISK FOR DEPRESSION
Victoria Thornton, Ian Gotlib, Paul Hamilton, Melissa Henry, & Michael Chen
Stanford University

FAMILY SIZE AND OTHER BIODEMOGRAPHIC CORRELATES OF SEXUAL ORIENTATION IN MEN
Gene Schwartz
Northwestern University

| 4:15-5:15 | Poster Session II | Courtyards |

NOTE: PRESENTING AUTHORS LISTED ONLY

Math Courtyard

GENETICS AND RELIGION: IMPLICATIONS FOR STRESS REACTIVITY AND CONTROL
Teng Ma & Marie Iconomopulos
University of California, Santa Barbara

PROMOTING PERSONAL SAFETY OR STIGMA? A STUDY ON REACTIONS TO COMMERCIALS PROMOTING THE HPV VACCINE.
Samantha Hunt
California Polytechnic State University- San Luis Obispo

THE EFFECT OF A DIET VIOLATION ON EVERYDAY EATING
Kate Haltom & Tiffany Ju
University of California, Los Angeles

THE RELATIONSHIP BETWEEN FREQUENCY OF ALCOHOL AND DRUG USE AND THE BELIEF IN RAPE MYTHS
Carrie Coulter
California State University, Chico

GENDER DIFFERENCES WITHIN BODY WEIGHT PERCEPTION
Paulina Cano
University of Texas at El Paso

THE EFFECTS OF SELF-ESTEEM AND TRUST ON JEALOUSY IN ROMANTIC RELATIONSHIPS
Elizabeth Foss & Michelle Martinez
Seattle University

ABORTION ATTITUDES: THE EFFECTS OF PRIOR PERSONAL EXPERIENCE ON CURRENT ATTITUDES
Hyo Ju Kim & Danielle M. Vinas
University of California, Los Angeles

RELATIONAL AGGRESSION IN RELATION TO FRIENDSHIP QUALITY IN FEMALE DYADS
Anna J. Spece
University of Oregon

BEYOND MACHOS AND JOTOS: LATINO MALE PERCEPTIONS OF MASCULINITY AND ATTITUDES TOWARD MALE HOMOSEXUALITY
Matthew Alcala
University of California, Los Angeles

REDUCING ERROR: AVERAGING DATA TO DETERMINE FACTOR STRUCTURE OF THE QMPR
Shea Gibbons
Brigham Young University

YOUTH REPORTS OF PARENTS' MARITAL CONFLICT: WHAT IS UPSETTING?
Diana Bennett & Kathryn Gardner
University of Southern California

OBSERVED BEHAVIORS IN SIBLING INTERACTIONS
Elyse Guran
University of Southern California

DO COLLEGE STUDENTS ADMIT TO BEING SMOKERS? AN EXAMINATION OF THE RELATIONSHIPS BETWEEN CIGARETTE SMOKING AND SOCIAL DESIRABILITY
Jennifer L.Wang, Katie N. Bradshaw & Megan Kloep
Saint Louis University

TRAUMATIC LIFE EVENTS, ADULT ATTACHMENT, AND PATHOLOGICAL DISSOCIATION AMONG COLLEGE MEN AND WOMEN
Jessica Heaton, Christine Valdez, & Ekta Menghrajani
California State University, East Bay

Linguistics Courtyard

MULTIMODAL LANGUAGE LEARNING SOFTWARE: IMPROVING COMMUNICATION OF CHILDREN WITH AUTISM SPECTRUM DISORDERS
Laura Shelley, Tahl Sendowski, & Marshall Benson
University of California, Santa Cruz

THE EFFECTS OF BIZARRENESS AND DELAY ON SOURCE MONITORING
Bonni Beer, Anna C. Eschenburg, Carissa L. Gores, & Abigail D. Maas
Santa Clara University

LEARNING JAZZ STYLES THROUGH SPACED PRACTICE
Carlos A. Tobon
University of California, Los Angeles

EFFECT OF INTENTIONALITY ON FORCE CONSTRUAL AND COUNTERFACTUAL REASONING OF PSYCHOLOGICAL CAUSATION
Georgette Argiris
Northwestern University

THE IMPACT OF AGENT QUALITY AND DEEP-LEVEL QUESTIONS ON VICARIOUS LEARNING ENVIRONMENTS
Kyle R. Cheney, Mae-Lynn Germany, & Karl Fike
University of Memphis

RECEIVER OPERATING CURVES IN ASSOCIATIVE MEMORY
Gian D. Greenberg
University of California, Los Angeles

METACOGNITION IN DREAMING AND WAKING: A EPLICATION AND EXTENSION
Emily Luther, Rebecca Gurule, & Katie Flach
Santa Clara University

FACTORS PREDICTING PERCEPTIONS OF PEER GROUP NORMS IN ADOLESCENCE: A STUDY AND REPLICATION
Anya Rosensteel
University of California, Los Angeles

A CONTENT ANALYSIS APPLYING AN ADVOCACY MODEL TOWARDS FURTHER IDENTIFYING LEVELS OF ENFRANCHISEMENT OF PEOPLE IN

THE U.S. WITH DEVELOPMENTAL DISABILITIES*
Elissa G. Eggen
Park University
*Also presented orally

THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT FOR LOW-INCOME ETHNIC MINORITY STUDENTS IN SECONDARY SCHOOL
Keira Chu, Gregory Flaxman, Michelle Hua, & Malin Kimoto
University of California, Berkeley

SOCIALIZATION GOALS, PARENTAL ACCULTURATION AND SELF-PERCEPTIONS AMONG LATINO CHILDREN
Melissa S. Arellanes
University of California, Los Angeles

REACTIVE AGGRESSIVE YOUTH BRAIN ACTIVATION IS INCREASED IN RESPONSE TO EMOTIONAL FACES AND DECREASED DURING AN IMPULSIVITY TASK
Aubree Papaj & Lucie Vaculikova
University of California, San Diego

REHABILITATION OF LEARNING FACILITATED BY A CROSS-MODAL SHIFT IN STIMULUS IN LONG EVANS HOODED RATS
Alaina Phillips
Westmont College

THE CONSTRCTION AND VALIDATION OF *PANUKAT SA IBA (PN PSL)*
Nicar Noemi Bartolome
Miriam College

| 5:30-6:30 | **Grad School Talk** | **380-380C** |

Jeff Cooper, Ph.D. Candidate
Stanford University

| **6:30-7:30   Closing/Social   420-050 & Courtyard** |

Note: All authors listed, with corresponding author email

Social I   **380-380 C**

ENVIRONMENTAL CONTEXTS THAT INFLUENCE MARRIAGE AND RELATIONSHIP SATISFACTION
Wylie Wan & Thomas Bradbury, Ph.D.
University of California, Los Angeles

Romantic relationships are a central part of social life and bring great joy, yet relationship problems can deeply impact the couple involved and the people around them. Researchers have focused on relationship processes and interventions that help prevent conflicts. However, this emphasis overlooks community characteristics that are related to couples' interactions and marital outcomes. This study examines specific neighborhood stressors that affect couples and their relationship satisfaction. Data acquired from the Family Formation in Florida survey (N=6012), which included questions on the participants' own romantic relationships and their opinions on marriage, were correlated with the participants' respective neighborhoods' financial and education data from the U.S. Census Bureau. We hypothesize that differences in relationship satisfaction and in marriage and divorce percentages of these neighborhoods are based on differences in neighborhood characteristics. Findings will help target less advantaged neighborhoods and will provide understanding about the association between environmental factors and couples' happiness.
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MEXICAN AMERICAN'S BELIEFS ABOUT PHYSICAL ACTIVITY, DIET, AND HEALTH
Brian Spitzer, Nicole Schallberger, Phuong Luu, Rajinder Kaur, Vanessa Scholfield, & Nicole Alfaro
California State University, Chico

Obesity is a concern in the United States because of its detrimental effects on health. This is especially true for Mexican-Americans, one of the fastest growing populations in the USA. Mexican-Americans are more likely to develop diabetes and to die of cardiovascular disease than their Anglo counterparts, yet they remain an understudied population. This study utilizes qualitative analyses from approximately hour long structured interviews (N=22) with Mexican-Americans to examine diet, physical activity and health beliefs. Interviews were translated, transcribed, and analyzed with NVivo software. Findings show that participants have strong beliefs about diet and health, yet do not perceive weight to be a major problem despite being overweight or obese. Many understand the necessary components of a well-balanced diet but hold the false belief that avoiding sweets prevents diabetes. Participants believe physical activity to be important, but many do not engage in it regularly. God has an important role in health and illness for some, but individual responsibility remains primary. As well as improving our understanding, results will be used to develop a closed ended survey to collect data from a representative sample. Ultimately, this research will inform effective future interventions in the Mexican-American community.
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CULTURE AND HOSTILE ATTRIBUTION: AMERICAN AND CHINESE JUDGMENTS OF INTENTS ABOUT INDIVIDUAL AND GROUP AGENTS
Bonnie Le, Kaiping Peng, Ph.D., Yilan Wang, & Peter Gries, Ph.D.
University of California, Berkeley

The hostile attributional biases about group and individual agents were examined across cultures. Guided by culturally based theories about entitativities of individuals and groups, it was hypothesized that Chinese would be more likely to have hostile attributional biases about group agents while American participants would be more likely to have hostile attributional biases about individual agents. In Study 1, 20 scenarios involving individual and group agents with three different intents – benign, ambiguous, and hostile – were presented to Chinese and American college students. It was found, as a whole, that American participants made stronger hostile attributional biases, and inferred more dispositional causes than Chinese. In Study 2, which focused on agents who were collective entities (e.g. nations), participants self-reported attributions for international news events. It was found that Chinese participants perceived more hostile intents and attributed more consistent dispositions to groups and their members while Americans perceived more hostile attribution towards individuals. Studies 1 and 2 confirmed the hypothesis that cultural differences concerning individual and group agents lead to hostile attributions which vary according to individual or group agents. Implications for cross-cultural interactions are discussed.
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CULTURAL INFLUENCES ON NEURAL RESPONSES DURING SCENE ENCODING

11

Diana Carlson, Tokiko Harada, Trixie Lipke, & Joan Y. Chiao,
Northwestern University

How does culture affect our ability to learn novel scenes? Recent behavioral research has shown that culture influences how people process and attend to their physical environment (Miyamoto et al., 2006, Masuda & Nisbett, 2006). In addition to effects of culture on scene perception, we hypothesized that culture also affects the ability to learn novel physical environments. We conducted a behavioral (Experiment 1) and a functional neuroimaging (fMRI) experiment (Experiments 2) to test this hypothesis. In Experiment 1, Caucasian-Americans and Asian-Americans viewed Japanese and American scenes and completed familiarity and recognition tests. Results from Experiment 1 indicate that Caucasian-Americans learn unfamiliar Japanese scenes better than American scenes while Asian-Americans learn unfamiliar American scenes better than Japanese scenes. In Experiment 2, these behavioral findings were replicated in a separate Caucasian-American cohort. Moreover, Caucasian-Americans showed greater neural activity to unfamiliar American scenes relative to Japanese scenes in the right hippocampus/parahippocampus, brain regions related to scene perception and recognition, and parietal cortex, parieto-occipital junction and occipital cortex, brain regions related to spatial processing.   These results suggest cultural effects on learning and memory processes of physical environments at behavioral and neural levels of analysis.
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Cognitive I	380-380 W

COMMUNICATIVE ADJUSTMENTS TO NON-NATIVE SPEAKERS
Gali Weissberger & Tanya Kraljic
University of California, San Diego

A common claim is that native speakers (NS) adjust their linguistic forms when speaking to non-native speakers (NNS). The present experiment examines the nature and extent of such adjustments at several levels. Communication between NS and NNS was assessed by comparing cartoon descriptions of 16 NS subjects to either a NS confederate or a NNS confederate. NS subjects described a cartoon to a NS confederate, then listened to a second NS or NNS confederate describe a cartoon, and then redescribed their cartoon to the second confederate. Descriptions were audio and video taped. We coded each subject's first and second descriptions, and compared across conditions, to determine the extent and kind of adjustments to a NS or NNS. We measured conceptual adjustments, including total length of description, number of mentioned elements, number of words in each element, and propositional content in each mentioned element. Lexical, syntactic, and articulatory adjustments were also coded.
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THE EFFECT OF PERCEIVED STRESS ON DIRECTED FORGETTING OF EMOTIONAL WORDS
Theresa Khoo, Kristin Janschewitz, M.A., & Barbara Knowlton, Ph.D.
University of California, Los Angeles

Past experiments using stress induction techniques have shown that the effect of stress on memory depends on word valence, namely, people under high stress remember negative words better than neutral words. So far the effect of naturalistic stress on control of memory for emotional words has not been explored. We investigated the effect of perceived stress on directed forgetting of negative words. Ninety-one participants were cued to remember or forget lists of negative words. The Perceived Stress Scale assessed participants of their daily life stress over the past month. Although directed forgetting manipulation worked, it was uninfluenced by perceived stress. However, a trend was observed: people with high stress demonstrated less directed forgetting than people with low stress. This finding suggests that high level of perceived stress might attenuate the directed forgetting effect on negative words. Understanding the effects of perceived stress on cognition may have implications for clinical disorder.
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HIGH PROFILE DECEPTION: POLITICAL LIES, ALLEGED LIES, AND CONFESSIONS
Lassiter F. Speller
Winston-Salem State University

How arousing is public deception and confession? Ninety-two statements by three politicians, George W. Bush, William Clinton, and Senator Larry Craig, were analyzed using a voice pitch analysis program. Transcribed text from speech segments was coded by Linguistic Inquiry and Word Count (LIWC; Pennebaker, Francis, & Booth, 2001) to discover types of words used in alleged lies, lies, and truthful statements. Findings indicate that Sen. Craig may have lied to

investigators about soliciting sex in an airport restroom. Craig used more cognitive mechanism words and references to others when speaking about the incident. However, his alleged lies were less arousing than truthful statements, evidenced in pitch and pitch variability. This might indicate that Mr. Craig rehearsed statements before interrogations. Former President Clinton's and President Bush's lie and truth statements were not different in levels of arousal. However, Mr. Bush used more negative emotion and anger words in deceptive statements concerning Iraq having weapons of mass destruction, and he also showed more nonfluencies. Mr. Clinton evidenced more reality monitoring qualities in his truthful statements than in lies about his relationship with Monica Lewinsky. Results suggest, although not conclusively, that public lying and confessions of transgressions might depend on levels of rehearsal.

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WHEN COURSE MANAGEMENT SYSTEMS FAIL: STUDENT AND INSTRUCTOR ON-THE-FLY ADAPTATION BEHAVIORS

Jessica J. Andrews
Winston-Salem State University

This research investigated usability of the Blackboard Course Management System (CMS) by 215 students and six instructors in face-to-face classes at an HBCU. System benefits and deficiencies were identified by studying electronic diaries maintained by instructors and student users over the course of a semester. Thirty-four students and the six instructors were also videotaped as they participated in think aloud sessions as they used the CMS. Students primarily identified problems with discussion board and assessment features. When features did not work or the system was unavailable, students adapted by sending assignments via email and by delaying completion of assignments. In their diary entries, faculty reported problems primarily with test and quiz features. Faculty adapted by moving tests and quizzes to other feature areas in Blackboard, or used face-to-face paper and pencil assessments. Overall, students and faculty were positive about the system when features worked correctly, and reported that the CMS is a useful management and learning tool.

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Clinical I	380-380 X

CONGRUENCY OF EXPECTATIONS FOR RECOVERY OF PERSONS WITH SCHIZOPHRENIA AND THEIR CAREGIVERS

Maria Santos, Mariana Cervantes, & Steven R. Lopez, Ph.D.
University of California, Los Angeles

Expectations that persons with schizophrenia and their family caregivers have for recovery are examined, with particular attention to the congruency of both parties' expectations. Data were obtained from 60 Mexican-American patient-caregiver dyads identified at two local outpatient mental health centers as part of a larger study of family factors and schizophrenia. Ill persons met criteria for schizophrenia or schizoaffective disorder. Key relatives identified themselves as the ill person's primary caregiver. Participants were separately asked, "In thinking about the future, what do you most want for yourself/your ill relative?" Both parties' verbally expressed expectations were recorded, transcribed, and later coded by two raters familiar with the area of study, and another who was not. A coding system developed from the recovery literature was utilized to identify statements reflecting one or more of the following recovery categories: (a) social relations, (b) care-giving burden relief, (c) independence, (d) self-responsibility, (e) empowerment, and (f) recovery. Inter-rater reliability, theme frequency, and congruency were statistically analyzed. Findings on areas of agreement and disagreement about future expectations dealing with recovery may inform family treatment. Improving our understanding of expectations, and their role in the recovery process through an examination of treatment outcomes would further inform treatment.

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MINDFULNESS MEDITATION TRAINING ON THE EFFECTS ON HEART RATE DYNAMICS IN HIV INFECTED ADULTS

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Mindfulness meditation has been shown to reduce stress in various populations, although little is known about its effects on heart rate dynamics. Heart Rate Variability (HRV) measures variance in heart rate rhythm and is a biological marker, indexing activity of the parasympathetic nervous system and positive health outcomes in patient populations. This study tested the potential role of mindfulness meditation training in increasing HRV in an HIV-positive population. An ethnically diverse sample of 48 participants was randomized to an 8-week or 1-day Mindfulness Based Stress Reduction class and pre-test and post-test HRV measures were collected while participants rested quietly for five minutes. We hypothesize that the 8-week program would increase

resting HRV compared to the 1-day control class, indicating an improvement in autonomic control after mindfulness meditation training. These findings may provide new evidence for an underlying parasympathetic nervous system mechanism in the stress buffering effects of mindfulness meditation training.

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MINDFULNESS AND EMOTION REGULATION: EFFECTS OF A FOCUSED BREATHING INDUCTION ON PARTICIPANTS WITH BIPOLAR DISORDER

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Self-awareness and emotion regulation are important to those living with bipolar disorder. Mindfulness, a form of present moment focus and awareness, presents an opportunity to cultivate a skill that would increase self-awareness and potentially ameliorate emotional processing. The present study assessed cognitive performance among people with bipolar disorder and normal comparison participants. All participants were randomly assigned to either a brief mindfulness induction or a distraction condition. An audio focused breathing exercise functioned as the mindfulness induction. Similarly, an audio guided distraction served as the control condition. After each condition, performance was evaluated for both an affective go/no go test and a word recall exercise. It is expected that all participants assigned to the focused breathing exercise will perform better on the cognitive tests compared to those assigned to the distraction exercise. Further, among the participants assigned to the mindfulness condition we expect participants with bipolar disorder to have a more significant impact from the focused breathing induction than normal comparison participants. Significant effects of the focused breathing condition may justify a larger research study in which a mindfulness intervention for bipolar disorder is assessed.

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THE ROLES OF SMOKING STATUS AND GENDER ON DEPRESSION AMONG CHINESE AMERICANS: AN ITEM ANALYSIS OF THE 10-ITEM CES-D

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We previously reported that female current smokers had higher CES-D scores than male current smokers but no gender difference was observed in never and former smokers among Chinese Americans. This study further examined the impacts of gender and smoking status on depression by examining individual CES-D items. Participant were 1414 Chinese Americans (44.1% females, mean age = 40.4) enrolled in a nationwide smoking cessation study with 58.5% current smokers, 4.2% former smokers, and 37.3% never smokers. Separate 2 (gender) x 3 (smoking status) ANCOVAs were conducted on each CES-D item using employment status and perceived social support as covariates. Significant gender x smoking interaction effects were observed in two items ("fearful", and "lonely"). The gender main effect was significant in one item ("fearful"), and significant smoking status main effects were observed in 9 items (except for the "hopeful" item). Female current smokers reported being more fearful than male current smokers, while male never smokers reported higher levels of loneliness than female never smokers. Results suggested that current smoking was associated with elevated depressive symptoms in both genders, and the gender difference observed in depression among current smokers could be explained by the higher levels of fear reported by females.

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Personality and Developmental I   380-380 Y

LEARNING THROUGH OVERHEARING: THE ROLE OF FAMILIARITY AND AGE OF PARTICIPANTS IN 3RD PARTY INTERACTIONS

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Previous research has shown that toddlers will imitate novel actions and can learn novel words from eavesdropping on adult's interactions. The present study examines the role of the toddlers' experience with individuals by varying the partners in an overheard conversation. Thirty toddlers from 18 to 20 months participated in a word learning task, a mirror self-recognition task, and an imitation task. Toddlers observed the experimenter engage in the word learning and imitation tasks with either another experimenter, the toddler's mother, the toddler's preschool-aged sibling, or an unfamiliar preschool-aged child. Preliminary data show no difference in the level of word-learning or imitation for toddlers observing their mother or a second experimenter, yet there is a higher level of learning when toddlers observe their preschool-aged siblings engage in these interactions. Attention coding in progress may give insight into the difference in learning amongst children in these conditions. Findings from this study may provide a deeper

understanding of how young children learn.
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RELTIONSHIP BETWEEN PERSONALITY, CREATIVITY AND MULTIPLE INTELLIGENCES
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The relationship between personality, creativity and intelligences has been studied in various ways. Furnham and Rawles (1995) found that openness to experience was positively correlated with creativity, while conscientiousness and creativity were negatively correlated. Openness to experience has been repeatedly found to be one of the most influential personality factors of intelligence (Furnham, 2006). Simonton (1984) found interpersonal relationships and creative achievement were highly correlated. Discovering relationships between personality, intelligences and creativity could be useful in facilitating learning. The current study assessed the relationships between multiple intelligences, personality and creativity. Participants were given Teele's (1997) Inventory for Multiple Intelligences, name of inventory for Big 5 (Oliver, P. and Srivastava. 1999) and the Test for Creative Thinking-Drawing Production (Urban, K. and Jellen, H. 1996). Preliminary analysis based on a partial data set revealed several findings. Openness was positively correlated with spatial intelligence ($r = .35$, $p < .05$) and negatively correlated with kinesthetic intelligence ($r = -.33$, $p < .05$). Extraversion was positively correlated interpersonal intelligence ($r = .48$, $p < .01$) and creativity was also positively correlated with interpersonal intelligence ($r = .70$, $p < .001$). These preliminary results suggest that personality, creativity and intelligences are related. Implications for enhancing learning environments are provided.
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ETHNICITY MATTERS: RECIPROCAL FRIENDSHIPS IN INNER CITY YOUTH
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Reciprocal friendship refers to the existence of a mutually reported desire to associate with a specific individual. Past research has linked reciprocal friendship to psychosocial well-being. However, few studies have been conducted on ethnically diverse samples. As such, this study examines the role of reciprocal friendship in buffering against loneliness and social anxiety in a large (N=2300) sample of sixth graders in the Los Angeles area. Data collection took place in 99 classrooms across 11 middle schools two months into the Fall and Spring semesters. Participants were asked to complete Asher's Loneliness Scale, La Greca's Social Anxiety Scale for Adolescents, and to nominate up to four classmates as friends. Reciprocal friendship was then computed by cross-checking participants' specific nominations against the nominees' own nominations. Results revealed that higher reciprocal friendship longitudinally predicted greater psychosocial well-being for Asian-Americans and Hispanic-Americans but not for African-Americans and European-Americans. Post hoc analyses expanding Juvonen, Nishina, & Graham (2006) revealed that, in ethnically diverse settings, engaging in more same-ethnicity reciprocal friendship is associated with greater psychosocial maladjustment while engaging in more cross-ethnicity reciprocal friendship is associated with greater psychosocial well-being across groups. Implications and directions for future research are discussed.
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A CONTENT ANALYSIS APPLYING AN ADVOCACY MODEL TOWARDS FURTHER IDENTIFYING LEVELS OF ENFRANCHISEMENT OF PEOPLE IN THE U.S. WITH DEVELOPMENTAL DISABILITIES*
Elissa G. Eggen
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*Also presented as a poster in Poster Session II

The purpose of this research is to illustrate the need for advocacy and, more importantly, self-advocacy for people in the US with developmental disabilities (DD). A Content Analysis was performed analyzing articles and literature that captured the social and historical response to this minority group, those with developmental disabilities (DD). According to Lewis & Toporek (2007) psychosocial work involves helping individuals or groups with problems in living and is assumed to have at least an indirect positive impact on human well-being in society a weltanschauung aligned with this abbreviated research imposing the advocacy model of Lewis, Arnold, House & Toporek (2003) endorsed by the American Counseling Association (ACA) governing council. The Advocacy Competency Domains illustrates aspects of implementation of empowerment and advocacy strategies, provided to individuals in this minority group. Domains are: client empowerment, client advocacy, community collaboration, systems advocacy, public information, and social/political advocacy. Each domain was applied to articles used in this research through use of a content analysis. It was concluded that the proper treatment provided to this minority group is progressing but that equality for members is not recognized as emerging from the literature reviewed. Further analysis

is recommended on both policy and program documentation.

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Paper Session II Abstracts

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Social II   380-380 C

TRAVEL AND CROSS CULTURAL SENSITIVITY IN COLLEGE STUDENTS

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Many studies have shown the positive effects studying and traveling abroad have on college students, including an increase in cross-cultural sensitivity. This study aimed to determine if students who were internationally well-traveled were in fact more cross-culturally sensitive than students who never had an international experience. Seventy-eight Seattle University students were conveniently sampled to fill out two questionnaires, one about travel behavior and cultural experiences and Cushner's (1986) Inventory of Cross-Cultural Sensitivity. Surprisingly, the study showed that the more time students spent abroad, the less culturally sensitive they were. Aside from the correlational relationship between cultural sensitivity and travel experience, the researchers also found a significantly lower cross-cultural sensitivity scores in students who had lived, worked or studied abroad, when compared to those who had either never left the country or only traveled as tourists. The researchers propose several reasons for these results including the tendency to romanticize travel, previous multi-cultural exposures, differences based on travel destination, and most significantly, current politics and anti-American attitudes abroad. Suggestions for further research include uncovering the factors that negatively and positively influence cross-culture sensitivity.

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VOTING AS A RIGHT OR A DUTY: AN EXPLORATORY SOCIAL PSYCHOLOGICAL ANALYSIS

Meredith Sprengel & Dr. Fathali Moghaddam
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The United States has the lowest voter participation of the 22 industrial democracies. From 1945-1998, on average only 48.3 percent of United States citizens participated in the electoral process. By comparison, seventeen out of the twenty-two industrialized democracies had over an 80% voter turnout in the same time period. We argue that lower voter participation in the United States is associated with interpretations of voting as an individual right, rather than a duty. We used a variety of quantitative and qualitative methods to test this hypothesis. The qualitative method used was a survey based on the a Likert scale. The qualitative methods used were sentence completion tasks and semi-structured interviews. The semi-structured interviews were qualitatively analyzed using methods based on discourse analysis. Our participants [p= 193] were primarily undergraduate students ranging in age from 17-25 from Georgetown University, George Washington University, and the University of Maine. Participants strongly rejected the idea that voting in the United States should be a legislated or social duty. Some support was shown for the view that certain groups (those who are highly educated and informed) have the duty to participate and be involved in the electoral process.

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A STUDY ON THE PREDICTORS OF MARITAL SATISFACTION OF DUAL-EARNING SPOUSES

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The evolution of the conventional Filipino marriage has paved the way for dual-earning relationships. Marital satisfaction in these changing times has not been spared either. The transition of the traditional views on how a husband should satisfy the needs of his wife and vice versa has greatly affected their perception of an ideal marriage. This quantitative study measured Fulfillment of Expectations, Work-Related Stress, and Gender as possible predictors of Marital Satisfaction of Filipino dual-earning spouses (N=120). The researchers used three instruments to measure the aforementioned variables: a) Dyadic Adjustment Scale; b) Marital Comparison Level Index; and c) Role Overload, Distance and Stagnation. Data were analyzed using simple linear regression and Stepwise multiple linear regression. Fulfillment of expectations was able to explain 29.2% of the total variance, ($\beta = 0.55$, $p < .001$) and together with gross annual salary, these two predictors explained 32.4% of the variance, ($\beta = 0.16$, $p < .05$). Fulfillment of expectations was found to predict marital satisfaction, while work-

related stress and gender were not supported. These findings may be helpful to married couples in maintaining a satisfying relationship and to young adults in preparation for their future married lives.
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STUDENT PERCEPTIONS OF PROFESSORS BASED OFF OF ACADEMIC PROGRAM, GENDER, AND RACE
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Women and ethnic minorities are underrepresented in academia, and this continuing under-representation appears to be a matter of concern to university and college administrators. Often, college administrators are not sensitive about hiring and promoting faculty from these underrepresented communities. The present study examined students' perceptions of university professors as a function of academic program, race, and gender. Using a 2 (Academic Program: science or humanity) x 2 (Race: Caucasian or African American) x 2 (Gender: male or female) survey design, we analyzed the data, and the results showed that professors belonging to the science departments were rated as more competent than the professors of the humanities departments, Caucasian professors were rated as more competent than African-American professors, and female professors were rated as more communal than male professors. These results, however, were qualified by interactions. The pattern found in this investigation revealed that the female African-American professor was evaluated negatively compared to the female Caucasian professor and both the male Caucasian and African American professors. The results indicate the challenge that women and minorities may face in academia, and definitely suggest the hiring and promoting committees to be concerned about this biased perception among students.
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Cognitive II   380-380 W

THE BILATERAL ADVANTAGE IN VISUAL ENCODING EFFICIENCY AND IN VISUAL SHORT TERM MEMORY.
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Alvarez and Cavanagh(2005) suggested that there is independent resource in each hemisphere because they found that a multiple objects tracking (MOT) study was much easier when the items were split bilaterally than when the items were split unilaterally . Although Drew and Vogel (in press) showed the highly positive correlation between MOT and change detection measure of visual short term memory (VSTM), initial studies did not find bilateral advantage in color change detection task. Therefore, in order to examine the factors of bilateral advantage, we conducted two experiments to examine the bilateral advantage in both change detection measure of VSTM and encoding-limited change detection measure of resolution by using orientation dimension. The results of both experiments suggested that bilateral advantage was shown in the conditions in which the items required normal observers to detect small changes or to have precise encoding.
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BALANCING EXPLOITATION AND EXPLORATION THROUGH PROBABILISTIC REVERSAL LEARNING PARADIGM
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Balancing exploration and exploitation is a fundamental issue at the core of reinforcement learning (Sutton & Barto, 1998). At the core of reinforcement learning theory is the idea that people make decisions so as to maximize reward and adjust their future decisions based on these expected rewards (Sutton & Barto, 1998). Scientists across of range of disciplines (psychology, economics, neuroscience) have contributed to a recent boom in the study of reinforcement learning and reward-based decision making in the brain, a field commonly referred to as neuroeconomics. However, despite the growing interest in using reinforcement learning models to characterize neural processes, very little work in the field of neuroeconomics or even in traditional reinforcement learning has focused specifically on the balance between exploration and exploitation. In this study, we employ softmax decision function to classify decisions as exploratory or exploitative (Daw et al, 2006). We predict that people tend to be more exploitative when their goal is to seek gain and people tend to be more exploratory when their goal is to avoid loss. The evidence from computational model fitting and behavioral findings confirmed our hypotheses.
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PEOPLE'S SELF-REFERENCE LABEL DURING INNER SPEECH: ANOTHER OUTLOOK FOR PSYCHOLINGUISTICS

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Humans think to themselves using *inner speech* a covert subvocalization in the mind. Young children use *private speech* to aid themselves in different tasks. Most people use a specific *self-reference label* (srl) (e.g. you, I, or a first name) within their inner speech. This research was conducted to determine what individuals use for their srl. The participants in the study consisted of three female and five male undergraduate students, three full-time employed males, two full-timed employed females, and a homemaker, all between 19 and 35 years old (n=14). The apparatus used were a sports water bottle, two plastic cups, and three poem templates. The templates were short poems, one each of first, second, and third person perspectives. The experimenter used random assignment to assign one template to each participant. Each participant read one short poem, poured a drink of water and drank it, and was interviewed using the author's questionnaire about their inner speech. The results revealed that 64% of the participant used a first-person srl, .07% used third-person srl, 0% used second-person srl, and 28% used a later discovered fourth-person srl (i.e. something other then a 1st, 2nd, or 3rd-person srl).
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FEEDBACK: COSTS AND BENEFITS TO STUDENT LEARNING

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Educators widely believe that providing feedback (i.e., correct answers) during learning enhances long-term memory. However, feedback following correct responses may be a waste of time. To examine the costs and benefits of feedback, we asked participants to learn Swahili-English word pairs. There were two groups of participants, each of which learned two lists of word pairs. To learn one list, both groups took a series of tests which included feedback. To learn the other list, both groups were tested, but one group was allowed to skip feedback when they deemed it unnecessary; feedback for the other group was skipped automatically after correct answers. After a one-day delay, participants were tested again – this time without feedback. During learning, skipping feedback allowed participants spend more time taking tests, which have been shown to improve retention. Indeed, when skipping was automatic, learning was enhanced. However, learning was *impaired* when *participants* controlled the skipping of feedback. Thus, while feedback can be beneficial, too much feedback can waste students' time. Further, students may not be able to harnesses feedback productively. As learning becomes more individualized and unsupervised, computers should be used to ensure that feedback is used in a way that is efficient and effective.
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Clinical II   380-380 X

EXERCISING WITH AN IPOD, FRIEND, OR NEITHER: WHICH IS BETTER FOR PSYCHOLOGICAL BENEFITS?

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The psychological benefits of exercise may be due to environment. The role of music and social contact was examined to determine if these benefits are enhanced by exercising with music or a friend, indoors or outdoors. Two hundred and twenty nine students were randomly assigned to one of six conditions: biking with an iPod or a friend in a laboratory environment, walking with an iPod or a friend outdoors on a college campus, or biking or walking without an iPod or a friend in control conditions. All participants experienced the same duration (i.e., 20 minutes) and intensity (i.e., 70% maximum target heart rate). Prior to and following exercise, participants completed the Activation-Deactivation Adjective Check List (AD-ACL) measuring state levels of calmness, tension, tiredness and energy as well as stress and enjoyment measures. Results suggest that exercising with a friend or an iPod enhances mood. Improvements were especially noted when listening to fast tempo music as well as when with a friend the participant felt most comfortable with. Control conditions without a friend or music (while indoors) resulted in a more relaxed and calm response. Exercising outdoors was more enjoyable and resulted in less tension and stress than exercising indoors.
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A BEHAVIORAL MEASURE OF COGNITIVE-BEHAVIORAL THERAPY IN REDUCING ANXIETY SENSITIVITY

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Anxiety sensitivity is the fear of anxiety-related sensations. Although clinical studies often show high efficacy rates of Cognitive-Behavioral Therapy (CBT) in reducing anxiety sensitivity among individuals with anxiety disorders, they are usually measured through self-report only. The current study assesses anxiety sensitivity through behavioral as well as self-report measures. To behaviorally assess anxiety sensitivity, patients were asked to perform a hyperventilation task that involved breathing deeply and fast for a short period of time. The task was performed prior to treatment as well after treatment to determine the efficacy of CBT. Patients were able to tolerate hyperventilation longer after CBT than before, indicating reductions in anxiety sensitivity.
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EFFECTS OF PARENT-TEACHER INVOLVEMENT ON CHILD'S BEHAVIORAL PROBLEMS
Sara Li, Anait Khachatryan, Heather Taylor, Abbey Eisenhower, & Bruce Baker, Ph.D.
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Numerous studies have suggested that parental involvement in school is a strong predictor of a child's academic success. The impact of parental involvement on child behavior problems is less clear. The parents of 66 kindergarteners participated in a school-based intervention program designed to promote positive family-school relationships and improve child behavioral, social, and school adjustment. Using data collected from participants at pre and post-intervention, we will investigate the relationship between parent reported parent-teacher involvement and teacher reported levels of child externalizing and internalizing problems. We hypothesize that, at both time points, parent-teacher involvement will be negatively correlated with child behavior problems. We predict that parents whose level of parent-teacher involvement increases post intervention will report a significant decrease in child behavior problems. These findings can help us better understand the role that home-school communication may play in supporting not only children's academic success but also their social and emotional well-being.
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THE INFLUENCE OF SOCIAL SUPPORT AND COPING STYLES ON CLINICAL SYMPTOMS ACROSS THE PRODROMAL, RECENT ONSET AND CHRONIC PHASES OF SCHIZOPHRENIA
Erika B. Lara, Gretchen Sholty, Cindy M. Yee-Bradbury, PhD, Keith Nuechterlein, PhD, Carrie Bearden, PhD, Tyrone Cannon, PhD, Michael Green, PhD, Kenneth Subotnik, PhD, & Joseph Ventura, PhD. University of California, Los Angeles

Previous research suggests that social support influences clinical symptoms in recent-onset schizophrenia patients (Horan et al., 2006). The present study extends this approach to the prodromal or ultra high-risk and chronic phases of schizophrenia. The current study also investigated the relationship between coping strategies and clinical symptoms across the different phases of illness. Preliminary data suggest an inverse relationship between social support satisfaction levels and negative symptoms in prodromal and chronic patients whereas negative social interactions were correlated with positive symptoms in recent-onset patients. Additional analyses indicate that avoidant coping strategies are associated with positive symptoms in prodromal individuals while adaptive coping strategies are inversely correlated with negative symptoms in recent-onset patients. Within chronic patients, supportive coping was inversely associated with negative symptoms while avoidant coping was associated with positive symptoms. The effects of social support and coping styles on functional outcome measures will also be discussed.
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Personality and Developmental II   380-380 Y

IMPACT OF FUTURE ORIENTED COPING ON THE RELATIONSHIP BETWEEN STUDENT STRESS AND ENGAGEMENT
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Recent research by Gan et al. (2007) has shown that two aspects of future-oriented coping, proactive and preventative, can mediate the relationship between student stress and academic engagement. Proactive coping is distinguished from preventative coping in that proactive coping focuses more strongly on preparation for achievement of goals whereas preventative coping focuses on the avoidance of threats. The current research explores whether proactive and preventative future-oriented coping strategies are also related to age, gender and experience in college. Approximately 200 college students will complete questionnaires on stress, academic engagement, future-oriented coping and demographic information. Based on prior research, proactive coping is expected to mediate the relationship between student stress and academic engagement to a greater degree than preventative coping. It is also expected that men will score higher than females on both the proactive and preventative scales and that this

gender difference will be greater on the proactive scale than on the preventative scale.

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PRESCHOOLERS' PERCEPTIONS OF THEIR MOTHERS' VERSUS THEIR FATHERS' REACTIONS TO INJURY-RISK BEHAVIOR

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The current study investigated preschool children's perceptions of their mothers' vs. their fathers' reactions to injury-risk behavior. Seventy-eight 3 year-old children (half female, half male) participated individually in semi-structured interviews in which they were asked how much risk they desired to take and how much risk their mothers or their fathers would allow them to take in four different potential risk-situations. Results revealed that boys reported wanting to engage in significantly higher levels of risk than did girls. Children viewed mothers as allowing boys and girls to engage in similar levels of risk whereas they viewed fathers as permitting higher levels of risk by boys than by girls. Boys' and girls' explanations of their responses differed significantly for only one situation (climbing a tree). These findings are discussed in terms of their implications for more fully understanding the nature of family socialization of injury and safety attitudes and behaviors.

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THE BRAIN-DERIVED NEUROTROPHIC FACTOR POLYMORPHISM PREDICTS HIPPOCAMPAL SIZE IN CHILDREN AT-RISK FOR DEPRESSION

Victoria Thornton, Ian Gotlib, Paul Hamilton, Melissa Henry, & Michael Chen
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Hippocampal dysfunction has been the focus of research related to anxiety and depression, since the hippocampus plays a crucial role in the feedback regulation of the hypothalamic-pituitary-adrenalcortical (HPA) axis (Sapolsky, 2001). Subsequently, Brain-Derived Neurotrophic Factor (BDNF), a neurotrophin that stimulates neural growth, repair, and synaptogenesis has been found effective at preventing or reversing glucocorticoid-induced damage to neurons in the hippocampus. A common single nucleotide polymorphism in the coding exon for BDNF (Val66Met) causes 40% of the US population to produce a less efficient form of BDNF, which decreases hippocampal size and connectivity (Bueller et al., 2006). We analyzed DNA samples collected from the young girls (ages 10 to 14) at-risk for depression and found that the Met-BDNF carriers predicted smaller hippocampal volume, as determined by a limbic structure tracing software FSL. These results suggest that individuals with the BDNF polymorphism are at a disadvantage because they do not make an efficient form of this neurotrophin and therefore do not have all the protective benefits that others are bestowed. Further, since Met-BDNF carriers have smaller hippocampi, they have additional disadvantage because their hippocampus may be poorer at restraining corticotropin-releasing factor (CRF) neurons in the hypothalamus during stress.

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FAMILY SIZE AND OTHER BIODEMOGRAPHIC CORRELATES OF SEXUAL ORIENTATION IN MEN

Gene Schwartz, Rachael M. Kim, Gerulf Rieger, Alana Kolundzija, & Alan R. Sanders, M. D.
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To better understand sexual orientation from an evolutionary perspective, we investigated whether gay men have larger family sizes than straight men. We also checked to what extent three generally separately studied patterns correlated with each other or with family size, and for evidence of replication of each individual pattern in our sample – handedness, number of biological older brothers and hair-whorl rotation pattern. A brief anonymous survey was administered to 716 men in Gay Pride festivals and 975 men in general community festivals. Sexual orientation was assessed via a modified Kinsey Scale by questionnaire. In the 2006 sample, the most significant sexual orientation difference regarding family size was that gay men had fewer offspring, but more younger sisters and nieces and nephews than straight men. We expanded the sample in 2007 to improve the statistical power and now report the full results. By the time of the SUPC 2008 conference, all the data will be analyzed and presented. Findings may contribute to a better understanding of the development of male sexual orientation.

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Poster Session I Abstracts

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Math Courtyard

THE EFFECT OF RELATIONSHIP DYNAMICS ON IMMUNE FUNCTION
Danielle M. Vinas &Theodore F. Robles, Ph.D.
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Past research has examined the effect of relationship quality on health. We examined the effects of stress on wound healing in the context of romantic relationships by comparing the rate of wound healing in couples exhibiting low and high relationship satisfaction. Superficial wounds were administered to subjects in a low-risk noninvasive manner by repeatedly applying common cellophane tape to subjects' forearms (viz., tape-stripping), stress levels were manipulated by having couples participate in both supportive and conflict conversations, and wound healing was then assessed. Upon completion of data collection, we expect to find impaired wound healing in conflict conditions and expect low relationship satisfaction couples to exhibit delayed wound healing regardless of stress manipulation. Findings will contribute to the understanding of health-related effects of stress associated with intimate relationships.
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DEVELOPMENT OF MULTICULTURAL COMPETENCE IN COLLEGE STUDENTS FROM A TRANSFORMATIVE EDUCATION PERSPECTIVE: LEARNING AND TRANSFORMATIONS
Diane Torres, Almaz Nigusse, Samantha Seminoff, & Elisa Velasquez-Andrade
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As globalization increases, college professors are challenged to find effective approaches to educate students in becoming multiculturally competent (de Souza, 2008). Instructors can teach from a transformative education perspective and engage students in critical reflection on their experiences, beliefs, attitudes, and emotional reactions about the world (i.e., meaning structures) which in turn leads to a transformation of perspectives (Mezirow, 1991). In this paper we describe the impact of a freshman class (n=43) on students' learning and transformation around the Big 8 of Diversity- i.e., culture, race/ethnicity, gender, sexual orientation, age, disability, religion, and class. Following grounded theory, we conducted qualitative analysis of the participants' final papers. Participants not only became more aware of self and others, but they applied their knowledge to transform their interactions with others. We will provide specific themes and types of emotional, intellectual, and behavioral changes they engaged in. Consistent with transformative education, this course

was very effective in creating a learning environment that fostered a change in beliefs, attitudes, and emotions regarding people within the Big 8 of Diversity. Furthermore, students implemented learning into their relationships and everyday lives, clearly committing to lifelong learning and becoming agents of change.
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STRESS & RESILIENCE IN INTERETHNIC COUPLES
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Interethnic couples may face a variety of stressors due to their relationship such as discrimination, prejudice, and family and community rejection. How do interethnic couples cope with these stressors? Two main goals of the study are to 1) examine how different stressors affect interethnic couples and 2) examine how couples are resilient in the face of these stressors. Three hundred participants recruited from UCLA and online websites participated and were given an online survey with detailed questions about their past or present interracial relationships. We predicted that participants who reported confronting more stress due to their relationship would show less commitment to and satisfaction with the relationship. However, we also predicted that participants who effectively dealt with the stressors would be more committed to and satisfied with their relationship. Results from the study may demonstrate that using effective coping strategies can reduce the damaging effects of stress on a relationship.
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PEER, FAMILY, AND MEDIA INFLUENCES ON ADOLESCENT'S SELF IDENTITY DEVELOPMENT: THROUGH AN APPRECIATIVE INQUIRY LENS
Connie Tyler
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Adolescence is a time for capacity building towards the development of self-esteem and self-identity. Observations and interviews were conducted using an appreciative inquiry (AI) action approach to discover the effects of family, peers, and the media on the development of self-esteem and self-identity in adolescence. The participants for this research were chosen in their natural settings. Over a seven-week period observations and interviews with adolescents was conducted. Behaviors were observed when out with others, either family or peers, and opinions on how they feel their self-esteem and identity are affected by their family, peers, and the media documented. Principles of AI including constructionism, poetics, and

the positive were the lenses used to examine these observations. Resulting themes were that adolescents who are exposed to positive peer and family interactions and secure attachments are more likely to develop positive self-esteem and identity than those exposed to negative influences. Also, the degree of influence from these three factors varies depending on the age of the adolescent with younger adolescents being more affected by the media and their peers and older adolescents being more affected by parental interactions. Implications exist for further elaboration of the AI approach for transformation of youth programs.
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SHEDDING LIGHT ON THE IMPORTANCE OF MENTORING BY EXAMINING STUDENTS' SELF-EFFICACY
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Little research has been done on the affects of mentoring and students' self-efficacy, including these effects on different ethnic backgrounds. Our presentation will address this research gap. We predict minorities (including African-Americans, Asian-Americans, etc.) and whites with mentors will have higher self-efficacy. In addition, whites will have an overall higher self-efficacy than minorities. In Fall 2007, a survey (1= strongly disagree to 5= strongly agree) was developed to assess students' opinions on mentoring, their confidence in using research methods to answer psychological questions (M = 3.92, SD = .47), and their confidence in overall academics (M = 3.90, SD = .56). Whites with mentors had a higher academic (M = 4.19, SD = .51) and research methods self-efficacy (M = 3.98, SD = .51) than those who did not. Minorities with mentors also had higher academic (M = 3.87, SD = .39) and research methods self-efficacy (M = 4.05, SD = .43) than those who did not. Overall, whites had higher self-efficacy than minorities. This presentation will report on additional results of the survey including gender differences and the effects of mentoring on students' GPA. This study shows the importance of having a mentor in higher education.
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MARITAL DECISION-MAKING SCALE (MDMS)
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Many studies have been conducted on marital power. However, almost all of these studies used a behaviorist approach in gathering their data. According to Burks and Gray-Little (1993), "there has been the lack of valid, reliable measurement techniques which then serves as an impediment to research on marital power." Faced with such a predicament, the researchers feel that it would be of great significance to construct an instrument that can measure marital power in terms of decision-making. The researchers initially constructed a 41-item *Likert*-type instrument (*Marital Decision-Making Scale or MDMS*) and administered it to 48 dual-earning couples to test for item reliability and validity. After item-analysis, and Cronbach's alpha reliability test, the researchers computed the reliability that yielded a result of 0.885, leaving only thirty-three (33) items in the final scale. Known-groups validity verified that the scale is measuring what it intends to measure, t (47) = 30.53, p<.001. The MDMS supports the premise of Resource theory and Role theory collectively: spouses who contribute more in the marital relationship, in consideration with their role-assigned responsibility, tend to hold the power over their partners through active decision-making.
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CLOSE CROSS-GROUP COLLEGE FRIENDS, EDUCATIONAL EXPERIENCES AND GRADUATES' ATTITUDES TOWARDSMULTICULTURALISM
Heather Smith, Ray Parr, & Raven Wood
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A mail survey of university graduates five years after graduation showed that respondents who listed more diverse close college friends reported more support for multiculturalism and community service. Respondents who recalled more courses in which faculty discussed ethnic and cultural diversity reported more multicultural competence and community service. Further, undergraduate classroom experiences more strongly predicted multicultural competence and community service for respondents who reported fewer diverse college friends in comparison to respondents who reported more diverse college friends. These relationships remain reliable even after including the respondents' ethnic background, age, gender and political orientation in the analyses.
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BODY PERCEPTIONS AND IDEALS
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There is strong evidence that media negatively affects female body-image. We wanted to see if media influence affected male body-image as negatively, if at all. Thirty-six undergraduate students at Seattle University were randomly assigned into one of two conditions. Participants in the attractive condition were exposed to images of "ideal" figures, while participants in the unattractive condition where exposed to images of realistic figures. After viewing the images for 30 seconds participants filled out a questionnaire regarding body-esteem and what their ideal figure is and what figure they find attractive along with what they perceive each gender would find ideal and attractive. We found that media influence does have a negative impact on male body-image but the impact is not as strong as in females. Males were able to accurately identify the female ideal thin figure but were unable to accurately identify what male figure women found attractive. Females were not perceptive of male ideal figure or what female figure men found attractive. We suggest that media affect is stronger in women because the notion of a thin female figure as ideal is so stringent and widely publicized that even males are aware of its impact on women.

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CONFLICT AND RELATIONSHIPS
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Marital conflict can have far reaching consequences on not only the husband and wife participating in the conflict, but also on the child who witnesses this conflict. We propose that witnessing this conflict can impact a child not only in childhood, but in young adulthood as well. The current study examines how the experience of marital conflict alters the satisfaction in romantic relationships. Participants filled out questionnaires on relationship satisfaction, emotion regulation, and marital conflict. It is expected that marital conflict will have both direct and indirect impact on the quality of romantic relationships, with emotion regulation as a possible mediator. Gender differences will be examined in the associations. Findings may contribute to a greater understanding of how marital conflict can adversely influence a child, and perhaps give rise to beneficial means of coping with these consequences.

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EXPERIENCE OF LOSS IN COLLEGE STUDENTS AND SOCIAL PERCEPTION

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Experiencing a death shapes a person's outlook on life and the way in which they view other people. The proposed study investigated the difference among the acceptance of others between those who have experienced a significant loss and those who have not experienced a significant loss. Undergraduate college students (N= 40) were asked if they had experienced a loss, and if so, the significance of that loss. They then completed the measure of acceptance of others by Fey (1955). Resultant data revealed that the more significant a loss a participant experienced, the more accepting they were of other people. Both gender and the amount of time since the loss had no influence on whether a person was accepting of others, but the continued feeling of the loss had a significant relationship with participants' acceptance of others. The current study's findings suggest that perhaps the most significant element of experiencing a loss in relation to the acceptance others is the continued feeling of the loss.

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THE IMPACT OF HIV AND TRAUMA ON THE DEVELOPMENT OF PTSD AMONG WOMEN
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With the rates of HIV infection rising among minority women, a greater understanding of the effects of HIV serostatus on psychological adjustment, particularly the development of PTSD, is needed. Previous research has demonstrated that HIV positive women report more traumatic experiences than HIV negative women; however, few studies have examined the moderating effects of social support and ethnicity. Utilizing data from a comprehensive, semi-structured interview of 415 European American, African American, and Latina women in Los Angeles, this study investigates the impact of trauma, moderated by social support, coping, and ethnicity, on PTSD symptomatology among HIV positive women compared to HIV negative women. It is expected that the relationship between trauma and PTSD will be modified by HIV serostatus, ethnicity, and social support, with greater levels of PTSD in HIV positive women. The results of this research will hopefully inform future treatments and interventions, especially for minority women.

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IMPACT OF SOCIAL SUPPORT AND INTERPERSONAL STRESSORS ON TREATMENT

OUTCOMES FOR ALCOHOL/SUBSTANCE DEPENDENT VETERANS WITH COMORBID MOOD DISORDERS
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Social support and interpersonal stressors were examined as predictors of substance relapse and depression symptoms for 109 veterans with comorbid major depression and alcohol/substance use dependence in a randomized clinical trial comparing 2 psychotherapy interventions: Twelve Step Facilitation Program (TSF) and Integrated Cognitive Behavioral Therapy (ICBT). Depression, abstinence, days of contact with social support, and interpersonal stressful events (e.g. relationship break-ups, serious conflicts, friend/family member's death) were assessed at intake, end of treatment (24 weeks), and 6 months post-treatment. While the number of social supports was limited, TSF had more contact with social supports than ICBT at the end of treatment but not at other time points. At the end of treatment, increased contact with social supports was associated with abstinence for TSF, but not for ICBT. In contrast, 6 months post-treatment, increased contact with social supports was associated with abstinence for ICBT, but not for TSF. At the end of both interventions, abstainers had fewer interpersonal stressors than users. However, 6 months post-treatment this difference was not observed. Depression decreased over time within both groups but depression was not associated with social support or interpersonal stressors. Results highlight the significance of the social environment in treatment outcomes over time.
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THE RELATIONSHIP BETWEEN BIS/BAS SENSITIVITY AND AFFECTIVE MODULATION OF THE POST-AURICULAR REFLEX IN SCHIZOPHRENIA PATIENTS
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Carver and White (1994) hold that the behavioral inhibition system (BIS) and behavioral activation system (BAS) scales successfully predict negative and positive affect, respectively. The current study extended this model to further investigate how self-reported BIS/BAS sensitivity relates to affective modulation of the post-auricular reflex (PAR) in a sample of schizophrenia patients and healthy individuals. Benning et al. (2004) found a linear modulation pattern in which PAR potentiated during viewing of pleasant images and was inhibited during viewing of unpleasant images compared to neutral images. Preliminary data replicate the previous finding of a larger PAR amplitude to pleasant images relative to the neutral condition for the healthy subjects. However, the data suggest that PAR is not potentiated or inhibited in the presence of any stimuli for the schizophrenia patients. These findings will be further explored in the context of BIS/BAS sensitivity scores.
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EATING DISTURBANCES IN CAMEROONIAN COLLEGE WOMEN: A PILOT STUDY
Jennifer Madowitz
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For decades, there was a general consensus that many countries which were neither wealthy nor influenced by Western culture had a kind of immunity to eating disorders. Investigation of eating disorders in developing countries, and especially in Africa, has been limited. The purpose of this study was to collect descriptive data of eating disorder symptoms in a sample of female college students in Cameroon, using the EDI-II, a widely used self-report questionnaire. The total number of participants who completed the EDI-II and were eligible for the study was N = 171. Because no known prior study has collected information on eating disorders in Cameroon, the present study focuses both on subscale scores (for which international norms have been reported) as well as on specific items tapping key eating disorder symptoms. As a subsidiary aim, the study sought to examine whether students born in urban centers were more likely than students from rural areas to report body image or eating concerns.
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Linguistics Courtyard

EMPATHISING VERSUS SYSTEMISING: SEX AND DISCIPLINE DIFFERENCES WITHIN A STUDENT POPULATION
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This study compared the empathising and systemising abilities of University students according to degree

course, specifically 40 Social-Science (SS) with 36 Engineering and Technology (E/T) students. Based on Baron-Cohen's (2002) Extreme Male Brain (EMB) theory it was predicted that a) there would be no significant sex differences in overall empathising and systemising, b) there would be no significant sex differences within-course groups in empathising and systemising, c) SS students would demonstrate significantly higher empathising than E/T students who would demonstrate significantly higher systemising than SS students. A mixed design was employed. The IVs were student sex and course. The DVs were empathising and systemising scores. Empathising was assessed using the Reading the Mind in the Eye's (Baron-Cohen et al., 2001) and Faux Pas Recognition tests (Stone et al., 1998). Also, the Friendship (Baron-Cohen & Wheelwright, 2003) and Empathising Quotients (Baron-Cohen & Wheelwright, 2004). The Intuitive Physics test (Baron-Cohen et al., 2001) and Systematising Quotient (Wheelwright et al., 2006) were used to assess systemising. Although some support was found for differences in these abilities according to degree course, sex differences were still largely evident. Results are discussed in relation to Baron-Cohen *et al's* (2002) EMB and Empathising-Systemising theories.

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SOLVING GOALS IN A VIRTUAL ENVIRONMENT: THE EFFECTS OF CONTEXT AND CREATIVITY
Dylan Dean, James Niemeyer, Colin Pollock, Jenni Werkmann, Deborah Siegel, & Travis Seymour
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When solving pending goals, one's environment may, through potential solutions, provide memory cues. Patalano & Seifert (1997) found that cues depend on the type of planning during initial encoding. This "predictive encoding" model suggests that if one must hang a poster and encodes the goal as "find thumbtack" (specific plan) she will be more likely to remember the goal when encountering thumbtacks but miss more creative solutions, such as gum. However, functional plans (e.g., "something sticky") allow one to be reminded by a wider variety of solutions. Reminding may also depend on one's willingness to use conventional objects in unconventional ways: more creative (less *functionally fixed*) individuals choose unconventional solutions more readily (Glucksberg & Weisberg, 1966). The context of objects might also affect goal memory (Defeyter & German, 2003). This study examines the influence of predictive encoding (plan type), functional fixedness (creativity survey), and contextual bias (towards or away from solution) on participants' ability to notice solutions for pending goals in a realistic computerized virtual environment. Preliminary results show that participants solve fewer goals when solution objects are contextually biased away from the solution. We hypothesize that more creative participants will solve more goals and be less influenced by context.

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EFFECTS OF INTERFERENCE IN ADVERTISING ON MEMORY RECALL OF PRODUCT DETAILS
Jessica Fullmer & Caroline Fruth
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This is an experiment designed to investigate the effects of similarities versus non-similarities among commercial advertisements on memory recall of product details. The experimental (n=31) and control groups (n=35) consisted of 16-18 year old, predominately Caucasian male and female students, from a rural high school in central California. The experiment was carried out during two class periods with two separate memory tests. In the first test on memory recall, all the advertisements presented to the similarities class carried a similar component, goldfish and a goldfish bowl. In the second test on memory recall given to the non-similarities class, all the advertisements shown were selected to have no similar components. The independent variable was whether or not the advertisements contained a similar component, and the dependent variable was the number of details within the advertisements each participant recalled. A t-test demonstrated that there was significance at the p < .0005 level showing that memory recall is negatively affected when similarity among advertisements is present.

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EVALUATING THE ROLE OF CONTEXTUAL CUES IN FREE RECALL AND CUED RECALL
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Recall is cue dependent: A memory cannot be recalled without cues that support recall. Learning context can serve as an important cue. We hypothesized that the role of context depends on the type of recall required. We presented to-be-learned items multiple times in fixed or shuffled orders. Shuffling means that a given item is preceded and followed by different items each time it is studied (i.e. learning context varies). The items were either single words or word pairs. Participants then took free recall tests on single words and cued recall tests on word pairs. We predicted that

shuffling would enhance contextual cues, and thereby improve recall of single words. In cued recall of word pairs, the cue word serves as the basis for recall, and contextual cues are less important; therefore, we expected shuffling to have little or no effect. As predicted, shuffling had little effect on recall of word pairs. However, shuffling worsened recall of single words as compared to the fixed order, perhaps because the fixed order allowed associations to be formed between successive items. Those associations may be forgotten after a delay, so we are now pursuing a similar experiment using a delay before the final test.
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HOW DOES EXPERIENCING THE GENERATION ADVANTAGE LEAD TO IMPROVED READING OF NEW INFORMATION?

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When, on a test, students experience the memorial benefit of having generated (versus read) critical items in a passage, they then improve their processing of future to-be-read items—that is, they become better readers—as indicated by the elimination of a generation advantage for a second passage containing both types of items (Bjork, deWinstanley, & Storm, 2007). This improvement may occur because, during the test, students learn the importance of having attended to surrounding contextual information when generating items and then attend to such information for both types of items in the second passage. In the present experiment, we tested this possibility by following a first passage containing both to-be-generated and to-be-read items with a test that either did or did not provide contextual information (cued-recall or free-recall, respectively). After reading a second passage, also containing both types of items, participants were unexpectedly tested on contextual information from that passage. If, when initially given a cued-recall test, participants are able to recall more contextual information than when given a free-recall test, this proposed explanation will be supported. Results should provide a greater understanding of the generation advantage, as well as how to employ it to enhance educational and study activities.
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WHY PREPARING TO TEACH IS MORE EFFECTIVE THAN STUDYING

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Bargh & Schul (1980) demonstrated that people learn more effectively when preparing to teach material to others, compared to participants who simply study it. One explanation is that people preparing to teach select information differently than those who just study. We hypothesized that individuals instructed to teach focus more on the general concepts than fine details, developing stronger overall comprehension of the material. In our experiment, participants were instructed to either prepare to teach or study a college-level passage with generous amounts of details supporting each main point. Test consisted of free recall, cued recall, recognition, and problem solving questions, all measuring different levels of retention. We predict that participants instructed to prepare to teach will outperform the study participants on conceptual questions that test the overall idea, possibly since those who study will focus on the fine details of the passage at the cost of the main points. We also predict those preparing to teach will do better than those who study on questions regarding fine details, but that this difference is not as large as the differences on conceptual questions. This supports the notion that preparing to teach is benificial because it facilitates processing of topically central content.
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INFORMAL SCIENCE PLAY: COMPARING SYSTEMATIC COMPARISONS IN DYADS AND SOLO

Daniella Echeveste & Dr. Lara Triona
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This study investigates student interactions during informal science activities among different majors and science backgrounds. We are interested in whether students with science majors are more systematic and cooperative when engaging in an informal science activity. Participants were asked to interact with a partner to explore and test different cars. Each car contained three different car variables; shape of wheel, car length, and weight of the car. Students were encouraged to test for the distance and bumpiness of each car on a car ramp. In a second phase participants were separated and each participant was asked to individually test a new set of cars that only varied in the car's shape of wheel to compare the pairs' interaction with individual's exploration. The degree of systematic testing was coded on a four-point scale, along with the frequency of note usage and who recorded the notes. Interaction between participants was also categorized into four categories; didactic, collaborative, modeling, and non-interactive. Of the four dyads currently examined, most interacted collaboratively: working together on the activity. Of the four dyads, three dyads were also extremely systematic in their comparisons

where they tested each car multiple times. The one dyad using a different interaction style was composed of one science major and one non-science major; this dyad used a modeling interaction style with the science major taking the leading role. Individually, however, no one tested the new set of cars more than once suggesting that their individual exploration was less systematic than when comparing in a dyad.These findings raise interesting questions that will be addressed in further work by increasing the number of participants examined and counter balancing order of the phases. These findings suggest that students do apply their scientific training to informal interactions at least in some cases.

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THE CONSTRUCTION OF THE VIRTUAL SELF
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Social networking Internet sites are transforming the ways adolescents and young adults engage in social interactions. This study examines young adults' social identity development within the virtual cultural context of MySpace, one of the most popular networking sites. One-on-one interviews in front of a computer monitor were conducted with five female and five male college students who are active users of MySpace. Participants were videotaped as they gave interviews a tour of their MySpace profile. Participants reflected on their own profiles to answer questions about online communication and self-presentation. A content analysis of the interviews and the profiles will be conducted to understand the meaning users construct from their MySpace experiences, focusing on how MySpace is used as a tool to construct social identities, including possible gender differences.

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TEACHERS' EFFECTS ON CHILDREN'S PERCEPTIONS OF THEIR PEERS WITH BEHAVIORAL PROBLEMS
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Children with externalizing behavior problems often suffer from peer rejection, which can lead to harmful social, academic, and psychological consequences. Past research has demonstrated that teachers have a role in how students view their "problem peers." This study investigated how the relationship between a teacher and a "problem child" can influence peer acceptance. Thirty-six kindergarten students were randomly assigned to one of two groups. Both groups were read a story about a hypothetical student with behavioral problems. The experimental group's story described a teacher responding to the student's negative behaviors with positive support, while the teacher in the control group's story responded more neutrally. Participants were then asked questions evaluating their perceptions of the "problem child." Questions assessed affective, behavioral, and cognitive components of peer attitudes. We predict that children in the experimental group will report more positive attitudes, on all three dimensions, toward the student in the story.

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EFFECT OF METHYLENE BLUE ON MEASURES OF PTSD IN THE LEARNED HELPLESSNESS PROCEDURE IN RATS
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Posttraumatic stress disorder (PTSD) develops after experience with a traumatic event. Patients with PTSD show enhanced acquisition and impaired extinction of fear from aversely conditioned stimuli and co-morbid depression. These effects are modeled in the learned helplessness paradigm of psychopathology. PTSD symptoms in helpless rats have been linked to decreased brain metabolic function. Methylene blue increases brain mitochondrial cytochrome c oxidation to enhance brain metabolic function. The objective of this experiment is to determine whether prior treatment with Methylene blue mitigates PTSD symptoms in rats exposed to uncontrollable traumatic stress. This will be achieved through tone-foot shock pairings to attain fear acquisition, which will then be followed by fear extinction of unpaired tones. A month later, congenitally helpless rats will undergo a fear renewal test in which exposure to tone will be followed by either an injection of Methylene blue or a control of saline. It is proposed that administration of Methylene blue will decrease fear renewal by facilitating fear extinction as a possible addition to exposure therapy.

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SLEEP QUALITY IN BREAST CANCER SURVIVORS: THE ROLE OF HOPE AND HOPELESSNESS
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Sleep disturbance is a major problem experienced by women with breast cancer, yet little research has examined sleep quality in breast cancer survivors. Additionally, few studies have examined the role of psychosocial factors in predicting sleep disturbance. The current study will investigate the effects of hope and hopelessness on sleep quality in breast cancer survivors. It is hypothesized that breast cancer survivors who report more hope will have better sleep quality, while those who report more hopelessness will have worse sleep quality. The Hope Scale was used to assess hope and the Beck Hopelessness Scale was used to assess hopelessness. Daily diaries assessed mood, fatigue, and sleep quality for 14 consecutive days. Regression analyses will be used to assess whether hope and hopelessness are significant predictors of sleep quality. The results of this study will have important implications on behavioral interventions aimed at improving sleep quality in breast cancer survivors.

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Poster Session II Abstracts

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Math Courtyard

GENETICS AND RELIGION: IMPLICATIONS FOR STRESS REACTIVITY AND CONTROL

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Humans are impacted by cultural influences as well as genetic dispositions. The present research examined how religion can impact genetic influence on stress reactions and coping. Past research has shown that people of Protestant backgrounds emphasize primary control, or influencing the situation, when encountering stress. However, people of Buddhist backgrounds instead emphasize secondary control, or adjusting oneself to fit the situational context, in order to cope with stress. Recent literature identified the short (s) allele of serotonin transporter promoter polymorphism (5-HTTLPR) to be associated with greater stress reactivity. The present study investigated how the interaction of 5-HTTLPR with religion may be associated with preferences for primary vs. secondary control and psychological outcomes. The study

consists of a "stress and coping" questionnaire, and DNA sample collection. We hypothesized an interaction between religious affiliation and genetics in that religion would moderate the behavioral outcomes of genetic predisposition. These results of this study could be a substantial contribution on the current view of the nature vs. nurture debate.

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PROMOTING PERSONAL SAFETY OR STIGMA? A STUDY ON REACTIONS TO COMMERCIALS PROMOTING THE HPV VACCINE.

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Though recent commercials have brought HPV to the forefront of popular media, most viewers have no background knowledge of the sexually transmitted infection. With such a limited and potentially biased source of education, resulting misinformation and stigma may further harm women coping with either HPV or cervical cancer. The purpose of this study is to examine the implications of commercials promoting the vaccine for the human papilloma virus (HPV) on knowledge and stigma against women diagnosed with HPV or cervical cancer. Undergraduate students from a large public university participated in this study. Participants were assigned to a condition which either viewed a Gardasil commercial or a control pharmaceutical commercial. Students were surveyed on their reaction to the commercial, knowledge of HPV, and implicit or explicit stigma against women diagnosed with HPV or cervical cancer. We expect that those in the Gardasil condition will have a higher knowledge of the relationship between HPV and cervical cancer, but will report more prejudice against those diagnosed with HPV or cervical cancer. We hope that with such information, public health agencies will be encouraged to create a comprehensive education campaign to reduce the transmission of HPV and reduce the stigma against women living with the virus.

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THE EFFECT OF A DIET VIOLATION ON EVERYDAY EATING

Kate Haltom, Tiffany Ju, Ashley Moskovich, & Traci Mann, Ph.D.
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Previous research has suggested that restrained eaters overeat following dietary violations. However, these studies have been restricted to the laboratory setting and have not tested the impact of dietary violations on

the eating behaviors of restrained eaters in everyday situations. Female undergraduates from the University of California, Los Angeles participated in the present study for course credit. Participants used an online diet monitoring website to track their food intake for 8 consecutive days. On day 7, participants were asked to consume an 8 oz. milkshake. The milkshake served as a standardized diet violation, which allowed us to explore the effect of a diet violation on subsequent eating behavior in the daily life of restrained eaters. It is expected that the restrained eaters will overeat in response to the dietary violation caused by the consumption of the milkshake. Data collection is nearing completion; study findings are expected to be reported.

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THE RELATIONSHIP BETWEEN FREQUENCY OF ALCOHOL AND DRUG USE AND THE BELIEF IN RAPE MYTHS

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It has been suggested that at least 70% of rapes occur in the presence of drugs and/or alcohol on the part of either the perpetrator only, the victim only, or all parties involved (US Department of Justice). Given this, the present study explored the possible relationship between frequency of drug and alcohol use and belief in rape myths. Participants were 88 males and 164 females ranging in age from 17 to 65 (Mode =18). Each participant completed The American Drug and Alcohol Survey (RMBSI, 1987) and the Rape Myth Acceptance Scale (Burt, 1980). Initial analyses revealed that those who reported use of speed and cocaine also reported more belief in rape myths (r = .185, $p < .05$, r = .127, $p < .05$, respectively). Several specific behaviors were also significantly correlated with belief in rape myths. There was no significant correlation between alcohol use and belief in rape myths. This may have been due to lack of variability among the participants' reported alcohol use. These findings suggest that some drug and alcohol use behaviors may be identifier's of people who are at risk for being involved in a rape incident, thus identifying those who could benefit from rape awareness training.

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GENDER DIFFERENCES WITHIN BODY WEIGHT PERCEPTION

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The goal of our study is to understand how group and person perception work together and are affected by perceptions of body weight. Cultural and personal influences have shifted the way that people are perceived due to their body weight. Research in social categorization leads us to predict that participants would respond faster to stereotypic traits of overweight targets in the left hemisphere (right visual field) vs. the right hemisphere (left visual field). Additionally, we expected to see that familiarity with the targets will inhibit responses to stereotypic traits. Participants were exposed to photos of overweight and thin females and completed a Lexical Decision Task. A 2 (participant gender) by 2 (trait type: stereotype vs. individuating) design produced an trait type by participant gender interaction, F (1,90)=8.51, p=.0045. For learned thin targets, female participants responded faster to the learned individuating traits (M = 528, SD = 95) whereas the male participants responded faster to the stereotypic traits (M = 512, SD = 96). This same interaction, however, was not found for the learned overweight targets. These results start to show evidence that participant gender has interesting implications for the perception of body weight.

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THE EFFECTS OF SELF-ESTEEM AND TRUST ON JEALOUSY IN ROMANTIC RELATIONSHIPS

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Although jealousy presents itself as a means of protecting a valued relationship, it is believed to have a negative effect within romantic relationships. That negative effect is assumed to result from insecurity, distrust, or controlling behaviors, including violence (Peretti & Pudowski, 1997). In this study, people with high levels of self-esteem and trust are hypothesized to experience less jealousy. Self-esteem and trust are also expected to be directly related to each other. Sixty-four university students answered self-report questions about self-esteem, trust in their partner and relationship, and emotional and behavioral reactions associated with jealousy. The combination of trust and self-esteem predicted lower jealousy. Trust alone, but not self-esteem alone, also predicted lower jealousy. Because trust is measured in terms of how trustworthy the partner is and not how trusting the individual is, it is the individual's perception of the partner and relationship that affects the trust level. An individual that perceives the partner/relationship as untrustworthy is likely to view the relationship with a lens of fear, imagining the partner to be dishonest, and thus, experience jealousy. Perhaps self-esteem has no

significant relationship to jealousy because jealousy is experienced at all levels of self-esteem.

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ABORTION ATTITUDES: THE EFFECTS OF PRIOR PERSONAL EXPERIENCE ON CURRENT ATTITUDES

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Past research has examined gender differences in abortion attitudes, however there is little known about the effects of personal prior experience on current attitudes toward traumatic and elective abortion (i.e., abortion that is sought after physical trauma and abortion that is sought under optional circumstances, respectively). We examined the effects of gender on abortion attitudes by comparing those who had previous experience to those who have not. Subjects (n = 487) were questioned about their experiences and support levels for elective and traumatic abortion through an anonymous online survey intended to collect opinions on current social policy issues. Results show that previous experience did not cause much change in men's attitudes in either cases of abortion. However, for women, previous experience led to more accepting attitudes in both cases of abortion. Our findings will contribute to the understanding of gender-based attitude differences regarding various social conceptions.

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RELATIONAL AGGRESSION IN RELATION TO FRIENDSHIP QUALITY IN FEMALE DYADS

Anna J. Spece
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Understanding relational aggression within adolescent relationships can provide much information about the reasons why teens engage in antisocial or prosocial behavior and may lead to better solutions for controlling deviant acts. Likewise, knowledge of relational aggression within friendships can assist therapists, teachers, and parents in developing tools that can help teens stop relational aggression. This study seeks to understand how high levels of mutuality contribute to relational aggression in a friendship and to perceptions of the quality of that friendship. Those same high levels of relational aggression and closeness, however, can lead either to prosocial or deviant behavior in adolescent friendships. The study uses existing

videotaped data collected from Project Alliance, a psychological organization from a University of Oregon affiliate, the Child and Family Center. The data consist of 138 female participants aged 16 to 17, in videotaped discussions, referred to as the Peer Interaction Task.

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BEYOND MACHOS AND JOTOS: LATINO MALE PERCEPTIONS OF MASCULINITY AND ATTITUDES TOWARD MALE HOMOSEXUALITY

Matthew Alcala, Negin Ghavami, & Letitia Anne Peplau
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Do heterosexual and gay Latino men differ in their attitudes toward gender roles and homosexuality? A study comparing 20 homosexual and 20 heterosexual Latino men was conducted with a brief survey including measures on their attitudes toward male homosexuality and gender roles as well as open-ended questions about definitions of masculinity. Based on previous research (Herek & Gonzalez-Rivera, 2006; Mirande, 1997), three predictions were made. Compared to heterosexual Latino men, gay Latino men will 1) endorse less traditional gender roles and 2) define "masculinity" in terms of such stereotypically masculine characteristics as size and aggressiveness rather than dominance over women. In addition, 3) both gay and heterosexual Latino men who have more contact with homosexual people will have less negatives attitudes toward homosexuality than other men. A better understanding of how Latino men define masculinity and feel toward homosexuality will provide insight into the complexity of gay Latino identity.

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REDUCING ERROR: AVERAGING DATA TO DETERMINE FACTOR STRUCTURE OF THE QMPR

Shea Gibbons, Robert Bubb, B.S., & Bruce Brown, Ph.D.
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Human subject data in psychological research often contain a high level of unexplained error. Factor analytic data are no exception. Factor loading instability is common in single administration factor analytic research with high levels of error. Such instability accounts for little variance in the data and results in poor interpretation of the factor pattern. However, Monte Carlo simulations have shown that averaging data across multiple administrations reduces unexplained error, resulting in increased explained variance and stable factor patterns. In the present study, the Questionnaire for the Measurement of Psychological Reactance (QMPR) was administered to

participants multiple times over a three-week period. The data were then averaged and analyzed using principle-components factor analysis with varimax rotation. Factor stability was measured using the Tucker, Koopman, and Linn (1969) coefficient of congruence. The results of the study demonstrated a notable increase in explained variance and factor-pattern stability and support previous Monte Carlo simulation findings. Averaging data from multiple administrations is advocated to reduce unexplained error in human subject data.

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YOUTH REPORTS OF PARENTS' MARITAL CONFLICT: WHAT IS UPSETTING?
Diana Bennett, Kathryn Gardner, Michelle Ramos, Ph.D., & Gayla Margolin, Ph.D.
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Research has demonstrated that parents' marital conflict negatively impacts children's mental and physical health. However, to date, no research has been conducted on which types of conflict are most upsetting from the child's perspective. A sample of 342 undergraduate psychology students completed the Domestic Conflict Index, which contains 41 items that measure the frequency and level of upset for a variety of conflictual parental interactions. This exploratory study measures which forms of parental conflict are most distressing, and how that level differs for male and female respondents as they report on mothers and fathers. Preliminary analyses suggest that overall, both males and females rated acts of physical aggression by fathers compared to mothers as more upsetting. A small group of items reflecting withdrawal from the relationship was rated more upsetting when done by the mother. The current study has implications for family counseling and interventions with children from high-conflict households, and will add to the literature on the impact of marital conflict on children.

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OBSERVED BEHAVIORS IN SIBLING INTERACTIONS
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The sibling relationship is among the longest and most important interactions a person can have during her/his lifetime. Relationship factors such as sibling intimacy and conflict have been shown to explain changes in youth adjustment beyond the parent-child relationship (Kim, McHale, Crouter & Osgood, 2007). Most information about the dynamics of the sibling relationship is based on parent and child report, whereas this study uses direct observation. Fifty-two pairs of siblings were observed as they participated in a construction task. The interactions were coded using 10 variables examining positive and negative affect, cooperation, engagement in task, warmth, validation, criticism of ideas, criticism of person, withdrawal from sibling and conflict. Reliabilities based on intraclass correlations ranged from .50 to .80. Analyses will examine behaviors of older vs. younger siblings, and male, female and mixed gender sibling pairs. Analyses also will examine whether sibling interactions relate to psychological symptoms. Findings from this study may show ways that sibling interactions relate to overall child adjustment.

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DO COLLEGE STUDENTS ADMIT TO BEING SMOKERS? AN EXAMINATION OF THE RELATIONSHIPS BETWEEN CIGARETTE SMOKING AND SOCIAL DESIRABILITY
Jennifer L.Wang, Katie N. Bradshaw, Megan Kloep, Rachel M. Schafer, Melissa L. Maglione, M.S. & Terri L. Weaver, Ph.D.
Saint Louis University

Research suggests that perceptions of smoking in young people are exceedingly positive, but some researchers have found that young people ascribe negative attributes to those who smoke. Further, research suggests that adolescents who smoke sporadically or infrequently report themselves to be non-smokers, and that smoking is often under-reported. It may be that young people find it is socially undesirable to identify as a smoker, and therefore shy away from the label, and this may influence their reporting of smoking habits. Therefore, the purpose of this study is to examine the relationships between cigarette smoking and social desirability. Hypotheses include: Do college students identify as smokers when they admit to smoking in various situations, and is it socially undesirable to identify as a smoker. A sample of 449 undergraduate students (mean age = 19.5, 73% female, 79% Caucasian), from a private, Midwestern university were recruited to take part in the study. The participants completed self-report measures assessing current cigarette smoking use and desirable responding. Results indicated that 19% (86) of students indicated smoking cigarettes in the past 30 days, but only 10.5% (47) identified themselves as a smoker. With regard to social desirability, those who did not identify as a smoker scored significantly higher than those who did identify as a smoker (t_{447}= -2.27, p=.024), indicating that those who do not classify

themselves as smokers presented themselves in a more socially acceptable way. These findings suggest that students do not want to identify as smokers, and to do so is seen as undesirable.
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TRAUMATIC LIFE EVENTS, ADULT ATTACHMENT, AND PATHOLOGICAL DISSOCIATION AMONG COLLEGE MEN AND WOMEN
Jessica Heaton, Christine Valdez, & Ekta Menghrajani
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Application of attachment theory to the study of interpersonal trauma might enhance our understanding of dissociative symptomatology. The present study examined the relationship between various traumatic life events, adult attachment patterns, and pathological dissociation in an ethnically diverse sample of 72 college men and women. Measures used were Kubany et al.'s *Traumatic Life Events Questionnaire* (TLEQ), Brennan et al.'s *Experiences in Close Relationships Inventory* (ECR), and Briere's *Multiscale Dissociation Inventory* (MDI). Univariate analyses revealed significant gender differences. For men, pathological dissociation was related to witnessing domestic violence, childhood physical abuse, and attachment avoidance. For women, pathological dissociation was related to adult sexual abuse and attachment anxiety. Multivariate analysis indicated that these patterns of scores accounted for 25% and 29% of variance in pathological dissociation for men and women, respectively. These findings suggest that adult attachment patterns might be differentially related to dissociation as a function of gender and type of trauma exposure.
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Linguistics Courtyard

MULTIMODAL LANGUAGE LEARNING SOFTWARE: IMPROVING COMMUNICATION OF CHILDREN WITH AUTISM SPECTRUM DISORDERS
Laura Shelley, Tahl Sendowski, Marshall Benson, Marcus Perlman, & Dominic Massaro, Ph.D.
University of California, Santa Cruz

Timo Vocabulary is an interactive speech and language learning software that utilizes visual and auditory sensory input to assist in the expansion of vocabulary, improvement of grammar, and the shaping of enunciation, with the greater goal of generalization beyond a technological interface. Given that communication is one of the primary affected areas in autistic individuals, we are testing its effectiveness with these children. Timo is an animated talking head that takes text input from a lesson designer and generates coupled speech and facial animation, co-articulated with facial movements faithful to actual speech. Timo engages the student in interactive lessons including identification and verbalization of newly introduced terms and images. Three research assistants work one-on-one with three children on the Autism spectrum, who have basic verbal abilities. A multiple baseline procedure will be used to test the effectiveness of the program as evidence that Timo is a valuable language and communication tutor.
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THE EFFECTS OF BIZARRENESS AND DELAY ON SOURCE MONITORING
Bonni Beer, Anna C. Eschenburg, Carissa L. Gores, & Abigail D. Maas
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The present study explored the effects of bizarreness and time delay on source monitoring. Fifty two action statements were presented to 62 undergraduate participants at Santa Clara University. Participants were asked to either perform or imagine themselves performing each action three times. Actions statements were either familiar (e.g., flip the coin) or bizarre (e.g., sit on the dice). Participants were then given a distracter task, the Vividness of Visual Imagery Questionnaire, after which participants were tested for source monitoring. Participants were either tested immediately or 48 hours later, based on random assignment. As predicted, results suggest that participants were more likely to exhibit source confusions for familiar actions after the time delay.
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LEARNING JAZZ STYLES THROUGH SPACED PRACTICE
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Learning new categories by observing various exemplars—for example, learning different styles of jazz by hearing them played—is common in classroom settings and in everyday life. We will compare intensively studying one category at a time (massing) to studying different categories mixed together (spacing). Participants will be presented with audio excerpts from different styles of jazz (e.g., Dixieland, swing, gypsy, bebop, cool, bossa nova, hardbop, acid, Latin, avant-garde) in massed and spaced study conditions.

Following a distractor task, they will be asked to identify the style of new excerpts they have not heard before. Although a similar previous experiment showed that spacing was better than massing for learning different painters' styles (Kornell & Bjork, in press), we predict a benefit of massing for learning jazz styles because the different excerpts may otherwise be easily confused and forgotten due to the complexity of the genre's music. Results will provide a basis for improved teaching methods and advance the understanding of category learning.

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EFFECT OF INTENTIONALITY ON FORCE CONSTRUAL AND COUNTERFACTUAL REASONING OF PSYCHOLOGICAL CAUSATION

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This paper analyzes the role of intentionality in causal reasoning with consideration to Wolff's (2007) dynamics model, in which causal relationships are reduced to physical quantities of force. Wolff (2007) found participants to be sensitive to causal violations regarding both explicit forces of physical causation as well as intentional forces of psychological causation. Furthermore, Sloman and Lagnado (2005) analyzed the role of intentionality in counterfactual reasoning to find that an *undoing* effect (modus tollens reasoning for an event- if not B, then not A) is not observed in cases where intentionality is a factor. I hypothesize that even in psychological causation involving feedback loops, people reason about causation in terms of intuitive configurations of forces and that for cases in which intentionality is a factor, the undoing effect will not occur. Participants answered two sets of questions, a counterfactual and force construal set, after seeing a causal loop schematic of either an intentional or unintentional scenario. Results indicate that people detect the presence of force in the propagation of a causal loop, in both intentional and unintentional conditions, but that the undoing effect is observed in both conditions.

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THE IMPACT OF AGENT QUALITY AND DEEP-LEVEL QUESTIONS ON VICARIOUS LEARNING ENVIRONMENTS

Kyle R. Cheney, Mae-Lynn Germany, Karl Fike, Scotty D. Craig, & Barry Gholson
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Our recent randomized classroom study investigated vicarious learning in the circulatory system by manipulating three conditions (standard pedagogy, computer based question-guided dialogue and, computer based monologue without questions). The two computer based conditions outperformed the standard pedagogy condition on essay tests of deeper learning; however there were no significant differences in learning gains among the computer based conditions. One potential reason for finding these difference pointed out by our classroom students was the quality of the Microsoft agent. This possibility is being addressed in a current lab study by implementing higher quality Haptek agents and more realistic voice engines. Participants from the University of Memphis subject pool will be randomly assigned to one of four conditions based on a 2 (Dialogue type: Dialogue, Monologue) X 2 (Agent realism: MSAgent, Haptek) design. Participants will be given a series of tests (multiple choice and short answer) as pretest and posttest items. By running this study with agent quality as a variable, we hope to gain insight into how agent quality can affect computer based learning.

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RECEIVER OPERATING CURVES IN ASSOCIATIVE MEMORY

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Two prominent models of recognition memory, the Unequal-Variance Signal-Detection model (UVSD) and the Dual-Process Signal Detection model (DPSD), make differential predictions with regard to the shape of associative memory receiver operating characteristic curves. Healthy young adults were recruited through the University of California Los Angeles department of psychology undergraduate subject pool. During encoding, the participants were presented with word pairs of objects that were or were not accompanied by their corresponding pictures. The presentation of pictures was hypothesized to enhance recollection. During recognition, the participants were shown word pairs and asked to make remember-know as well as confidence judgments. The shapes of the receiver operating curves will be examined and should favor one of the two recognition memory models over the other.

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METACOGNITION IN DREAMING AND WAKING: A EPLICATION AND EXTENSION

Emily Luther, Rebecca Gurule, Katie Flach & Tracey Kahan, Ph.D.

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Metacognition is the understanding, awareness, and control of one's cognitive processes (Nelson, 1992). Our study extends previous research on the relationship between dreaming and waking metacognition (see Kahan, 2001, for a review). Participants were 93 undergraduates who met selection criteria for stable sleep schedules and typical weekly dream recall. Participants received instruction in a formal experience-sampling procedure (see Kahan & LaBerge, 1996; Kahan, LaBerge, Levitan, & Zimbardo, 1997, for a detailed description of this sampling protocol). Using this protocol, participants obtained experience samples from dreaming and waking. For each experience sample, participants wrote a narrative of the experience and then self-rated the incidence of metacognitive processes during the event. Our results are generally consistent with previous research. Waking experiences had a higher incidence of choice and self-reflection on one's own feelings or thoughts; dreaming experiences had a higher incidence of emotion, thwarted intention, and reflection on external events. No differences were observed for the other five metacognitive activities (e.g., focused attention, self-reflection on own behavior).   We discuss the results in relation to continuity / discontinuity theories of dreaming. We also underscore the importance of taking into account precisely *when* in the circadian cycle experience samples are obtained.
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FACTORS PREDICTING PERCEPTIONS OF PEER GROUP NORMS IN ADOLESCENCE: A STUDY AND REPLICATION
Anya Rosensteel & Jaana Juvonen Ph.D
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The transition to middle school is characterized by an increase in negative and a decrease in positive behaviors (Eccles et al. 1991). The current study examines factors related to perceptions of normativeness of anti-and prosocial behaviors across this transition. We examined how perceptions of normative behaviors vary by age, gender, and grade level and how social anxiety may "color" these perceptions. Students were sampled one year before middle school (i.e., fifth grade; N=116), the transition year (sixth grade; N=107), and the year after (seventh grade; N=91) from an urban public school. As predicted, perceptions of prosocial behavior decreased across the transition to middle school. Girls with high social anxiety reported more prevalent antisocial behavior than girls with low social anxiety. For boys, social anxiety was not a significant predictor of perceived antisocial behavior. However, boys in sixth and seventh grade reported significantly higher antisocial behaviors than fifth graders. It is predicted that these findings can be replicated in an urban middle school that is more ethnically diverse. These findings suggest that we need to better understand the gender specific issues affecting preadolescent's perception of norms within their peer groups and that these issues are relevant across samples.
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A CONTENT ANALYSIS APPLYING AN ADVOCACY MODEL TOWARDS FURTHER IDENTIFYING LEVELS OF ENFRANCHISEMENT OF PEOPLE IN THE U.S. WITH DEVELOPMENTAL DISABILITIES
Elissa G. Eggen
Park University

The purpose of this research is to illustrate the need for advocacy and, more importantly, self-advocacy for people in the US with developmental disabilities (DD). A Content Analysis was performed analyzing articles and literature that captured the social and historical response to this minority group, those with developmental disabilities (DD). According to Lewis & Toporek (2007) psychosocial work involves helping individuals or groups with problems in living and is assumed to have at least an indirect positive impact on human well-being in society a weltanschauung aligned with this abbreviated research imposing the advocacy model of Lewis, Arnold, House & Toporek (2003) endorsed by the American Counseling Association (ACA) governing council. The Advocacy Competency Domains illustrates aspects of implementation of empowerment and advocacy strategies, provided to individuals in this minority group. Domains are: client empowerment, client advocacy, community collaboration, systems advocacy, public information, and social/political advocacy. Each domain was applied to articles used in this research through use of a content analysis. It was concluded that the proper treatment provided to this minority group is progressing but that equality for members is not recognized as emerging from the literature reviewed. Further analysis is recommended on both policy and program documentation.
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THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT FOR LOW-INCOME ETHNIC MINORITY STUDENTS IN SECONDARY SCHOOL

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An achievement gap exists in American secondary schools that disadvantages minority groups such as African-Americans and Latinos. Extensive correlational research in primary schools has shown that parental involvement in students' education is positively associated with academic achievement. Less is known about this relationship at the secondary level. Thus, this study examines the relationship between parental home as well as school involvement and students' GPA, specifically for minority students in a secondary school environment with high academic expectations. Participants include 169 6th to 8th grade students, predominately African-Americans and Latinos from low-income backgrounds. Questionnaires were administered to students to assess the degree and nature of parental involvement. We predict a positive relationship between the perceived degree of parental involvement and student GPA. Gender and ethnic differences in degree of parent involvement will be explored, as well as the type of parental involvement.
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SOCIALIZATION GOALS, PARENTAL ACCULTURATION AND SELF-PERCEPTIONS AMONG LATINO CHILDREN
Melissa S. Arellanes, Omar Gudino, M.A. & Anna Lau, Ph.D.
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The socialization of children is highly influenced by the cultural context. Individualistic cultures (Euro-Americans) value independence, self-confidence, and assertiveness, while collectivistic cultures (Latinos) value interdependence, conformity, and obedience, therefore, the socialization of these groups will differ. The heterogeneity of the Latino population in the U.S. may lead to contrasting belief systems in regards to child-rearing. Those who are more acculturated into the Euro-American culture, as opposed to those who have recently immigrated, may hold beliefs that are more reflected of Euro-American values. Utilizing a sample of 124 Latina/o parent-child dyads, the current study will 1) examine differences in the emphasis parents place on respect for authority, academic achievement, and socio-emotional development as a function of parental acculturation level and 2) determine the relationship between socialization goals and children's self-perceptions. It is hypothesized that low parental acculturation will be associated with parental beliefs emphasizing respect for authority and academic achievement while more highly acculturated parents will emphasize children's socio-emotional development. If significant differences in parental beliefs based on parental acculturation exist, the impact of these differences on children's self-perceptions will also be examined. Results from this study may contribute to the understanding of varying cultural approaches to parenting.
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REACTIVE AGGRESSIVE YOUTH BRAIN ACTIVATION IS INCREASED IN RESPONSE TO EMOTIONAL FACES AND DECREASED DURING AN IMPULSIVITY TASK
Aubree Papaj, Lucie Vaculikova, Lacy Olson, Tony T. Yang, M.D., Ph. D., Martin P. Paulus, M.D., & Guido K.W. Frank, M.D.
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Little is known about what brain mechanism contribute to adolescent reactive–affective-defensive-impulsive (RADI) behaviors. Animal models suggest that increased amygdala (heightened fear response) and decreased pre-frontal cortex activation (reduced behavior control) might contribute to youth RADI behavior. We currently recruit RADI and healthy males between the ages of 13 and 17 years. Participants are assessed for proactive and reactive aggression with the Proactive/Reactive Rating Scale (Dodge and Coie 1987). Males scoring an average of 3 or higher on the set of reactive statements are considered to demonstrate that type of aggression. Reactive aggressive boys complete extensive diagnostic and behavioral assessments and undergo fMRI scanning during which subjects perform an impulsivity ("Stop") task and view emotional adult faces ("Hariri", "Gender Discrimination" Task). Saliva samples are obtained to measure cortisol levels. At this point five RADI (Mean Age = 15 ± 1) and five healthy control boys (Mean Age = 15 ± 2) completed the study. Preliminary results indicate increased amygdala activation to angry faces, and reduced prefrontal activity during the impulsivity task in RADI boys compared to healthy boys. Thus, RADI behavior may indeed be related to overactive fear response but impaired brain pathways that control behavior response.
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REHABILITATION OF LEARNING FACILITATED BY A CROSS-MODAL SHIFT IN STIMULUS IN LONG EVANS HOODED RATS
Phillips, A., Fikes, T., Daugherty, A., Sheffer, A., & Valenta, G.

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Rehabilitation of learning has been accounted for by the compensatory theory. Animal lesion experiments have served as the basis for investigating compensatory theory and understanding the mechanisms affecting recovery after brain injury. This study explored rehabilitation of learning facilitated by a cross-modal shift in stimulus in 16 Long Evans Hooded rats. During preoperative training a bar pressing task was brought under stimulus discrimination. To manipulate the ability of the animals to discriminate, the caudate nucleus (CN) (n= 4) and the auditory thalamus (AT) (n= 4) were lesioned. Eight animals were non-lesion controls. Postoperative testing consisted of cross modal transfer (CMT) training followed by testing with original stimuli. Lesions were confirmed by histological analysis. Following CMT training CN lesioned animals showed an increase in error and AT lesioned animals showed a decrease in error across experimental phases. The results from the CN lesioned animals suggest CMT training was unable to facilitate a rehabilitation of the previously conditioned behavior. However, CMT training had a significant effect on rehabilitating the previously conditioned behavior in the AT lesioned animals. This discrepancy suggests that the AT lesioned animals had greater access to parallel pathways which facilitated CMT training to reduce error and bring about rehabilitation.
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THE CONSTRCTION AND VALIDATION OF
PANUKAT SA IBA (PN PSL)
Nicar Noemi Bartolome, Cristina Kaye Chua & Joyce Illescas
Miriam College

A Filipino Empathy Scale (FES) for Filipino adolescents was developed consisting of 29 items. One hundred thirty six public and private high school students participated in this study. The scale yielded an alpha of 0.8924, which suggests that the scale is reliable. This scale underwent validation, wherein it has been correlated to other pre-existing scales to measure the following variables: two measures of empathy, aggression, altruism, and social desirability. Empathy, as measured by the Filipino Empathy scale, was found to be positively related to the two existing measures of empathy and altruism, while empathy was negatively related to aggression. On the other hand, empathy and social desirability were not significantly related. The validation results confirm that the FES is a valid scale.
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Keynote Address and Closing Graduate School Talk

Keynote Speaker: Albert Bandura, Ph.D.

Professor Albert Bandura is a David Starr Jordan Professor of Social Sciences in Psychology at Stanford University, where he has been on the faculty since 1953. The author of nine books and countless articles, Bandura has been the recipient of numerous awards for his invaluable contributions to the field. He has served as President of both the APA and WPA, and has been elected to the American Academy of Arts and Sciences and the Institute of Medicine of the National Academy of Sciences. His social cognitive and self-efficacy theories have implications for fields as diverse as life-course development, education, health, psychopathology, athletics, business, and international affairs.

Professor Bandura's talk, "Going Global with Social Cognitive Theory," will discuss the implications and outcomes of social cognitive approaches to massive social problems around the world. Social cognitive principles translate beautifully into effective interventions whose effects are evident at societal, even national, levels. Professor Bandura will discuss theory, research, and practice within this promising domain.

Closing Speaker: Jeff Cooper

Jeff Cooper completed his undergraduate studies at Stanford University, graduating in 2001 with a B.S. in Symbolic Systems. He received an M.S. in Symbolic Systems from Stanford in 2002. After working in Professor John Gabrieli's cognitive neuroscience lab at Stanford for two years, he entered Stanford's Ph.D program in fall 2004, working primarily with Professor Brian Knutson. Mr. Cooper expects to complete his graduate work in June, 2009. He has been the recipient of a Stanford Graduate Fellowship in Science & Engineering (2004) and an Affective Science Training Fellowship (2006).

Jeff's talk, "Why graduate school in psychology is the most (and least) healthy thing you could do after college," will be an informal yet insightful view of psychology research…from the other side of the Ph.D.

Stanford Professors in Attendance

Jefferey J. Wine
Professor of Psychology, and by courtesy, of Molecular and Cellular Physiology
Area of Focus: Cognitive
Director, Program in Human Biology. Ph.D., Physiological Psychology, University of California, Los Angeles, 1971. Research Interests: understanding how a defective ion channel leads to the human genetic disease cystic fibrosis. Studies of ion channels and ion transport involved in gland fluid transport. Methods include SSCP mutation detection and DNA sequencing, protein analysis, patch-clamp recording, ion-selective microelectrodes, electrophysiological analyses of transmembrane ion flows, isotopic methods, DIC (Nomarkski) and fluorescence microscopy, optical methods for analysis of fluid secretion by cultured human cells and from intact human tissues obtained after surgery.

Gordon H. Bower
Albert Ray Lang Professor Emeritus of Psychology
Area of Focus: Cognitive
Ph.D., Experimental Psychology, Yale University, 1959. Research Interests: Study of human memory, mnemonic devices, retrieval strategies, recording strategies, and category learning. Interests in cognitive processes, emotion, imagery, language and reading comprehension as they relate to memory.

Robert B. Zajonc
Professor of Psychology
Area of Focus: Social
Ph.D., Psychology, University of Michigan, 1955. Research Interests: Basic processes implicated in social behavior, with a special emphasis on the interface between affect and cognition. In a series of studies, circumstances are examined under which affective influences can take place in the absence of cognitive contributions. The nature of these influences are compared for individuals who are either aware or unaware of changes in their affective states.

Eleanor E. Maccoby
Barbara Kimball Browning Professor
Area of Focus: Developmental
Ph.D., Experimental Psychology, University of Michigan, 1950. Socialization and parent-child interaction; Developmental change in personality and social behavior; Divorce and its aftermath as related to custodial arrangements; Differential development of male and female children.

Cathy Heaney
Consulting Assistant Professor
Area of Focus: Health
Ph.D., Health behavior and health education, University of Michigan, 1988. Research Interests: Enhancing our understanding of psychosocial factors at work (occupational stress, social support at work, organizational justice, organizational empowerment) that are associated with health and disease; Developing effective strategies for enhancing employee resiliency and reducing exposure to psychological and behavioral risk factors at work.

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Stanford University (class of 2009)

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Coffee donated from Starbuck's Coffee (Palo Alto)

SUPC Proceeds Donation

A $500 Award for the Advancement of High School Psychology

Every year, the Stanford Undergraduate Psychology Conference donates proceeds with the purpose of advancing the study of psychology at the high school level.

This year, we were pleased to receive a number of strong applications for this award from around the country and across the world.

The Eighth Annual SUPC is pleased to present the recipient of the 2008 Proceeds Donation:

Oklahoma High School Psychology Research Day
Oklahoma City University

The funding will be put towards the organization of a conference at which high school psychology students can present their research posters and hear invited speakers in the field.

The funds will be used to for advertising and information dissemination about the conference. Specifically, the program hopes to advertise to the Oklahoma Network for the Teaching of Psychology (ONTOP) which targets both high school teachers as well as college faculty around the state. Additionally, the funds will provide awards for student work, incentives for judges, and defray some of the costs for hosting such an event.

Map of Jordan Hall

380	420	460	To Palm Drive
Sloan Hall (Math)	Jordan Hall (Psychology)	Margaret Jacks Hall (Linguistics)	
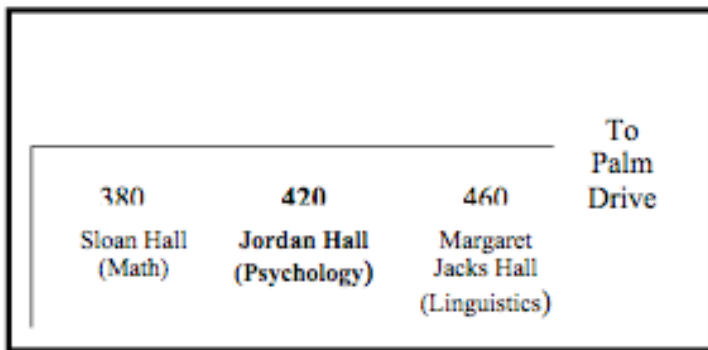
Basement Level: This displays the lower level of the buildings **only**. Please take the stairs or elevator to LL.

Stairs

Elevator

♂
♀ Restroom

Note: Not drawn to scale

380Y

380X

♀

♂
♀

420-041

380

♂

380C

420-050

420-040

Math Courtyard

Linguistics Courtyard