



THE TWELFTH ANNUAL
STANFORD UNDERGRADUATE
PSYCHOLOGY CONFERENCE

MAY 18 -19, 2012

Sponsored in part by the Department of Psychology

Table of Contents

Welcome Letters	3
Conference Schedule	5
Keynote Speaker Biographies	6
Saturday Presentation Schedule	7
Paper Session I Abstracts	17
Poster Session I Abstracts	24
Paper Session II Abstracts	40
Poster Session II Abstracts	47
Acknowledgements	63
Map of Jordan Hall	64



STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
STANFORD, CALIFORNIA 94305-2130

JAMES L. MCCLELLAND
LUCIE STERN PROFESSOR
IN THE SOCIAL SCIENCES

(650) 725-1232
(650) 725-6699 FAX
MCCLELLAND@STANFORD.EDU

May 11, 2012

Greetings,

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

Conferences like this one serve an important function by allowing young scientists to engage in all facets of the process involved in the creation and dissemination of new knowledge. The undergraduates organizing and participating in this meeting will each have the opportunity to acquire new scientific skills, both directly and through facilitating the work of other young scientists. The conference will provide an opportunity to present and discuss research findings, leverage the benefits of diverse perspectives from a community of scholars, and to begin the formation of networks that will serve as the groundwork for future discussions and collaborations.

The success of the Stanford Undergraduate Psychology Conference this year is due to the extraordinary efforts of Lemaat Michael, the Executive Director of the conference, as well as Vicky Kalumbi, Michelle Okereke, Casey Finch, Dominique Lyew, Caitlin Eggleston, Lizabelle Hernandez, and Jen Ang who serve collectively as the Team of Directors for this event. Thanks also go to Roz Grayson and George Slavich, the conference's founder, for their continued support each year.

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

Sincerely yours,

A handwritten signature in black ink that reads "James L. McClelland".

James L. McClelland
Chair, Department of Psychology, Stanford University
Lucie Stern Professor in the Social Sciences



Dear Presenters, Faculty, and Guests,

May 18, 2012

I would like to welcome you to the Twelfth Annual Stanford Undergraduate Psychology Conference (SUPC)! I hope you have a wonderful experience this weekend networking and hearing about all of the wonderful research being done by dedicated students around the world.

Psychology is a world full of potential that can easily be applied to our daily lives. Not only is it extremely engaging, but the wide reaches of Psychology allow people to delve into endless possibilities. Research is one important way that students pursue their interests within Psychology. I have been impressed by the innovative ideas and the great creativity I have seen within the research that will be presented at this year's conference. Not only does this year mark our twelfth anniversary, but it also marks a year of record breaking abstract submissions, as well as record-breaking attendance. With so many different topics being covered, and this increase in participation, I have no doubt that this will be one of the best conferences to date.

This year's conference will consist of an opening banquet on Friday evening followed by a day full of presentations on Saturday. It is my hope that everyone is able to learn about the variety of research being done by students from all over the world. In addition, I also highly encourage everyone to take advantage of this unique conference and make connections with all of the dynamic students and faculty and professors in attendance. Speak with professors and students around you; learn from the presentations; enjoy the speeches of our talented Keynote Speakers, Dr. Heaney and Dr. Zimbardo; but most of all, make the most of your experience at the conference.

The conference today would not be possible without the hard work of my dedicated Team of Directors, who spent hours pouring over abstracts and working to ensure the best possible conference experience for all attendees. In addition, I would like to thank the Psychology Department's very own Roz Grayson for helping us as we worked to organize this event, as well as SUPC's founder Dr. George Slavich.

I hope that you enjoy the conference, and that you leave having learned something new, met someone new, or having gained some new perspective. Take advantage of this weekend, and most of all, welcome to Stanford!

Best,

Lemaat Michael
Executive Director, SUPC 2012

Friday May 18th, 2012

3:45 pm

Registration

Outside of Jordan Hall (420), Room 040

4:15 pm

Banquet Dinner

Math Courtyard

5:30 pm

Introductory Speaker: Dr. George Slavich, SUPC founder

Keynote Speaker: Dr. Philip Zimbardo

Saturday May 19th, 2012

8:00 am

Registration

Outside of 420, Room 040

9:00 am

Introductory Address

420, Room 040

9:30 - 11:00 am

Paper Session I

*420-040, 420-041, 380-380C
380-380W, 380-380X, 380-380Y*

11:00 am – 12:00 pm

Poster Session I

Math and Linguistics Courtyard

12:15 – 1:15 pm

Lunch

Math Courtyard

1:30 – 2:30 pm

Keynote Address: Dr. Catherine Heaney

420, Room 040

2:45 – 4:15 pm

Paper Session II

*420-040, 420-041, 380-380C
380-380W, 380-380X, 380-380Y*

4:15 – 5:15 pm

Poster Session II

Math and Linguistics Courtyard

5:30 pm

Q&A Session on Professional Development with Dr. George Slavich

420, Room 040

Speaker Biographies

Dr. Philip Zimbardo has been a Stanford professor since 1968 having taught previously at Yale, NYU, and Columbia University. Dr. Zimbardo earned a B.A. from Brooklyn College, where he triple majored in anthropology, psychology, and sociology. He has been given numerous awards and honors as an educator, researcher, writer, and service to the profession. Among his more than 300 professional publications and 50 books is the oldest current textbook in psychology, *Psychology and Life*. He is well known for his famous experiment, the Stanford Prison Experiment, which led him to his current interests in psychology, covering a wide range of things from shyness to time perspective, madness, cults, political psychology, torture, terrorism, and evil. Dr. Zimbardo is currently working as director of the Heroic Imagination Project, which is a nonprofit whose mission it is to inspire people to make positive change both in their own lives as well as the world around them.

Dr. Catherine Heaney has been an associate professor at Stanford University in the Psychology and Human Biology department since 2005 and the School of Medicine since 2006. She received her Ph.D. in Health Behavior and Health Education from the University of Michigan School of Public Health. Dr. Heaney's research focuses on examining how psychological factors, such as stress, social support, and organizational justice influence human health and disease. She has received numerous awards for her interdisciplinary research, including the Alice Hamilton Award for Excellence in Occupational Health and Safety in 2003.

Dr. George Slavich works for the Department of Psychiatry and Biobehavioral Sciences at UCLA. He is the founder of the Stanford Undergraduate Psychology Conference. Dr. Slavich completed his undergraduate and graduate coursework in psychology and communication at Stanford University, and received his Ph.D. in clinical psychology from the University of Oregon. After graduate school, he was a clinical psychology intern at McLean Hospital and a clinical fellow in the Department of Psychiatry at Harvard Medical School. Dr. Slavich then completed three years of postdoctoral training in psychoneuroimmunology. His research examines *why* and *how* social experiences affect health. He is deeply devoted to teaching and mentoring, and to developing groups that promote student development. In addition to SUPC, he founded the Western Psychology Association Student Council, and co-founded the Society of Clinical Psychology's Section on Graduate Students and Early Career Psychologists.

8:00 – 8:45

Registration
Basement of 420

9:00 – 9:15

Introductory Address
Basement of 420

9:30 – 11:00

Paper Session I
420-040, 420-041, 380-
380C, 380-380W, 380-380X, 380-380Y

Room 420-040

THE EFFECTS OF CONTINUOUS
COMMITMENTS ON PERCEPTIONS OF GUILT
Davis M. Vo, Kimberly Hartson, David Sherman
University of California, Santa Barbara

MORAL FOUNDATIONS AS MOTIVATED
SOCIAL COGNITION: AN EMPIRICAL ATTEMPT
TO UNDERSTAND DIFFERENCES IN THE WAY
LIBERALS AND CONSERVATIVES VIEW
MORALITY
Michael Strupp-Levitsky
New York University

ASSERTIVENESS AND APPROVAL
MOTIVATION AS IT RELATES TO DECEPTION
Laura M. Dimler & Jennifer A. Harriger
Pepperdine University

HE LOVES ME? HE LOVES ME NOT? SELF-
ESTEEM INFLUENCES AFFECTIVE
RESPONSES TO COMPLIMENTS FROM
ROMANTIC PARTNERS
Zhenni Wu, Anna Luerssen, Ozlem Ayduk
University of California, Berkeley

Room 420-041

SOCIAL COMPARISON ON FACEBOOK: THE
EFFECTS OF VIEWING FACEBOOK ON SELF-
ESTEEM AND BODY IMAGE
Autumn Empson, Laura Fewell, Signe Feldman,
Kristin L. Kiddoo & J. Andrew Albers
Saint Louis University

A CONTEXTUAL VIEW ON CHILDREN'S
AGGRESSION AND PHYSIOLOGICAL
RESPONSE

Joseph Leshin, Sara Berzenski, Tuppett Yates
Cal Poly, San Luis Obispo & University of
California, Riverside

PARENT/GUARDIAN SATISFACTION WITH
HIGH SCHOOL PERFORMANCE: A SOCIAL
COGNITIVE PERSPECTIVE

Dale Dong
Lincoln High School

BUDDHISM, CULTURE, AND COGNITION
Leif Sigerson
UC Berkeley

Room 380-380C

TRANSFERENCE AND SOCIAL POWER
Bryan Dickerson
UC Berkeley

CHILDREN LEARNING IN MUSEUM SETTINGS
Gavin Y Fung, Maureen Callanan
University of California, Santa Cruz

DOPAMINE SIGNALING IN THE PREFRONTAL
CORTEX AS A REGULATOR OF GENERAL
COGNITIVE ABILITIES
Alessandro Pizzo, Christopher Wass, Louis D.
Matzel
Rutgers University

GENDERED LANGUAGE AND SEXISM: THE
EFFECTS OF "HE" LANGUAGE IN RELIGION
Asha Weisman
Loyola Marymount University

Room 380-380W

HAVE CAUCASIAN-AMERICANS BECOME
COLOR AND GENDER BLIND?: A NATIONAL
SURVEY INDICATING STARTLING
DEPARTURES FROM RAPE ATTRIBUTION
TRENDS
I. Blaze Javier-Mandela
Georgia State University

RED MEANS STOP: THE EFFECT OF COLOR ON AUDITORY HALLUCINATIONS
Sawicka, M., Patten, K.J., Holloway, S.R., McBeath, M.K.
Arizona State University

ELEVATED REJECTION SENSITIVITY AND ITS IMPACT ON SYMPTOMATIC AND PSYCHOSOCIAL OUTCOMES IN EUTHYMIC PATIENTS WITH BIPOLAR I DISORDER
Tommy Ng, Sheri L. Johnson
University of California, Berkeley

OUTGROUP NARRATIVE RECOGNITION OF ISRAELI AND PALESTINIAN YOUTH AND THE EFFECTS OF THIRD PARTY INVOLVEMENT
Carissa Aresta, Ella Ben Hagai, Andrew Pilecki, and Philip Hammack
University of California, Santa Cruz

Room 380-380X

THE ACCULTURATION GAP DISTRESS MODEL: BENEFICIAL OR MALADAPTIVE?
Michelle Pasco, Eva H. Telzer, Andrew J. Fuligni
University of California, Los Angeles

LEARNING WORDS THROUGH RESPONSIVENESS TO JOINT ATTENTION IN AUTISTIC CHILDREN
Jane Lee, Nancy Le
University of California, Los Angeles

MATERNAL PSYCHOPATHOLOGY DURING PREGNANCY: A PREDICTOR OF LOWER POSTPARTUM EMOTIONAL AVAILABILITY?
Natasha Maki Yamane
Barnard College

IS FORGIVENESS DEPLETING?: THE COGNITIVE EFFECTS OF FORGIVENESS VERSUS HOLDING A GRUDGE
Atrina Brill, Jennifer Stellar, Dacher Keltner
University of California, Berkeley

Room 380-380Y

JEWISH AMERICAN STEREOTYPING TOWARDS MUSLIM AMERICANS IN COLLEGE AGE STUDENTS
Megan Ziman, Ella Ben-Hagai, Phillip L. Hammack
UC Santa Cruz

FACE TO FACEBOOK: AN EXPLORATION OF ONLINE SOCIAL NETWORKING AND ITS EFFECTS ON EMPATHY.
Karly Larson, Ron Arbel, Kovyon Wright, Amy Packard
Foothill College

ISA..DALAWA..TAKBO! SA MATH AKO'Y KABADO! A STUDY ON FILIPINO MATH ANXIOUS STUDENTS
Jade Marrise T. Grageda, Carmen Lloyd L. Rojas, Alyssa Adia S. Villamayor, Rachelle Anne G. Santos
Miriam College

9:30 – 11:00

Poster Session I

Math Courtyard

ON SELF-EFFICACY, FAMILY, AND FIRST GENERATION COLLEGE STUDENTS ACADEMIC ACHIEVEMENT AND CAREER GOALS
Jose L. Ochoa, Michael J. Levine, and Margarita Azmitia
University of California, Santa Cruz

FAILED TESTING EFFECT: INFLUENCE OF DELAYING RECALL AND FEEDBACK
Yue Yu, Veronica Yan, Robert A. Bjork
University of California, Los Angeles

THE PARENT-CHILD RELATIONSHIP: EXAMINING THE INTERACTION BETWEEN DEPRESSIVE AND ANXIETY SYMPTOMS IN PARENTS AND THEIR BEHAVIOR TOWARDS YOUTH
Chelsea L. Massoud
University of Southern California

OUTCOMES OF PARENTAL INVESTMENT IN HIGH RISK CHILDREN
Rachel Samec
University of California, Santa Barbara

THE EFFECTS OF MOODS AND PAYOFFS IN LEXICAL DECISION MAKING
Mehgha Shyam, Emmanuel Kumar, Michael Shvartsman, Richard Lewis PhD.
University of Michigan, Ann Arbor

EFFECT OF COGNITIVE REAPPRAISAL OF
EMOTIONAL DISTRESS ON ATTENTIONAL
CONTROL

Danni Ji, Darren Liu
University of California, Los Angeles

ANTICIPATED EARLY DEATH AND RISKY
BEHAVIORS IN INCARCERATED
ADOLESCENTS

Jordan Daylor; Amy Lansing, Phd; Lisa Hecht
University of California, San Diego

THE EFFECTS OF TIME PRESSURE AND CELL
PHONE DISTRACTION ON STANDARDIZED
TEST PERFORMANCE

Carolyn A. Liesen, Amanda M. Meyer, Kim M.
Bieda, Kiley E. Enno, Kristin L. Kiddoo
Saint Louis University

CHILDREN'S FICTIONAL NARRATIVES:
GENDER DIFFERENCES IN STORYTELLING

Javanna Obregon
New York University

THE ENVIRONMENTAL ROLE OF
PRODUCTIVITY

Zachary W. Duncan
California Lutheran University

SEXUAL MINORITY IDENTITY DEVELOPMENT,
ONSET OF SAME-SEX SEXUAL BEHAVIOR,
AND HIV RISK OUTCOMES

Elizabeth Glaeser
New York University Steinhardt School

DID YOU GET IT?' - THE EFFECTS OF
UNDERSTANDING (OR NOT
UNDERSTANDING) A SATIRICAL PIECE OF
HUMOR

Francesca Kazerooni; Dr. Shana Levin
Claremont McKenna College

THE INFLUENCE OF EMPATHY ON THE
ADOLESCENT EMOTIONAL EXPERIENCE

Blanche M. Wright, Eva Telzer, Andrew Fuligni
University of California, Los Angeles

THE RELATIONSHIP BETWEEN SMILE
GENUINENESS AND SIZE OF SOCIAL
NETWORK

Kelly Anne Flack
North Central College

NOREPINEPHRINE TRANSMISSION IN THE
CENTRAL NUCLEUS OF THE AMYGDALA
CONTRIBUTES TO THE ANXIOTIC
EFFECTS OF COCAINE

Jennifer Lane
University of California, Santa Barbara

CREATIVE RATS: VARIABILITY IN BEHAVIOR
AND ITS RELATION TO LATENT INHIBITION

Yan Lam Matthew Lau
University of California, Los Angeles

THE IMPACT OF MUSIC PACE ON DELAYING
GRATIFICATION

ShuChuan Liu
California Lutheran University

"RESISTING DESSERT!" – EMOTION
REGULATION CHOICE AND EATING
BEHAVIOR

Anna B. Robertson, Gal Sheppes, James J. Gross
Stanford University & Tel Aviv University

MAPPING THE HUMAN VISUAL CORTEX:
EXPLORING EARLY COMPONENTS OF THE
VISUAL EVOKED POTENTIAL WITH DENSE-
ARRAY EEG

Jennifer Lewis, Phan Luu, Don Tucker and Allen
Malony
University of Oregon

HOW FAMILY CLOSENESS AND FAMILY
OBLIGATIONS INFLUENCE UNDERGRADUATE
LATINO STUDENTS ACADEMIC SELF-
EFFICACY

Carolina Ruiz and Margarita Azmitia
University of California Santa Cruz

THE EFFECT OF SUBJECT VACILLATION
BETWEEN ENGLISH LANGUAGE ARTS (ELA)
AND MATHEMATICS QUESTIONS ON TIMED
TEST SCORES

Mason R. Black & Aniesha C. Craig
Yosemite High School

THE EFFECTS OF SMILING ON VERDICT
RENDITION

Vanessa Magee
Yosemite High School
LONELINESS IN CHILDREN WITH ANXIETY
AND AUTISM SPECTRUM DISORDER
Marina Mladenovic, Jeffery Wood, PhD. and Patty
Renno
University of California, Los Angeles

ENGLISH PROFICIENCY SKILLS AND WORKING MEMORY TRAINING IN ECONOMICALLY DISADVANTAGED KINDERGARTNERS AT RISK FOR READING PROBLEMS

Hillary Mastrosimone, Erica Medina, Maribel Lopez, and Judith Foy
Loyola Marymount University

THE GRAY AREA BETWEEN PURCHASE TYPES: A MATERIAL ITEM THAT PROVIDES AN EXPERIENCE

Lea M. Lunden, Darwin A. Guevarra, & Ryan T. Howell

San Francisco State University

THE EFFECTS OF PLEASANT SCENTS AND UNPLEASANT SCENTS

Yanelli Miranda
Yosemite High School

Linguistics Courtyard

CREATIVE THOUGHT AS RELATED TO FLUIDITY OF BODY MOVEMENT

Jennifer Vargas, Mike Slepian, Nalini Ambady
Stanford University & Tufts University

CHILDREN'S PROSOCIAL BEHAVIOR TOWARD A NATIVE VERSUS FOREIGN-LANGUAGE SPEAKER

Julia Tran
University of California, Santa Cruz

SELF CONTROL AND TEMPORAL DISCOUNTING OF LOSSES

Danielle Marie LaVere, Mary Kay Stevenson
California State University, East Bay

HOW BRAND CONSCIOUSNESS AFFECT THE CONSUMER'S PERCEPTION OF PRODUCT QUALITY

Abella, Jomaica, Acuña, Andrea Paula F., Benitez, Jennifer Anne A., Faigane, Marivic D., Inoferio, Katrina Samantha A.
Miriam College

FETAL AUTONOMIC NERVOUS SYSTEM MARKERS AS PREDICTORS OF COGNITIVE FUNCTIONING AT 9 MONTHS OF AGE

Nina Paddu
Barnard College

SELECTIVE MECHANISMS LINKED TO LANGUAGE CONTROL IN THE BILINGUAL LEXICON

Zachary I. Greenberg, Jason Samaha, Mark W. Geisler, Kenneth R. Paap
San Francisco State University

"DAFUQ" DID I JUST READ? COLLEGE STUDENTS' DAILY REALITY

Miriana Garza, María Mirón
Universidad de Monterrey

ANDROGEN RECEPTOR GENE AND ESTROGEN RECEPTOR BETA POLYMORPHISMS PREDICT PERSONALITY TRAITS AND SELF-ESTEEM IN MEN AND WOMEN

Lameese Eldesouky, Laura R. Saslow, Robb Willer, Matthew Feinberg, Katharine Clark, Dacher Keltner, & Sarina R. Saturn
University of California, Berkeley, University of California, San Francisco, University of Colorado, Boulder, & Oregon State University

THE EFFECT OF THE COLOR YELLOW ON WORD MEMORIZATION

Beatriz Tenorio, Lauren Atkins
Yosemite High School

INTRACRANIAL SELF-STIMULATION AND THE ABUSE POTENTIAL OF MODAFINIL: A WAKE PROMOTING DRUG

Meagan A. Johnson
Arizona State University

THE EFFECT OF STATUS PROMOTION AND STATUS LOSS PREVENTION GOALS ON POLITICAL ATTITUDES

Madeline A. Mayer; Steven L. Neuberg, Ph.D.; Andrew E. White, M.S.
Arizona State University

EFFECTS OF GROUPING ON PREFERENCE FOR COLOR TRIPLETS

Christopher Lau, Karen B. Schloss & Stephen E. Palmer
University of California, Berkeley

THE IMPACT OF CHILDHOOD TRAUMA ON ADULT SOCIAL ANXIETY: DIFFERENCES IN GENDER AND SEXUAL ORIENTATION

Jessica Thurmond
University of West Florida

BEHAVIORAL AND NEURAL RESPONSES TO PHYSICAL AND SOCIAL WARMTH
Mona Lin
University of California, Los Angeles

THE EFFECTS AND IMPLICATIONS OF AGE AND LEVEL OF NEED ON PROSOCIAL BEHAVIOR
Ashok Sadasivaiah
University of California, Los Angeles

THE RELATIONSHIP BETWEEN FRATERNITY INVOLVEMENT AND RAPE MYTH ACCEPTANCE
Kallie M Dixon
University of California, Santa Barbara

SPATIAL-NUMERIC ASSOCIATIONS BIAS ATTENTION: AN INVESTIGATION OF ENCODING BIASES IN COLLEGE-AGED ADULTS USING NOVEL TOUCH SCREEN TECHNOLOGY
Jennifer Galamba, B.A. & Koleen McCrink Ph.D.
Barnard College of Columbia University

SUPER-RECOGNITION AND PROSOPAGNOSIA IN THE UK POPULATION
Sumner Lambert, Dr. Ashok Jansari
University of East London, London Science Museum, & Boston University

THE RELATIONSHIP BETWEEN GENDER AND CLASSROOM PARTICIPATION BY UNIVERSITY STUDENTS
Hallie Kraus
University of California: Santa Cruz

THE RELATIONSHIP BETWEEN SELF-ESTEEM AND INTERPERSONAL TRUST
James A. Foster, Steven V. Rouse, & Elizabeth J. Krumrei
Pepperdine University

SEQUENCE LENGTH AND THE TEMPORAL DISCOUNTING OF PAYMENTS
Jacob A. Gomez and Dr. Mary Kay Stevenson
California State University East Bay

THE UNDERLYING MOTIVATIONS FOR SELF-DECEPTIVE ENHANCEMENT
Michael P. Ennis, Jessica D. Biggs, Cameron A. Estes-Clifford, Carol A. Garcia, Carl L. Sittman
California State University, Chico

VIRTUAL INTO VERISIMILITUDE: VIDEOGAMES' ABILITY TO INDUCE EMPATHY
Blake Bennett
Claremont McKenna College

THE EFFECT OF INSTRUMENTAL RAP MUSIC ON SHORT-TERM MEMORY
Jennifer Garner
Yosemite High School

DIVERSITY TRAINING IN HIGHER EDUCATION: A CALL FOR ACTION
Elisa Velasquez-Andrade, Paul Martinez, Kayleigh Watters, Daniel Mello, Jacob Tumas, Ana Quiroz, Alma Valverde, Ricardo Sandoval
Sonoma State University

THE EFFECTS OF JOB STRESS ON HEALTH OUTCOMES
Brett Neely, Bridget Reynolds, Rena Repetti, Ted Robles
University of California, Los Angeles

12:15-1:15 Lunch
Math Courtyard

1:30 – 2:30 Keynote Address
420-040

2:45 – 4:15 Paper Session II
420-040, 420-041, 380-380C, 380-380W, 380-380X, 380-380Y

Room 420-040

EFFECT OF GENDER AND SITUATIONAL MOOD ON THE FUNDAMENTAL ATTRIBUTION ERROR
Veronica V. Calkins
University of California, Los Angeles

VISUAL COGNITION IN PARKINSON'S DISEASE PATIENTS WITH AND WITHOUT VISUAL HALLUCINATIONS
Mathes M. Burke III and J. Vincent Filoteo
University of California, San Diego

IT CAME FROM MY FAMILY: THE CONNECTION OF THE FAMILY-OF-ORIGIN RULES TO THE RELATIONSHIP OF YOUNG ADULTS

Mary Grace P. Cabaluna, Ma. Mercedes Lacuesta, Janine Anne M. Pascual
Miriam College

THE HEART'S HAND IN CREATIVITY: THE EFFECT OF COHERENCE MEDITATION

Beau D. Kissler
Sierra Nevada College & The Institute of HeartMath

Room 420-041

A STUDY OF MOBILE INTERNET ADDICTION WITH SMARTPHONES

Luke Shin
Georgia Institute of Technology

TELLING STORIES - TO CATCH A LIAR

Emiline Musarra
University of California, Los Angeles

DO FEMININE OBJECTS MODERATE THE LEVEL OF AGGRESSIVENESS IN PHYSICAL SPORTS?

Lan B. Tran, & Kristin Belessis
Green Mountain College

Room 380-380C

THE EFFECT OF COGNITIVE LOAD AND TEMPERAMENT ON SELECTIVE ATTENTION

Melissa Latham
University of San Francisco

EFFECTS OF COACHING EFFICACY ON INDIVIDUAL AND TEAM OUTCOMES

Brett Neely, Jr., Graig Chow, Tara Scanlan
University of California, Los Angeles

DISCRIMINATION AND TRAUMA PREDICT DEPRESSION: THE CASE OF AMERICAN MUSLIMS POST-9/11

Zahra Murtaza
University of California, Berkeley

PARENTS' CAREERS AND CHILDREN'S POSSIBILITY JUDGMENTS

Blaney McDonough, & Briana Bernstein

University of California, Santa Cruz

Room 380-380W

WORTH THE WEIGHT: HEAVIER ASIAN AMERICANS ARE SEEN AS MORE AMERICAN

Caitlin S. Handron, Jennifer Wang, Sapna Cheryan
University of Washington

THE EFFECT OF THE COLOR RED ON ATTRACTIVENESS AND HIRABILITY

Julia F. Bussberg, Emily J. Issler, & Holly E. Bashore
San Diego State University

COMPUTER GAME ADDICTION: PERSONALITY FACTORS AND CORRECTION

Mikhail Budnikov
The Volgograd State Medical University

THE DIFFERENCES BETWEEN NOSTRILS IN IDENTIFYING COMMON ODORS

Ralf Schuster
San Diego State University

Room 380-380X

UNDERSTANDING ACTIVE PROCRASTINATION: SELF-EFFICACY AND TIME PRESSURE AS PREDICTORS

Jennie Mae P. Andres, Marian Jessieca C. De Leon, Dennise Adrianne A. Libongco, Dianne Paula P. Tiosan
Miriam College

EFFECTS OF RECENT LIFE STRESS ON ANHEDONIC SYMPTOMS IN DEPRESSION DIFFER BY TYPE OF STRESS

Robert Manley, George M. Slavich, Nancy Brooks, & Diego Pizzagalli
University of California, Los Angeles, Cousins Center for Psychoneuroimmunology, Mclean Hospital/ Harvard Medical School

INTO THE WIRED WILD

Kayleen Avery, & Marsha Weinraub
Temple University

Room 380-380Y

THE DEVELOPMENT AND VALIDATION OF
THE CYBER DEPENDENCY SCALE

Ma. Alyssa Monica Castro, Maria Sophie Stella
Gatab, Joana Therese Loyola, Cammille Anne
Torres
Miriam College

STUDENTS THAT WALK LOOKING DOWN:
TECHNOLOGY AND SOCIAL NETWORKING IN
UNIVERSITY STUDENTS.

Miriana Garza, María Mirón
Universidad de Monterrey

AGE AND GENDER DIFFERENCES ON SINGLE
TASKING AND MULTITASKING EFFICIENCY

Hanna Karina M. Abellera, Rojani M. Bathan,
Michelle Angela T. Bonsay & Katrina Lai Z. Dizon
Miriam College

BEYOND BODY SATISFACTION: DOES SELF-
COMPASSION PROMOTE A HEALTHIER BODY
IMAGE?

Aubrey Toole, Juliana Breines, Serena Chen
University of California, Berkeley

4:15 – 5:15

Poster Session II

Math Courtyard

EFFECTS OF SPACING IN MULTIMEDIA
LEARNING

Emiline Musarra
University of California, Los Angeles

THE EFFECTS OF DOODLING ON MEMORY
RECALL

Jessica T. Kao
Yosemite High School

LEVELS OF PARENT INTERACTION AS
PREDICTOR FOR ACADEMIC PERFORMANCE
IN ADHD CHILDREN

Milica Sapungin, James Li, Steve Lee
University of California at Los Angeles

UNDERGRADUATE GERONTOLOGICAL
CAREER INTEREST: LINKING
INTERGENERATIONAL CONNECTEDNESS
AND AGEISM

Karen Yang, Elizabeth J. Krumrei, & Tomas
Martinez
Pepperdine University

PRE-STIMULUS CUE MODULATION
INCREASES RESPONSE ACCURACY
DURING ATTENTION TASK

Anya L. Baroff
University of California, Santa Barbara

THE EFFECTS OF LEARNING MODALITIES ON
READING COMPREHENSION

Jazmin Jones
Yosemite High School

RECALLING INFORMATION: HANDWRITTEN
NOTES VS. TYPED NOTES

Karen S. Duran
Sierra Nevada College

MAXIMAL CONTRAST SENSITIVITY AT
PHYSICAL AND SUBJECTIVE ZERO
CONTRAST

Alexandra E. Boehm, Jenny Bosten, Donald I. A.
Macleod
University of California, San Diego

PHONOLOGICAL EFFECT ON LEXICON
DECISION IN CHINESE: DO SKILLED
READERS DEMONSTRATE LARGER
PHONOLOGICAL?

Pui Pui Cheung
University of Southern California

THE ASSOCIATIONS OF CHILD
EXTERNALIZING AND INTERNALIZING
DISORDER SYMPTOMS WITH MULTI-DOMAIN
PARENTAL STRESS

Sofia T. Stepanyan, Shirag K. Shemmassian, &
Steve S. Lee
University of California, Los Angeles

THE ASIAN INVASION, AFFIRMATIVE ACTION,
AND THE ECONOMIC ROOTS BEHIND IT ALL

Jennifer Wan, James Telesford
UC Berkeley

THE EFFECT OF NEUTRAL AND HUBRISTIC
PRIDE ON CHARITABLE GIVING IN THE
PUBLIC GOODS GAME

Simone N. Radliff
Yosemite High School

LATINO PRESCHOOLERS' SOCIO-EMOTIONAL DEVELOPMENT: CAREGIVER AND TEACHER USE OF EVALUATION

Lauren Scarola
New York University

RISK-TAKING BEHAVIORS IN FIRST GENERATION IMMIGRANT ADOLESCENTS: THE ROLE OF ACCULTURATIVE STRESS AND SOCIAL SUPPORT

Josephine M. Palmeri, Selcuk R. Sirin, Taveeshi Gupta, & Sammy F. Ahmed
New York University

THE POTENTIAL MODERATING ROLE OF CALLOUS-UNEMOTIONAL TRAITS BETWEEN REACTIVE AND PROACTIVE AGGRESSION ON CONDUCT DISORDER

Jacqueline Moses, Whitney A. Brammer, M.A., and Steve S. Lee, Ph.D.
University of California, Los Angeles

THE RELATIONSHIP BETWEEN SUCCESS MODELING AND FEAR OF SUCCESS IN COLLEGE STUDENTS

Elizabeth Coe, Steven V. Rouse, and Elizabeth J. Krumrei
Pepperdine University

FACTORS IN SUPPORT PROVISION QUALITY: THE ROLE OF RELATIONSHIP SATISFACTION AND CONTROLLABILITY OF THE STRESSFUL EVENT

Christina Khong, Josh Wiley, Heidi Kane Ph.D., Ted Robles Ph.D.
University of California, Los Angeles

THE DEVELOPMENT OF AN ADVANCED THEORY OF MIND MEASURE

Christina A. Palmrose, Tasha M. Oswald, Louis J. Moses
University of Oregon

POSITIVE PARENTING BEHAVIOR AND ADHD SYMPTOMS OVER TIME

Alice J.Y. Jung, Daniella Perez, Jocelyn Meza, James J. Li, Steve S. Lee
University of California-Los Angeles

THE RELATIONSHIP OF AMERICAN IDENTITY AND COLLECTIVISM ON SOCIAL ANXIETY AND SELF-ESTEEM

Davis Vo, Linda Juang
University of California, Santa Barbara

PURCHASING BEHAVIOR AND RELATEDNESS

Darwin A. Guevarra & Ryan T. Howell
San Francisco State University

THE ROLE OF LIFE SATISFACTION IN NEGATIVE SELF-REFLECTION: ARE THERE CULTURAL DIFFERENCES?

Christopher Hur, Mai See Yang, and Ahra Ko
University of California, Los Angeles

CAN ULTIMATUM BARGAINING DECISIONS BE ALTERED BY PRIMED THOUGHTS

Cynthia C. Flores & Dong-Wong Choi
California State University East Bay

ADVANTAGED ALLIES? ENGAGING THE PRIVILEGED IN COLLECTIVE ACTION FOR SOCIAL CHANGE

Fabian M. H. Schellhaas, John F. Dovidio, & Elze G. Ufkes
Yale University; University of Groningen; University of Twente

Linguistics Courtyard

EFFECTS OF MUSIC TEMPO ON COGNITIVE SPEED AND ACCURACY

Lucas D. Custer, Kyle J. Davidson, & Sylvia Luu
Miami University

THE EFFECTS OF READING FROM TRADITIONAL PRINT (PAPERBACK BOOKS) COMPARED TO ELECTRONIC READERS ON READING COMPREHENSION

Sarah Mosley
Yosemite High School

DIGITAL MEDIA COMMUNICATION IN CONFLICT RESOLUTION AMONG COLLEGE STUDENTS.

Matthew Bui
University of California, Los Angeles

THE GOLDEN COMPASS: DETECTION OF INCLINATION IN A NOVEL CONDITIONING PARADIGM

Merissa L. Acerbi, Verner P. Bingman and Cordula V. Mora
Bowling Green State University

EMPATHIZING CAUSES DECLINES IN BLOOD GLUCOSE: EGO DEPLETION OR STRESS REGULATION?

Ian Clark, Adam Sitzmann, Dr. Sara Konrath, Andrea Fuhrel-Forbis
University of Michigan

PRIOR LEARNING INFLUENCES RAT'S
DECISION-MAKING STRATEGIES IN
AMBIGUOUS SITUATIONS
Maria Cornejo, Cynthia Fast, & Aaron Blaisdell
Ph.D.
University of California, Los Angeles

EFFECTS OF POSITIVE SELF STATEMENTS
ON EXCESSIVE REASSURANCE SEEKING IN
DEPRESSION
Pardis Khosravi
University of California, Berkeley

THE EFFECTS OF THE PRESENCE OF
REPRESENTATIVE INFORMATION ON THE
FALSE CONSENSUS EFFECT
Garrett Baltz
Yosemite High School

THE EFFECT OF A MANUALIZED GROUP
PSYCHOEDUCATIONAL PROGRAM FOR
EMOTIONAL INTELLIGENCE: HOW TO BUILD
CORE POSITIVE PSYCHOLOGY
COMPETENCIES
Laura Delizonna Ph.D., Ted Anstedt M.A., Bianca
Davoodian, Matthew Williams and Andrew
Davoodian
Stanford University and University of California,
Berkeley

THE INFLUENCE OF GENDER-TYPICAL
FACIAL FEATURES ON POLITICIAN
JUDGMENTS
Jen-Ling Nieh, Colleen Carpinella, & Kerri
Johnson
University of California, Los Angeles

THE RELATIONSHIP AMONG PARENTAL
MARITAL STATUS, PERCEIVED PARENTAL
CONFLICT, AND AGGRESSION
Jolene Young, Elizabeth J. Krumrei, and Cindy
Miller-Perrin
Pepperdine University

THREAT GOGGLES: HOW FEELING
THREATENED DISTORTS OUR PERCEPTION
OF FACE SIZE FOR BLACK FACES
Michael Creim, Ines Jurcevic, Jenessa R.
Shapiro, & Kerri L. Johnson
University of California, Los Angeles

PROBLEM-FOCUSED AND EMOTION-
FOCUSED COPING POTENTIAL IN
ADJUSTMENT TO COLLEGE
Elizabeth Spitzer
Vanderbilt University

TEMPORAL DISCOUNTING OF GLOBAL
WARMING CONSEQUENCES
Rebecca E. French
California State University East Bay

THE RELATION BETWEEN TEXT MEDIUM AND
CRITICAL READING SCORES
Troy Mott
Sierra Nevada College

"THE PHYSICAL BURDEN OF KEEPING A
SECRET"
Harrison M. Wray, Michael L. Slepian, & Nalini
Ambady
Stanford University

THE RELATIONSHIP BETWEEN SUCIDAL
IDEATION AND ANXIETY SEVERITY
Mathieu Rolfo, Vilma Gabbay, Benjamin A. Ely
New York University Child Study Center

THE ROLE OF FACILITATION IN THE
APPEARANCE OF COMPETITIVE VICTIMHOOD
AND PERSPECTIVE TAKING BETWEEN
GROUPS OF ISRAELI AND PALESTINIAN
YOUTH
Amber Romano, Andrew Pilecki, Phillip Hammack
University of California Santa Cruz

RACISM WITH AND WITHOUT RACISTS
Ilana-Ruth Bevan and Phillip Atiba Goff, Ph.D.
University of California, Los Angeles

PERCEIVED INTOXICATION AFFECTS
INTELLIGENCE ESTIMATION
Cami J. Eickemeyer, & Jason A. Williams
California Polytechnic State University

A STUDY ON SOCIAL SUPPORT PROVIDED BY
FILIPINO MIDDLE-AGED CHILDREN TO THEIR
ELDERLY PARENTS
Daleon, Frances Anne T., Samson, Rachel E., &
Geronimo, Mary Grace A.
Ateneo de Manila University

DOES EARLY CHILDHOOD ENVIRONMENT
AFFECT STRATEGIES FOR COPING WITH
STRESS?
Patil Kodichan, Keely A. Muscatell, and Naomi I.
Eisenberger
University of California, Los Angeles

VOLUMETRIC DEVELOPMENT OF THE HUMAN
HIPPOCAMPUS IN CHILDREN AND
ADOLESCENTS

Simon Choi

University of California, Davis

ELECTROPHYSIOLOGICAL INVESTIGATION
OF THE LATERODORSAL SEGMENTAL
NUCLEUS NUCLEUS SINGLE UNIT ACTIVITY
IN THE FREELY NAVIGATING RAT.

Chantelle Kinzel, Van Redilla, Sheri Mizumori

University of Washington

5:30

Q&A on Pursuing
Careers in Psychology
Basement of 420

**PAPER SESSION I
ABSTRACTS**

Room 420-040

**THE EFFECTS OF CONTINUOUS
COMMITMENTS ON PERCEPTIONS OF GUILT**
Davis M. Vo, Kimberly Hartson, David Sherman
University of California, Santa Barbara

What causes people to change their attitudes and behaviors dramatically without them knowing it? How can people be induced to accept and justify a crime in one context but not the other? The present work looks at how continuous commitments shape perceptions of guilt. In this study, participants were asked to read a scenario describing a bar fight between two students. The scenario starts with verbal insults and gradually escalates to murder. Half of the participants made commitments to the perpetrator's behavior by rating the appropriateness of perpetrator's behavior repeatedly while reading the scenario, while the other half did not. Results show that participants who were assigned in the commitment condition viewed the perpetrator as less guilty than participants who made no commitments to the perpetrator's behavior. This study demonstrates the power of gradual escalation to alter individuals' perceptions of the same crime. Individuals are more lenient towards another's transgressions if they gradually make judgments as a situation develops.

**MORAL FOUNDATIONS AS MOTIVATED
SOCIAL COGNITION: AN EMPIRICAL ATTEMPT
TO UNDERSTAND DIFFERENCES IN THE WAY
LIBERALS AND CONSERVATIVES VIEW
MORALITY**
Michael Strupp-Levitsky
New York University

Moral Foundations Theory (Graham & Haidt, 2007), which traces the source of individual differences in moral intuition to five distinct, evolved sources, has become increasingly influential in the study of individual differences in social and political attitudes. The present research integrates the findings of moral foundations theory with the broader motivated social cognition literature. Survey data and a combination of regression analysis and structural

equation modeling are used to explore the motivational underpinnings of the moral foundations. Consistent with expectations derived from recent work in political psychology – namely motivated social cognition (Jost et al., 2009) – the three “binding” foundations (in-group loyalty, respect for authority, purity) are motivated by epistemic rigidity and high threat sensitivity, while the two “individualizing” foundations (harm, fairness) are related to empathic sensitivity. Implications for moral and political psychology, as well as the future development of moral foundations theory, are discussed.

**ASSERTIVENESS AND APPROVAL
MOTIVATION AS IT RELATES TO DECEPTION**
Laura M. Dimler & Jennifer A. Harriger
Pepperdine University

This research assessed the relationship between levels of assertiveness, levels of approval seeking, and categories of lies (conflict avoidance, self-gain, altruistic, and social acceptance lies). Participants included 148 undergraduates (48.0% male; 50.7% female;) that completed demographic information and three questionnaires designed to measure levels of assertiveness, acceptability of specific types of lies, and the need for social approval. Regression analyses suggest that a higher need for approval from others predicts a higher acceptability of conflict avoidance lies and social acceptance lies. Additional findings imply that further research regarding assertiveness and social approval in relation to the acceptability of deception and the motivations behind types of lies is warranted.

**HE LOVES ME? HE LOVES ME NOT? SELF-
ESTEEM INFLUENCES AFFECTIVE
RESPONSES TO COMPLIMENTS FROM
ROMANTIC PARTNERS**
Zhenni Wu, Anna Luerssen, Ozlem Ayduk
University of California, Berkeley

Individuals with low self-esteem have been found to display cognitive processing biases in response to positive feedback, such as underestimating the positivity of the feedback, doubting its credibility, and failing to remember it overtime. These biases are presumed to reflect self-verification motives – the desire for individuals to be seen in ways consistent with how they see themselves, even if they hold negative self-views. In contrast, research has generally shown that affective responses to positive feedback are similar across low and high self-esteem individuals, with positive feedback increasing positive and decreasing

negative emotions. These studies, however, have largely limited their measurement to consummatory emotion (how one feels during an experience) and ignored anticipatory emotion (how one expects to feel). We hypothesized that individuals with low self-esteem may anticipate feeling less positive emotion and more negative emotion (anxiety) during experiences of positive feedback, even if they indeed end up feeling good. If so, anticipatory feelings may prevent the individual from seeking out, or even motivate them to avoid, experiences of positive feedback. To evaluate this question we conducted an extensive study with romantic couples in which one partner gave the other a compliment. We evaluated whether self-esteem was related to the compliment receiver's anticipatory and consummatory (positive and negative) emotion. We found that 1) the compliment receiver's anticipated and experienced positive emotion was directly related to their partner's self-esteem (not their own), and 2) as predicted, compliment receivers' with low self-esteem anticipated feeling more anxiety during the conversation than those with high self-esteem. There was, however, no relationship between self-esteem and how anxious they actually ended up feeling during the conversation.

Room 420-041

SOCIAL COMPARISON ON FACEBOOK: THE EFFECTS OF VIEWING FACEBOOK ON SELF-ESTEEM AND BODY IMAGE

Autumn Empson, Laura Fewell, Signe Feldman, Kristin L. Kiddoo & J. Andrew Albers
Saint Louis University

Previous research has indicated that self-esteem and body image are affected by social comparison factors such as attractiveness, popularity and success. One of the most common ways in which social comparisons are made today is via social networking sites (SNSs) such as Facebook. The present research explored the impact of social comparison factors of attractiveness and sociability on self-esteem and body image as made through an SNS. One hundred four female participants viewed Facebook profiles and completed a series of questionnaires assessing state self-esteem and personal body image satisfaction. It was predicted that participants subjected to the high (vs. low) attractive condition and the high (vs. low) sociability condition would report lower state self-esteem and body image as

a result of upward social comparison. On the other hand, those subjected to the low attractive and low sociability condition were predicted to report higher self-esteem and body image due to downward comparison. Additionally, because highly attractive people are generally perceived as being more social (i.e. popular), the sociability of the target was predicted to have more of an effect in the unattractive condition than in the attractive condition. Data analysis revealed that those who viewed the high attractive, high social wall had significantly higher body esteem than those who viewed the high attractive, low social wall. The results found were not consistent with typical social comparison research findings. The social component of SNSs appears to alter the effects of attractiveness on body image. Implications of this study suggest there may be differences in the way social comparisons are made via Social Networking Sites versus in person or through other forms of media.

A CONTEXTUAL VIEW ON CHILDREN'S AGGRESSION AND PHYSIOLOGICAL RESPONSE

Joseph Leshin, Sara Berzenski, Tuppert Yates
Cal Poly, San Luis Obispo & University of California, Riverside

Although the literature suggests that individuals with relatively low heart rates (HR) tend to be more aggressive (e.g., Gottman, et. al, 1995; Raine, Brennan, Farrington, & Mednick, 1997; Calkins & Dedmon, 2000), little is known about if and how this relation varies according to context. The goal of this study is to examine whether the relation between aggression and HR differs across environmental or physiological conditions and/or different forms of aggression. A group of children (N = 60; 67% female) completed a laboratory study at age 6, during which we collected HR data during baseline and challenge tasks (i.e., listening to a story and solving a difficult puzzle) and aggression data through both questionnaire and observational measures (i.e., observing children play with a blow-up "Bobo" clown toy). Further, we collected children's experiences with risk (e.g., poverty, maltreatment, etc.) via parent and child reports. Using these data, the proposed investigation explores: 1) relations between HR and aggression as influenced by the context of HR measurement (i.e., challenge vs. rest), the form of aggression (i.e., observed versus reported; proactive vs. reactive), and children's risk exposure (i.e., relational versus environmental), 2) relations between risk and HR, and 3) relations between

risk and aggression. Our preliminary analyses revealed differential relations between resting HR and reactive aggression as a function of children's risk exposure. Relative to low risk children, children experiencing environmental risk factors demonstrated lower resting HRs with high rates of aggression, while children exposed to maltreatment risk factors showed higher resting HRs with high rates of aggression.

PARENT/GUARDIAN SATISFACTION WITH HIGH SCHOOL PERFORMANCE: A SOCIAL COGNITIVE PERSPECTIVE

Dale Dong
Lincoln High School

A statistical analysis of 1273 parent/guardian self-administered surveys conducted at Lincoln High School in northern California found that both social and cognitive factors predicted parents'/guardians' satisfaction with school performance. The study showed that parents who constantly seek information about their children through reading the school's newsletter, visiting the school's website, and checking Powerschool (a web-based student information system), are more likely to be satisfied with the school's performance (e.g., school safety, achievement recognition, and staff members' service). The study suggested that parents, who believed they are well informed, are also more likely to be satisfied with the institution.

Bandura's social cognitive theory is used to explain how parents' satisfaction with the school's performance (behavioral factor) can be regulated through an interaction of being vicariously involved in their students' school activities (social factor) and believing that they are well informed of school events (cognitive factor).

These results helped school administrators, parents, and students become actively engaged, making the high school an effective educational setting for its students.

BUDDHISM, CULTURE, AND COGNITION

Leif Sigerson
UC Berkeley

Recent work in cultural psychology has found consistent cultural differences in cognition. One central finding is the distinction between analytic and holistic thought. In many countries where Buddhism is an important cultural institution, researchers have found that holistic thought is common, and a number of researchers have speculated on the role of Buddhist teachings in supporting holistic thought. This study aims to

more directly answer this question, by looking for the ways that Buddhist teachings (as interpreted by adherents) are congruent with holistic thought. Because this is the first empirical study to do this, the chosen method was open-ended interviews. 46 interviews were conducted with Buddhists, and were then transcribed and independently coded. We found a number of areas where Buddhist philosophy is congruent with holistic cognitive tendencies, including epistemological preferences, descriptions of death and reincarnation, and beliefs about the self. By investigating the ways in which a specific institution may be tied to cultural differences in cognition, this study adds to our understanding of how these differences are formed and maintained. Additionally, implications for psychology of religion are considered.

Room 380-380C

TRANSFERENCE AND SOCIAL POWER

Bryan Dickerson
UC Berkeley

In transference, an individual's representation of a significant other is activated during encounters with new others, leading to shifts in perception, evaluation, and behavior regarding the new person (Andersen & Glassman, 1996; Chen & Andersen, 1999). Extending previous research, it was hypothesized that power role dynamics should be stored in memory within a significant-other representation and thus should be activated during transference encounters. A two-session transference experiment was employed in which participants first reported information about their relationship with a significant other to whom they were an authority figure. Participants later returned for an experimental session in which they expected to interact with a new person who either resembled their significant other or not, and who shared the same power role as their significant other or not. As expected, transference led participants to express elevated optimism and positive affect, consistent with the high-power authority role they typically possess with their significant other. Moreover, transference effects were independent of the manipulation of authority role.

CHILDREN LEARNING IN MUSEUM SETTINGS

Gavin Y Fung, Maureen Callanan
University of California, Santa Cruz

Previous experimental research suggests that children can benefit from both pedagogical and exploratory learning with parents. However, how do these parent-child interactions play out in a naturalistic learning environment? And do they vary depending on whether the task is goal-directed? Parent-child interactions were collected at a gear exhibit in Children's Discovery Museum of San Jose and are coded in two modes: Directive and Exploration. The Directive mode covers parent-child interactions that revolve around direct teaching and the exploration mode covers interactions where parent and child partake in exploring the exhibit without direct teaching. We are interested in whether these interactions change if the exhibit has an embedded goal, where the gears can be used to spin an out of reach object. Parent-child interaction between two types of gear exhibit, one with a goal and one without, will be compared. Preliminary coding is revealing a third common form of parent-child interaction where the parent scaffolds the child's participation. We predict that Directive teaching would occur more often with a goal present. We hope to shed light on how goal oriented activities influence how parents and children interact with one another in a naturalistic learning environment.

DOPAMINE SIGNALING IN THE PREFRONTAL CORTEX AS A REGULATOR OF GENERAL COGNITIVE ABILITIES

Alessandro Pizzo, Christopher Wass, Louis D. Matzel
Rutgers University

The "g" factor (i.e., general intelligence) explains the correlations that exist between subjects' performance across different cognitive tests. This factor, as well as general cognitive abilities expressed by rodents, has been shown to correlate with working memory, which is composed of storage and executive components. Therefore, we have assessed the general cognitive ability in mice by using a wide variety of learning tasks intended to tax working memory, and more specifically, its executive component, i.e., selective attention. It has been demonstrated that dopamine D1 signaling in the medial prefrontal cortex plays a role in modulating selective attention. After behavioral testing on a battery of learning tasks, immunohistochemical techniques were used to assess D1 signaling in two brain areas (medial prefrontal cortex and dorsolateral prefrontal cortex). Specifically, Fos expression was used to identify dopaminergic

activity in response to a dopamine D1 agonist, allowing us to examine the relationship between general cognitive ability and dopaminergic D1 signaling. Our results indicated significant differences in D1-dependent Fos expression between mice of high and low general cognitive abilities in the medial prefrontal cortex, with lesser differences observed in the dorsolateral prefrontal cortex. These findings suggest a modulatory role of the D1 receptor protein and its gene precursor, DRD1a, in the general cognitive abilities and working memory of rodents.

GENDERED LANGUAGE AND SEXISM: THE EFFECTS OF "HE" LANGUAGE IN RELIGION

Asha Weisman
Loyola Marymount University

Sexism is a social problem and often evident in language used. Sexism occurs frequently when the allegedly generic "men" is used to refer to people in general. The use of the generic "he" may become particularly problematic when used in a religious context in reference to God. Referring to God as male may leave women feeling excluded. Furthermore, such language implies a hierarchy in which a masculine God is most powerful, suggesting male domination over women. The current research was designed to examine the potential effects that gendered religious language has on individual's attitudes toward themselves and toward women. Participants (N = 279), who were recruited through the Human Subjects Pool at LMU, completed an online study regarding religion and worldviews. Participants were randomly assigned to one of two conditions in which they were exposed either to a male or gender-neutral God. Participants then completed questionnaires measuring attitudes toward women, self-esteem, and identification with one's gender. In contrast to prediction, gendered language did not have any significant effects. This fact in itself is significant. It is hypothesized that this occurred because sexism in religious language is so engrained in American culture that it is impossible to see outside this context.

Room 380-380W

HAVE CAUCASIAN-AMERICANS BECOME COLOR AND GENDER BLIND?: A NATIONAL SURVEY INDICATING STARTLING DEPARTURES FROM RAPE ATTRIBUTION TRENDS

I. Blaze Javier-Mandela
Georgia State University

In previous studies with Caucasian respondents, race and gender have been shown to significantly influence assumptions and perceptions about accusations of rape. However, these literature trends are shaped disproportionately by research conducted in the 1970-1980s (Grubb & Harrower, 2008). This study seeks to explore if previous findings represent anachronistic or current Caucasian views by using a contemporary sample. The attribution of believability, responsibility and sentencing is measured in a vignette by presenting four possible pairings: 1) White victim/White perpetrator 2) White victim/Black perpetrator 3) Black victim/White perpetrator 4) Black victim/Black perpetrator. The researcher's original data set is comprised of respondents (n=446) from a nationally distributed survey, and is analyzed for significant differences using separate 4x2 ANOVAs in SPSS statistical analysis. The p-values of the ANOVAs were not statistically significant. The findings of the study illustrate staggering departures from literature trends: race and gender did not predict attribution under any tested circumstances for this population of Caucasian-Americans. The race of the participants, contemporary societal expectations or the connotative effects of the attribution questions may explain the unprecedented gender and race egalitarianism in the results.

RED MEANS STOP: THE EFFECT OF COLOR ON AUDITORY HALLUCINATIONS

Sawicka, M., Patten, K.J., Holloway, S.R., McBeath, M.K.
Arizona State University

One way schizophrenia manifests itself is as auditory hallucinations. Recent studies have shown that masking the eyes of schizophrenics with a red lens decreases occurrences of auditory hallucinations. This is of particular interest to those treating schizophrenia through non-psychopharmacological methods. It is theorized that hallucination reduction is due to a criterion

shift caused by the color red - perhaps certain neural pathways are inhibited and more acoustic information is needed for perception of an auditory event. This study examines the effect of red-flooded visual field on auditory perception of a voice masked by white noise. Non-schizophrenic participants were run on 225 randomized trials. They were asked if they heard a voice among the white noise then asked to rate certainty on a 1 to 10 scale. Of these, 113 presentations were red and 112 were green. There was a small, but reliable effect of flooding the visual field with the color red; participants identified the masked voice less often in white noise when presented in tandem with a red screen. This suggests that red alters the auditory perception criterion, though it remains unclear whether this is due to perceptual changes, physical changes (neural inhibition and the like), or some combination.

ELEVATED REJECTION SENSITIVITY AND ITS IMPACT ON SYMPTOMATIC AND PSYCHOSOCIAL OUTCOMES IN EUTHYMIC PATIENTS WITH BIPOLAR I DISORDER

Tommy Ng, Sheri L. Johnson
University of California, Berkeley

A growing body of evidence has accumulated over the last decade to suggest that patients with bipolar disorder are much more likely to commit suicide when they are in depressive states than in manic states, underlining the importance of examining mechanisms that are linked to bipolar depression. The present study investigated the effect of rejection sensitivity, conceptualized as a disposition to anticipate, perceive, and overreact to cues of rejection, on symptomatic and psychosocial outcomes in bipolar disorder. Fifty-three participants diagnosed with remitted bipolar I disorder using the SCID were compared to forty-four matched controls with no history of mood disorder. People with bipolar I disorder reported higher levels of rejection sensitivity than did controls even during remission. In addition, rejection sensitivity was significantly correlated with depression, but not mania, at baseline and 6-month follow-up after controlling for baseline symptomatology. Higher rejection sensitivity was also associated with poorer quality of life, worse psychological well-being, and fewer social support. Findings highlight the importance of interpersonal-cognitive factors for understanding depression and psychosocial outcomes within bipolar I disorder.

OUTGROUP NARRATIVE RECOGNITION OF ISRAELI AND PALESTINIAN YOUTH AND THE EFFECTS OF THIRD PARTY INVOLVEMENT

Carissa Aresta, Ella Ben Hagai, Andrew Pilecki, and Philip Hammack

University of California, Santa Cruz

Recent research in the social sciences suggests that class and ethnic conflict are better described as a struggle over recognition and mis-recognition of identities than solely a struggle over resources (Geertz, 1973). In this study, we examine the conditions that are associated with an increase in recognition of the out-group identity during an intergroup dialog encounter. Data for this study was based on transcripts of a two week coexistence camp with Israeli, Palestinian, and American adolescents. We compared two conversational conditions; one in which the participants discussed the history of the conflict with little participation from the third party, and one in which they focused on present events with an active third party involvement. The results indicate a significantly greater amount of instances in which members of the out-group acknowledged and articulated the in-group narrative in the second condition as compared to the first for Israeli participants only. The implications of this study point to the importance of emphasizing third party active participation and focusing discussion on the present reality as opposed to history in order to create more moments of identity recognition between Israeli and Palestinian adolescents.

Room 380-380X

THE ACCULTURATION GAP DISTRESS MODEL: BENEFICIAL OR MALADAPTIVE?

Michelle Pasco, Eva H. Telzer, Andrew J. Fulligni
University of California, Los Angeles

The acculturation gap-distress model purports that immigrant children acculturate faster than their parents and this acculturation gap leads to family conflict and youth maladjustment (Telzer, 2011). However, empirical support for the acculturation gap-distress model has been inconclusive. In the current study, we examine whether Mexican-American adolescents acculturate at a faster pace than their parents and whether this acculturation gap leads to family conflict and youth maladjustment. Mexican-American adolescents and their parents (N=428 families) completed a

survey in which they indicated their level of acculturation to U.S. and Mexican cultural practices. Adolescents also reported on family functioning and their well-being. Contrary to the acculturation gap-distress model, adolescents did not acculturate more than their parents. In fact, 17% of parents were more oriented towards U.S. cultural practices than their children and 25% had equal levels of acculturation. Results also suggest that as adolescents acculturate more to the host culture than the parents, it actually created a protective factor, decreasing family conflict ($r = -.15, p < .01$) and youth maladjustment (self-esteem: $r = -.08, p < .05$; internalizing symptoms: $r = -.39, p < .01$). Findings suggest that the acculturation gap-distress model may not be accurate and faster adolescent acculturation may be beneficial. Future research should examine if an acculturation gap may be advantageous rather than unfavorable.

LEARNING WORDS THROUGH RESPONSIVENESS TO JOINT ATTENTION IN AUTISTIC CHILDREN

Jane Lee, Nancy Le

University of California, Los Angeles

Children with Autism Spectrum Disorder (ASD) may be less responsive to social cues and less skilled at using them to make word-object associations than typically developing (TD) children (Baron-Cohen et al., 1997). But other research suggests that children with ASD can use social cues to effectively guide word-object associations (Luyster et al., 2009). The current study uses eye-tracking and in-person measures of responsiveness to joint attention (RJA) to assess whether 3-6 year old children with ASD display less joint attention and have more difficulty using a speaker's attention to learn novel words than TD children do. Difference scores for in-person and eye-tracking RJA were unrelated to autism status, age, or nonverbal mental age. However, autistic children showed fewer correct transitions than TD children. Word learning following in-person social cues was related to nonverbal mental age (NVMA) and chronological age, but not ASD. Consistent with findings of Luyster et al., 2009, word learning following joint attention did not differ between children with and without ASD. However, we observed differences in transitions to correct versus incorrect object. Our findings suggest that, in low-functioning autistic children, difficulties using social cues to learn words may be due to age and NVMA rather than autism.

MATERNAL PSYCHOPATHOLOGY DURING PREGNANCY: A PREDICTOR OF LOWER POSTPARTUM EMOTIONAL AVAILABILITY?

Natasha Maki Yamane
Barnard College

Although postpartum psychopathology in mothers has been shown as an important predictor of mother-child attachment and other child developmental outcomes, little is known about the formation of mother-child attachment and its associated interactions and behaviors in relation to antepartum psychopathology. A longitudinal study tested whether maternal psychopathology during pregnancy was a predictor of lower postpartum emotional availability in a sample of twenty-six pairs of mother-child dyads. Mothers were assessed for symptoms of depression and anxiety around the third trimester of their pregnancies and when their children were 4.5 years of age. At 4.5 years postpartum, the emotional availability of each mother-child dyad was also assessed in a 15-min play interaction with a zoo set that was followed by clean-up. Results of the current study suggest three main findings on maternal and child behavior in relation to maternal psychopathology: 1) in support of previous findings, mothers with postpartum diagnoses of psychopathology displayed lower levels of Sensitivity toward their children, who in turn were less willing to involve their mothers in the interactions; 2) mothers who were diagnosed with psychopathology during their pregnancies were observed to display lower levels of Non-hostility toward their children; and 3) self-reported depressive symptomatology was found to be inversely correlated with maternal Sensitivity and Non-intrusiveness. This study proposes that incidence of maternal psychopathology during pregnancy is associated with a lower quality of mother-child interactions, which may be a predictor of an impaired mother-child bond and negative child developmental outcomes.

IS FORGIVENESS DEPLETING?: THE COGNITIVE EFFECTS OF FORGIVENESS VERSUS HOLDING A GRUDGE

Atrina Brill, Jennifer Stellar, Dacher Keltner
University of California, Berkeley

Although research suggests that forgiving can be difficult, perhaps even depleting, we aim to provide evidence that forgiveness is less depleting than the alternative of holding a grudge. Participants recalled an instance when someone had hurt them. The Stroop task, a measure of executive function, was assessed after

participants were asked to hold a grudge against their transgressor or forgive them. Participants in the grudge condition reported more negative emotions and performed worse on the Stroop task than those who forgave their transgressor. There was also a significant interaction between dispositional empathy and condition. Participants low on empathy performed equally well on the Stroop task regardless of condition, but those high on empathy performed better in the forgiveness condition than the grudge condition. These results suggest that forgiving is less depleting and demanding of cognitive resources than holding a grudge, and particularly so for those high on dispositional empathy.

Room 380-380Y

JEWISH AMERICAN STEREOTYPING TOWARDS MUSLIM AMERICANS IN COLLEGE AGE STUDENTS

Megan Ziman, Ella Ben-Hagai, Phillip L. Hammack
UC Santa Cruz

Factors causing Jewish-American stereotyping toward Muslim-Americans

In recent years there has been a rise in tension between Muslim-American and Jewish-American students on college campuses (Sheridan, 2006). In this study we examine possible factors that contribute to negative stereotyping of Muslim Americans by Jewish American college students. Based on different social psychological theories, we test the extent to which factors such as; strong in-group identification (Tajfel, 1974; Hammack, Pilecki, Caspi & Strauss, 2011), negative contact (Allport, 1954; Pettigrew, 2007), negative affect (Islam & Hewstone, 1993), authoritarian personality (McFarland, 1999) and perceived societal norms (Crandell, 2002) predict negative stereotyping of the out-group. A survey of 177 Jewish American college students indicates that the best predictors to holding negative stereotypes of Muslim Americans stem from perceived societal norms. To a lesser extent authoritarian personality also contributed to predicting an individual's negative stereotyping of the out-group. The result points to the importance of creating a constructive dialogue between Jewish Americans and Muslim Americans about the conflict in the Middle East.

FACE TO FACEBOOK: AN EXPLORATION OF ONLINE SOCIAL NETWORKING AND ITS EFFECTS ON EMPATHY.

Karly Larson, Ron Arbel, Kovyon Wright, Amy Packard
Foothill College

In recent years, social networking sites like Facebook have been used for everything from planning birthday parties to organizing the latest revolution. They have created a wealth of opportunities to connect with others, but what are the social implications of substituting the use of online networking for face-to-face interactions? More specifically, does the increase in Facebook usage affect our ability to empathize? There is a growing body of literature addressing the effects of social networking on communication and social capital, however there is little research that directly measures its effects on an individual's ability to read affective cues. The purpose of our study was to explore the relationship between empathy, the ability to read social cues, and Facebook usage. One hundred and sixty-five participants were recruited to complete an online survey which included questions on Facebook duration and usage, demographic information, and measures of empathy and social perception. Participants who spent more time on Facebook showed higher scores on empathy measures of personal distress and less accuracy in identifying nonverbal social cues. These results have widespread implications regarding the popularity of social networking sites and their possible negative effects on empathy and social cognition.

ISA..DALAWA..TAKBO! SA MATH AKO'Y KABADO! A STUDY ON FILIPINO MATH ANXIOUS STUDENTS

Jade Marrison T. Grageda, Carmen Lloyd L. Rojas, Alyssa Adia S. Villamayor, Rachelle Anne G. Santos
Miriam College

This study aims to explore math anxiety in the Philippine context by probing on the subjective experiences of the selected math anxious students and testing the relationship of math anxiety to other variables using a mixed-method approach. The scores of 132 participants on Revised Math Anxiety Rating Scale, Student Motivation Questionnaire, and their math grades were correlated using Pearsons-r to test their relationships. The eight highest scoring students were interviewed about their math experiences. Their responses were analyzed using content analysis. The results show that math anxiety is

triggered by a notable negative experience. It is mostly experienced physically, cognitively, and affectively. The quantitative data show that there are no significant relationships among math anxiety, performance and motivation. These can be explained by the factors that have emerged from the responses of the participants such as a) personal factors b) social factors c) environmental factors. The study also reveals that the participants cope with math anxiety by justifying, compensating, cheating and avoiding math related tasks.

**POSTER SESSION I
ABSTRACTS**

Math Courtyard

ON SELF-EFFICACY, FAMILY, AND FIRST GENERATION COLLEGE STUDENTS ACADEMIC ACHIEVEMENT AND CAREER GOALS

Jose L. Ochoa, Michael J. Levine, and Margarita Azmitia
University of California, Santa Cruz

First generation of college students are less likely to graduate from 4-year institutions than non-first generation students. Self-efficacy, family capital, family obligations, and students' sense of belonging contribute to these students' academic performance and persistence. We surveyed 167 first generation diverse college students (77% female) attending a public university to assess the association between (1) family capital and obligations; (2) self-efficacy; (3) sense of belonging; and their (4) GPA and career goals. There were no ethnic-group differences in self-efficacy and family emotional capital, but ethnic minority participants were more likely than European-heritage participants to indicate that they were persisting in college to repay their families for sacrifices they made to send them to college and because their parents had not had the opportunity to attend. Latino participants: (1) had lower GPAs and were significantly more likely than Asian- or European-heritage participants to report that (2) parents and older college-going siblings provided academic capital but could not provide financial capital for tuition and living expenses; and (3) they were mentoring younger siblings. Most participants (62%), but especially ethnic minorities (89%), reported that they often felt they did not belong at the university and had

experienced discrimination from peers, faculty, or staff.

FAILED TESTING EFFECT: INFLUENCE OF DELAYING RECALL AND FEEDBACK

Yue Yu, Veronica Yan, Robert A. Bjork
University of California, Los Angeles

Kornell, Hays & Bjork (2009) showed that errors, followed by feedback, enhanced learning. One important question to answer is the fate of their initial errors. In our experiment 1, we present participants with 60 related cue: target word pairs. For half the pairs, participants are first asked to guess what the target is, given the cue, before being shown the answer (e.g. Table: __; pretest condition), or they simply studied the cue-target pair in the study condition (e.g. Table: Chair). After a 24-hour delay, participants were asked to recall both their initial guesses and the correct answers. A previous study showed that memory for errors was high at a 5 minute delay. Will participants still recall errors well, and if so, will these errors interfere with access to the correct answers at a longer delay? In Experiment 2, we test the semantic activation hypothesis of the unsuccessful testing effect. Previous studies have shown that delaying feedback eliminates the testing effect. Will asking participants to retrieve their initial guesses before delayed feedback reinstate semantic activation and reinstate the unsuccessful effect?

THE PARENT-CHILD RELATIONSHIP: EXAMINING THE INTERACTION BETWEEN DEPRESSIVE AND ANXIETY SYMPTOMS IN PARENTS AND THEIR BEHAVIOR TOWARDS YOUTH

Chelsea L. Massoud
University of Southern California

This study is a secondary data analysis of research collected from the USC Family Studies Project, a longitudinal study of a convenience sample of 180 families from the Los Angeles area. The purpose of this study is to analyze how parental psychopathology, specifically depression and anxiety as measured by the SCL-90, shapes the behavior that parents exhibit towards their children during a family conflict discussion. It is hypothesized that parents with higher scores on the Depression and Anxiety Dimensions of the SCL-90 will exhibit more negative behaviors (such as behavior withdrawal and criticism) and less positive behaviors (such as nonverbal displays of affection and support) toward the youth during this discussion. The interaction between

symptomatology and youth gender in light of parental behavior is also explored. Noteworthy findings suggest that anxiety and depressive symptoms in mothers predict an increase in negative behavior and a decrease in positive behavior towards youth in both mothers and fathers, while symptomatology in fathers only significantly predicts his own behavioral withdrawal. Understanding the interpersonal nature of the family system, as well as its role in youth socialization, this study forwards several implications for healthy child development, family therapy, and prevention efforts.

OUTCOMES OF PARENTAL INVESTMENT IN HIGH RISK CHILDREN

Rachel Samec
University of California, Santa Barbara

Past research has determined that parents with medically at risk children are at greater risk for low levels of investment and maltreatment. This study assesses the combined effects of child risk history and parental investment on child responses to a threatening stimulus. Measures were taken of children's risk status and parental investment levels. While engaged in play activities, children were exposed to stimuli that were either neutral (a speaker with a calm voice) or threatening (an angry voice). A significant interaction was found between the child's risk status, parental investment levels, and type of stimulus. High risk children whose parents showed high levels of investment were the most likely to visually attend to the potentially threatening stimulus and least likely to attend to the neutral stimulus. Findings were interpreted as showing that high risk children with a history of high parental investment respond adaptively to novel social events.

THE EFFECTS OF MOODS AND PAYOFFS IN LEXICAL DECISION MAKING

Mehgha Shyam, Emmanuel Kumar, Michael Shvartsman, Richard Lewis PhD.
University of Michigan, Ann Arbor

Mood is known to affect cognitive performance, but in ways that are sometimes unclear. Previous research has shown us that negative mood can lead to better performance, because participants tend to use a systematic approach to tackle the task. However, relatively little is known about the mechanisms by which mood exerts its effects. In this study we address the specific question of how mood affects the strategies by which people manage speed-accuracy tradeoffs in a simple reading task. In particular, we focus on strategic

changes in the moment-to-moment control of eye-movements in a lexical decision task under varying pressures on speed and accuracy. We expect that basic eye-movements will change as a function of mood, which could influence the speed of information processing directly affecting how quick a decision is made. Our new study, will use the PANAS-X scale to measure mood before the task, and explore how ambient moods, task, and the payoffs together shape the strategies participants employ. Positive affect facilitates cognitive flexibility allowing participants to differentiate between real/fake words correctly, so we predict that P.A. will lead to greater performance in the payoff emphasizing accuracy, whereas other affective states will improve performance in the payoff emphasizing speed.

EFFECT OF COGNITIVE REAPPRAISAL OF EMOTIONAL DISTRESS ON ATTENTIONAL CONTROL

Danni Ji, Darren Liu
University of California, Los Angeles

Emotional distress can have a significant impact on attentional control. In this study, we investigated the impact of distressing events on a cross-modal attention task. Participants alternated between viewing images and an audio-visual attention task. For the image task, participants viewed either neutral or distressing images and rated subsequent distress on a 10-point Likert scale. An audio-visual task immediately followed, in which participants were given a cue to attend to only one modality. They then saw visual gratings while simultaneously hearing auditory tones. In addition, we also investigated the effect of cognitive reappraisal of the distressing events on that same task. To do so, participants were asked to come up with a caption prior to rating their distress. We found that in the auditory modality, participant performance significantly worsened after the captioning task, as compared to simply viewing distressing images. We also found a similar trend in the visual modality, such that participants showed poorer performance following the captioning task as opposed to simply viewing distressing images. Overall, this may suggest that captioning as a reappraisal tool may worsen attention, especially for auditory targets. It's possible that reappraisal may require too many resources, and ultimately cause performance to decrease.

ANTICIPATED EARLY DEATH AND RISKY BEHAVIORS IN INCARCERATED ADOLESCENTS

Jordan Daylor; Amy Lansing, Phd; Lisa Hecht
University of California, San Diego

Understanding the factors that contribute to adolescent criminal behavior is critical; the high rates of recidivism have both public safety and monetary consequences. Previous studies have found an association between "anticipated early death" (AED), or the belief that one will die at a young age, and delinquency (Brezina, Tekin & Topalli, 2009; Hoffman, 2004); however, the mechanism behind the relationship has not been empirically explored. Anticipated early death may predict delinquency due to a disregard for long-term consequences (Brezina et al., 2009), and if so, we would expect to see an association between AED and other risky behaviors besides delinquency, such as self injury and risky sexual behaviors. Furthermore, we would expect impulsivity, as well as a cognitive fixation on the present (as measured by the Iowa Gambling Task), to mediate the relationship between AED and risky behavior. We collected data from incarcerated adolescents of San Diego County to assess the relationship between anticipated early death and three types of risk behaviors (criminal activity, non-suicidal self injury and risky sexual behavior), and to determine the role impulsivity and a cognitive fixation on the present play in the relationship between anticipated early death and risky behavior.

THE EFFECTS OF TIME PRESSURE AND CELL PHONE DISTRACTION ON STANDARDIZED TEST PERFORMANCE

Carolyn A. Liesen, Amanda M. Meyer, Kim M. Bieda, Kiley E. Enno, Kristin L. Kiddoo
Saint Louis University

In college, test taking is a common occurrence that every undergraduate student experiences. In addition to factors that students are able to control, such as time spent studying, test performance may be affected by outside influences and distractions. Research shows that time pressure and distraction both result in lower test performance, but the two have not been examined in conjunction with one another. This study was conducted in order to look at the effects of time pressure and distraction on test performance. Participants completed a short-form ACT test either under time pressure or not and were subjected to an intermittent cell phone ring or not to examine the effects on test performance.

Since time pressure has been shown to induce anxiety, making one more susceptible to distraction, it was predicted that participants under time pressure would be especially affected by the cell phone distraction.

CHILDREN'S FICTIONAL NARRATIVES:
GENDER DIFFERENCES IN STORYTELLING
Javanna Obregon
New York University

Children's ideas about gender permeate various aspects of their daily life, including their choice of toys, clothes, and friends as well as the stories they share. Although middle childhood is a critical period in fictional narrative development, most research has examined the intersection of gender and narratives only during the early childhood years. This study sought to address this gap by investigating various features of the fictional narratives told by 20 eight- to eleven-year-olds boys and girls. Each child was recorded telling three fictional stories (two created and one using a wordless picture book). Stories were transcribed and coded for: (1) conversational autonomy, (2) narrative and linguistic complexity, and (3) types of characters and conflicts. All children told well-structured stories independently using basic conflicts and characters as well as complex language. Results also showed both context and gender differences. Children used more complex language during the wordless book task. Girls used more types of characters and conflicts than did boys. Results are discussed in relation to gender and language socialization during the middle childhood years.

THE ENVIRONMENTAL ROLE OF
PRODUCTIVITY
Zachary W. Duncan
California Lutheran University

Telecommuting has allowed employees to complete their work whenever and wherever they want, and a number of studies have shown that employees report increased productivity and satisfaction with this working arrangement. A great shortcoming, however, is that each of these studies have failed to measure productivity directly, relying instead on self-reports (e.g., "perceived" productivity). The present research hoped to remedy this: participants were randomly separated into two groups, either having been instructed to complete a 30-minute arithmetic task in an office setting or to do the same anywhere and anytime they wanted (within the span of a week). Although participants perceived

themselves as having been more productive when telecommuting ($M = 3.3$; $SD = 1.26$) than when in the office setting ($M = 2.7$; $SD = 1.14$), there was no actual difference in measured performance ($t(56) = -1.052$, $p = 0.298$; $r = -0.05$), in terms of either volume or accuracy. Personality traits (as measured using the Ten-Item Personality Inventory [TIPI; Gosling, Renfrow, & Swann, 2003]) also predicted perceptions of performance but not performance itself.

SEXUAL MINORITY IDENTITY DEVELOPMENT,
ONSET OF SAME-SEX SEXUAL BEHAVIOR,
AND HIV RISK OUTCOMES
Elizabeth Glaeser
New York University Steinhardt School

For young men who have sex with men ("YMSM") same-sex sexual behavior often precedes sexual minority identification. The period prior to identification is a vulnerable time for high risk-taking behaviors such as substance abuse and sexual risk-taking associated with HIV infection, as evidenced by the fact that YMSM are the population at highest risk for HIV infection. Previous research has focused on either sex behavior or sexual identity in understanding the experiences and risks of these young men. The present study sought to examine how same-sex sexual behaviors are related to identity trajectories and how these two variables might influence risk-taking behaviors among YMSM. Participants were 598 men who completed baseline assessments pertaining to first same-sex sexual experiences, Gay/Bisexual/Transgender identity, sex behavior, and drug use at age 18-19 as part of a larger NIMH-funded longitudinal study. Results indicated negative, predictive relations between age of same-sex sexual onset and drug use, suggesting that timing of sexual minority identification may serve as a protective factor against drug use and amount of sexual risk-taking. Results are discussed in relation to the importance of fostering a healthy identity development among gay youth and suggest that the relation between behavior and identity is non-linear.

DID YOU GET IT?' - THE EFFECTS OF
UNDERSTANDING (OR NOT
UNDERSTANDING) A SATIRICAL PIECE OF
HUMOR
Francesca Kazerooni; Dr. Shana Levin
Claremont McKenna College

The effects of knowing or not knowing the satirical nature of a piece of humor were examined and compared to the effects of disparaging humor.

One hundred and twenty-six heterosexual undergraduate students (male: n = 43; female: n = 83) were randomly assigned a satirical or an offensive comic about gay men. Some of those who read the satirical piece were told of the satirical intentions of the author. Some of the predicted hypotheses were partially supported. Low SDO participants found the satirical comic, regardless of whether the author's satirical intentions were explicitly told or not, less humorous and more offensive than high SDO participants. On the other hand, high SDO participants found the disparaging comic to be more humorous and less offensive than low SDO participants. The implications of these findings as well as the difficulties with measuring the effects of satire are addressed.

THE INFLUENCE OF EMPATHY ON THE ADOLESCENT EMOTIONAL EXPERIENCE

Blanche M. Wright, Eva Telzer, Andrew Fuligni
University of California, Los Angeles

Empathy is the ability to understand and share the feelings of others, usually during times of hardship. Frequently, when people empathize, they begin to take on the problems of others as their own, and become upset. Yet, little research has specifically exposed the positive or negative influence that empathy towards a teen's parent could have on the emotional well-being of that teen. The current study examined this relationship with 209 male and 210 female teens of Mexican descent, who completed self-reports for 14 consecutive days and a questionnaire. Teens reported if they provided emotional support to parents (empathized), felt like a good daughter/son (role fulfillment), levels of emotional well-being (distress, self-esteem), and level of conflict with parents (family conflict). Results revealed that adolescents from unmarried households felt more distressed when they empathized, whereas those from married households did not. Conceivably, the troubles of unmarried families were more severe than those of married families. Also, empathy related to role fulfillment for both genders. However, not only did females provide more empathy than males, but they also felt more distressed when they empathized. Because females are more emotionally involved in their parents' struggles, they probably become negatively affected. Moreover, when teens with high family conflict empathized, their self-esteem levels dropped significantly probably due to an uncomfortable home environment.

THE RELATIONSHIP BETWEEN SMILE GENUINENESS AND SIZE OF SOCIAL NETWORK

Kelly Anne Flack
North Central College

Genuine expressions of positive emotions in photographs have been shown to predict more favorable outcomes in marriages, more stable personalities and even longevity (Harker & Keltner, 2001; Abel & Kruger, 2009). These correlations may be attributed to the explanation that smiling behavior in photographs is potentially indicative of underlying emotional dispositions that have direct and indirect life consequences (Hertenstein et al., 2009). The present study aims to add to the growing field of evidence that genuine smiles (Duchenne smiles) positively influence health or bring about outcomes that protect health. Social support, including online social networks (e.g. Facebook), has been recognized as an essential correlate of health and happiness. Therefore, I hypothesized that individuals with a more genuine smile would have a richer social support network. The current study examined 6th grade yearbook photos from 2006, compared to the number of Facebook friends those students (N=245) had in 2011. The results indicated that 6th graders with more genuine smiles had more Facebook friends five years later than those with less genuine smiles. Future studies should further examine the positive life outcomes of a simple, genuine smile.

NOREPINEPHRINE TRANSMISSION IN THE CENTRAL NUCLEUS OF THE AMYGDALA CONTRIBUTES TO THE ANXIOTIC EFFECTS OF COCAINE

Jennifer Lane
University of California, Santa Barbara

Human drug users report that cocaine administration produces feelings of euphoria followed by dysphoria and anxiety. While much research has examined the neurobiology of cocaine's positive/euphoric effects, little is known about the mechanisms underlying its negative/anxiogenic (anxiety-producing) effects. Dr. Ettenberg's laboratory at UCSB employs a place conditioning model to investigate cocaine's dual effects. In this model, rats are trained to associate a unique environment with either the positive effects of cocaine (present immediately after i.v. injection) or the negative effects of the drug (present 15 min after i.v. injection). Following conditioning rats exhibit preferences for environments paired with cocaine's

immediate/positive effects and aversions for environments paired with cocaine's delayed/negative effects. Previous research from our laboratory has implicated the central nucleus of the amygdala (CeA) in cocaine's anxiogenic effects. Given that norepinephrine (NE) transmission within the CeA has been implicated in anxiety associated with drug withdrawal, it was of interest to investigate its possible role in the anxiogenic response to cocaine administration. Rats were trained to associate an environment with either the immediate or delayed effects of cocaine following administration of a NE antagonist or vehicle solution into the CeA. As expected, rats that received intra-CeA vehicle injections developed the normal pattern of place preferences and aversions. Rats that received intra-CeA NE antagonist treatment, however, did not develop place aversions for the delayed effects of cocaine, while place preferences for cocaine's immediate effects remained intact. These data suggest that NE signaling within the CeA contributes to the anxiogenic effects of cocaine.

CREATIVE RATS: VARIABILITY IN BEHAVIOR AND ITS RELATION TO LATENT INHIBITION

Yan Lam Matthew Lau
University of California, Los Angeles

Researchers have discovered that creativity in humans is negatively correlated with reduced susceptibility to latent inhibition (Carson, Peterson, & Higgins, 2003). One potentially critical aspect of creativity is the production of novelty and variability in behavior (Stahlman et al., in press). To date, relatively little research has been done on the basic behavioral components of creativity. We conducted a single experiment where we investigated the relationship between behavioral variability and latent inhibition in rats. We first pre-exposed rats to a light (L) stimulus; we then delivered L>Sucrose pairings and assessed individuals' acquisition of conditioned approach behavior. We then trained the rats to press a lever (LP) for sucrose during presentations of a tone (T) stimulus and measured variability in the duration of bar presses. Finally, we examined the correlation between acquisition and variability scores. Our results have important implications for creativity in behavior and for the comparative approach to experimental psychological research.

THE IMPACT OF MUSIC PACE ON DELAYING GRATIFICATION

ShuChuan Liu
California Lutheran University

This study explored how music pace may influence delay of gratification. Participants consisted of 44 students (12 males and 32 females), ranging from 17 to 39. They were asked to listen to a 5-minute music piece, either fast-paced or slow-paced, and then completed a delaying gratification questionnaire. The results revealed that music pace and participants' sex interacted significantly; males who listened to fast-paced music scored significantly higher on delaying gratification than males who listened to slow-paced music, whereas females who listened to slow-paced music scored significantly higher on delaying gratification than females who listened to fast-paced, $F(1, 40) = 5.11, p = .029, 95\% \text{ CI } [.65, 11.60], \eta^2 = .11$, with a medium effect size. The finding indicated that delaying gratification is influenced only by the interaction between music pace and participants' sex, but not influenced by either factor individually.

"RESISTING DESSERT!" – EMOTION REGULATION CHOICE AND EATING BEHAVIOR

Anna B. Robertson, Gal Sheppes, James J. Gross
Stanford University & Tel Aviv University

Hunger is one of the most basic organismic drives, thus it is surprising that eating domain studies have not estimated how emotion regulation strategies modify hunger states. In this project, we extend James Gross' "modal model" of emotion to eating behaviors, utilizing an emotion regulation approach to examine the ability to regulate hunger and cravings. Specifically, we investigate how individuals choose between two emotion regulation strategies -- distraction and reappraisal -- under differing food craving demands.

Participants were exposed to a series of food images accompanied by their corresponding smells via an olfactometer. After each trial, participants answered an objective monetary measure asking how much they would pay for each food item as well as a subjective measure of their craving. Finally, participants answered surveys assessing potential moderators of strategy choice. These included differences in natural emotion regulation styles and diet status using the Dutch Eating Behavior Questionnaire and Restraint Scale.

As hypothesized, participants ($n = 20$) tended to

choose distraction for highly desirable food stimuli and reappraisal for less desirable food stimuli ($\text{sig} = .046$). These predictions align with research demonstrating that people tend to regulate their emotions with “engagement reappraisal” in low-intensity negative situations and “disengagement distraction” in high-intensity negative situations (Sheppes, Scheibe, Suri, & Gross, 2011).

MAPPING THE HUMAN VISUAL CORTEX: EXPLORING EARLY COMPONENTS OF THE VISUAL EVOKED POTENTIAL WITH DENSE- ARRAY EEG

Jennifer Lewis, Phan Luu, Don Tucker and Allen Malony
University of Oregon

With the advancement in technology of dense-array EEG (dEEG), improving the spatial resolution of noninvasive electrophysiology is becoming more realistic. This study aims to replicate the current event related potential (ERP) literature and characterize the early components of the visual evoked potential (VEP), while also comparing the cortical surface activity generated in source space with the spatial resolution of the hemodynamic response in similar studies in the functional magnetic resonance imaging (fMRI) literature. EEG was collected from 10 participants as they viewed a series of checkerboard stimuli presented in 5 quadrants. Locations and characterization of the early C1, P1, and N1 components were examined through multichannel scalp recordings, retinotopic mapping, and linear inverse solution techniques. Individual subject data shows the C1 is generated in the primary visual cortex; early P1 is generated in extrastriate cortex areas or V2; and the N1 is generated in more lateralized areas of visual cortex.

HOW FAMILY CLOSENESS AND FAMILY OBLIGATIONS INFLUENCE UNDERGRADUATE LATINO STUDENTS ACADEMIC SELF- EFFICACY

Carolina Ruiz and Margarita Azmitia
University of California Santa Cruz

Students whose parents did not go to or graduate from college, first generation students, can find college challenging. Research has shown, however, that their families’ support and encouragement can help first generation students face these challenges and stay in school. Students also stay in college because they feel an obligation to succeed on behalf of their families. This study examined the association between

family obligations family closeness and academic self-efficacy and GPA in first generation Latino undergraduate students. The sample was drawn from an ongoing study of first generation students’ adjustment to and persistence in college. 102 undergraduate Latino students, 74 female and 28 male, individually completed a survey in a university laboratory. As predicted, family closeness and students’ perceptions of their obligations to their families (e.g., persist in college because their parents did not have the chance to attend or to serve as role models for younger siblings) were associated with academic self-efficacy. However, the association between family closeness and obligations and high school and college GPA was not significant. Although females had significantly higher GPAs in high school than males, their college GPA and academic self-efficacy did not differ. There were also no significant gender differences in family closeness and obligations.

THE EFFECT OF SUBJECT VACILLATION BETWEEN ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS QUESTIONS ON TIMED TEST SCORES

Mason R. Black & Aniesha C. Craig
Yosemite High School

The experiment investigated the effects of vacillating between English Language Arts (ELA) and Math questions every five minutes on a timed test comprised of Scholastic Aptitude Test (SAT®) practice questions selected from Collegeboard’s Official SAT® Study Guide. Vacillation was defined as periodically alternating between different subjects of questions and therefore different cognitive tasks. In the non-vacillating test, the test sections were ordered such that three five-minute Math sections were followed by three five-minute ELA sections. The vacillating test alternated between Math questions and ELA questions every 5 minutes. Both tests had 15 Math and 24 ELA questions. The experimental group (5 females and 3 males) and the control group (7 males and 0 females) consisted of an opportunity sample of 16-17 year-olds from two International Baccalaureate History-of-the-Americas HL1 classes. The participants were predominantly Caucasian students from a rural high school in the Western United States, and were randomly assigned to the experimental (vacillating) or control (non-vacillating) group. The experiment was carried out during two class periods using a between-subject design. The independent variable was whether the test was vacillating or non-vacillating, and the dependent

variable was the score received on the timed test, out of 39. A one-tailed Student's T-test showed that there was no significance at the $p < .05$ level. This means that vacillation between ELA and Math every five minutes did not significantly affect test scores. This also implies that students should not score lower on the SAT®, which vacillates between subjects, than the ACT®, which does not.

THE EFFECTS OF SMILING ON VERDICT RENDITION

Vanessa Magee
Yosemite High School

This study investigated the effects of smiling on verdict rendition. High school students, an opportunity sample of 16 to 18 year olds from two standard level English classes, ($n=37$) were asked to judge a woman's verdict based upon a small amount of evidence and a provided picture of the woman either smiling (experimental group) or not smiling (control group). Participants were predominantly Caucasian students from a rural high school in the Northwest region of the United States. The experiment was conducted during two different 45 minute class periods and used a between subjects design. The independent variable was the presence or no presence of a smile. The dependent variable was the verdict rendered. A one-tailed t-test demonstrated that there was no significance at the $P < .05$ level, showing that the smile had no impact on the student's chosen verdict. The researcher must accept the null hypothesis, that there would be no relationship between the presence of a smile in a picture of a female defendant and the verdict of each participant, "guilty or not guilty."

LONELINESS IN CHILDREN WITH ANXIETY AND AUTISM SPECTRUM DISORDER

Marina Mladenovic, Jeffery Wood, PhD. and Patty Renno
University of California, Los Angeles

Compared to typically developing children, children with autism are both lonelier and have less inclusive perceptions of loneliness (Bauminger & Kasari, 2000). Preliminary research suggests that cognitive behavioral therapy (CBT) is efficacious in reducing anxiety in children with autism spectrum disorder; however, the effects of CBT on loneliness have not been determined. The present study will examine if reduction in anxiety in children with Autism Spectrum Disorder (ASD), as a result of CBT, predicts a reduction in ratings of loneliness. I hypothesize that decreases in

anxiety are related to decreases in loneliness, because children with less anxiety are less likely to feel lonely in social situations. Seventeen children aged 11 to 14 participated in a 16 week CBT (IT) intervention which targeted anxiety. Measures of parent and child rated anxiety and loneliness were collected at pre and post assessments. There were significant differences in ratings of loneliness between the pre and post assessment, with children at post assessment scoring significantly lower ($t=2.041$, $p=.058$). Additionally, the parent rated multidimensional anxiety scale for children (MASC-P) was significantly different between the pre and post assessment ($t=3.073$, $p=.007$). Further linear regression analysis will be conducted to determine if reduction in anxiety predicts less loneliness.

ENGLISH PROFICIENCY SKILLS AND WORKING MEMORY TRAINING IN ECONOMICALLY DISADVANTAGED KINDERGARTNERS AT RISK FOR READING PROBLEMS

Hillary Mastro Simone, Erica Medina, Maribel Lopez, and Judith Foy
Loyola Marymount University

Children with limited English proficiency are at risk for reading problems (Rampay et al., 2009) and may be deficient in working memory (WM; e.g., Ardila, 2002). WM, associated with reading, has not been responsive to training until recently. Advances in computer technology have led to highly successful interventions (e.g., Cogmed) for older children with WM problems (e.g., Dahlin, 2011). We examined the relation between WM, English proficiency, and Cogmed training in economically disadvantaged kindergartners at risk for reading problems (88% Spanish-English bilinguals). Kindergartners with low WM ($n = 24$) were randomly assigned to receive free Cogmed training at the beginning of the school year (T1) or mid-year (T2). The Cogmed groups trained 40 minutes after school, five days a week for five weeks. Kindergartners ($n = 24$) at a comparable school, who received no Cogmed training, were matched with Cogmed participants on age, gender, SES, and T1 WM. All correlation analyses controlled for age. At T1, English proficiency (EOWPVT, Brownell, 2001) was significantly correlated with both measures of working memory (Digits Backward, $r = .37$, $p = .009$; CTOPP Nonword Repetition subtest, $r = .36$, $p = .006$) using a Pearson R correlation analysis. A preliminary analysis showed that English proficiency was positively correlated with start

indices ($r = .71$, $p = .015$) and negatively correlated with indices of improvement in training ($r = -.69$, $p = .02$) in the T1 Cogmed group. These findings suggest that English proficiency skills may moderate the effects of Cogmed training on children at risk for later reading problems.

THE GRAY AREA BETWEEN PURCHASE TYPES: A MATERIAL ITEM THAT PROVIDES AN EXPERIENCE

Lea M. Lunden, Darwin A. Guevarra, & Ryan T. Howell
San Francisco State University

Previous studies suggest that experiential purchases contribute more to happiness and purchase satisfaction than material items (Van Boven & Gilovich, 2003). However, not all purchases are easily categorized into material or experiential, i.e., sports equipment and musical instruments (material items that provide experiences). The goal of this study is to determine the outcomes related to material items that provide experiences. Four hundred and fourteen participants wrote about a recent purchase they made in one of three categories: material, material item that provides an experience, or experiential, and evaluated their purchase for two outcomes: retrospective happiness and perceived economic value. An analysis of covariance (ANCOVA) compared the effect of purchase types on two outcomes while controlling for price and when the purchase occurred. There was a significant effect of purchase type on retrospective happiness $F(2, 409) = 6.30$, $p = .002$ and perceived economic value $F(2, 409) = 9.15$, $p < .000$. Participants reported they are as happy and satisfied with a material item that provides an experience as they are with an experiential purchase. Our results suggest that there is a third purchase category (material item that provides an experience), and it produces similar outcomes as an experiential purchase.

THE EFFECTS OF PLEASANT SCENTS AND UNPLEASANT SCENTS

Yanelli Miranda
Yosemite High School

This study investigates the effects of pleasant and unpleasant scents on short-term memory as measured by the mean score received on a short-term memory word-recall exam, in which participants had to match words previously heard with scents they had smelled. There are two groups, one with pleasant scents ($n=8$: 4 females,

4 males) and one with unpleasant scents ($n=7$: 1 female, 6 males) that consist of predominantly Caucasians in a rural area in the northwestern region of the United States of America whose native language is English. An opportunity sample of high school juniors ages 16-18 currently enrolled in a self-selected International Baccalaureate History first year class was used. This experiment was executed during two class periods with two different categories of scents, pleasant and unpleasant, but the order of choice of words given did not change. The IV is the presence of pleasant or unpleasant scents and the DV is the score received on the exam. A two-tailed t-test demonstrated no significance at the $p < .005$, thus short-term memory is not affected by a generalized pleasant or unpleasant scent. This suggests that studying in an environment with pleasant or unpleasant scents is not effective.

Linguistics Courtyard

CREATIVE THOUGHT AS RELATED TO FLUIDITY OF BODY MOVEMENT

Jennifer Vargas, Mike Slepian, Nalini Ambady
Stanford University & Tufts University

Creativity is described as fluid thought. The current studies tested whether fluid movement would lead to creative thinking. Study 1 found that fluid, relative to non-fluid, movement led participants to generate more creative uses for an object. Study 2 demonstrated that fluid arm movement only enhanced creative thinking, but not mental performance more generally, such as on analytical tasks. A final study, Study 3, examined the converse relationship, whether creative thinking influences the fluidity of body movement. Implications for creativity and embodied cognition are discussed.

CHILDREN'S PROSOCIAL BEHAVIOR TOWARD A NATIVE VERSUS FOREIGN-LANGUAGE SPEAKER

Julia Tran
University of California, Santa Cruz

From an early age, infants prefer people who speak the same language as them (Kinzler, Dupoux, & Spelke, 2007). The current study examines whether preschoolers exhibit in-group favoritism in the form of greater prosocial behavior toward native speakers than foreign speakers. In a between-subjects experiment, we examine monolingual English-speaking 3-and-5-year-olds'

willingness to help an adult (who speaks either English or Spanish) in four counterbalanced tasks. These tasks test children's willingness to share various resources (a tool, stickers, and a marker) and to help find a misplaced object. It is hypothesized that the children will be less likely to share with and help the Spanish speaker than the English speaker. It is also hypothesized that older children, because of greater exposure to English as the dominant language, will be less likely to help the Spanish speaker than younger children.

SELF CONTROL AND TEMPORAL DISCOUNTING OF LOSSES

Danielle Marie LaVere, Mary Kay Stevenson
California State University, East Bay

The current research explores the topic of self-control. Self-control requires a choice to be set up between an immediate and a delayed consequence. For example, theories of self-control state that a person exhibits self-control when they choose a larger, later reward (good grade) rather than a smaller immediate one (a party the night before finals). Self-control is also exhibited when a person chooses a smaller, immediate loss (pay cash) rather than a larger, later one (pay on credit with interest). In this experiment, we measured preference strength for self-control options of different loss magnitudes. Subjects were asked to choose between making a hypothetical payment in either a lump sum or to pay over a time period with interest, similar to that of credit cards. Different groups were given the large and small payment options in different orders. Self-control was compared for the small and large losses across these conditions. Our results are discussed in relation to self-control theory. There are implications for teaching people how to avoid large interest payments in the future. These findings may be useful in research regarding the processes underlying the temporal discounting of monetary losses.

HOW BRAND CONSCIOUSNESS AFFECT THE CONSUMER'S PERCEPTION OF PRODUCT QUALITY

Abella, Jomaica, Acuña, Andrea Paula F., Benitez, Jennifer Anne A., Faigane, Marivic D., Inoferio, Katrina Samantha A.
Miriam College

Brand consciousness is defined as an occurrence in which a person has an awareness of a product and its superiority or inferiority over other products. Literature suggests that brands have the power to influence the perception of consumers.

With this being said, the researchers conducted the study to see if brand consciousness would, in fact, influence the quality of consumer's product experience. The study made use of a 2x2x2 mixed factorial design. It was conducted to a total of 64 participant, 32 of which were from the elementary level and had the age range of 11-14 years old, and the other 32 were from the college level and had the age range of 16-22 years old. Each participant was given samples and was asked to evaluate 2 sets of products, chocolates and orange juice, according to their personal experience of the product. Each set had 4 samples, 2 sets of high brands and 2 low brands, with the distinction of brand indication (shown or not shown). Using a Multivariate Analysis of Variance or MANOVA, researchers found that the age group of the participants did have a significant effect on the overall identification of brand names to preference.

FETAL AUTONOMIC NERVOUS SYSTEM MARKERS AS PREDICTORS OF COGNITIVE FUNCTIONING AT 9 MONTHS OF AGE

Nina Paddu
Barnard College

Fetuses that are unable to adequately adapt to changes in their body and environment are at risk for poor postnatal outcomes. Researchers have begun to examine the fetal autonomic nervous system (ANS) as way to assess the well-being of the fetus in utero and predict neurodevelopmental outcomes after birth. Prior research has demonstrated that cardiac regulation, mediated by the ANS, may shed light on the developmental trajectory of the fetus following birth. Particularly, fetal heart rate variability and fetal heart rate-movement coupling are two measures that reflect autonomic development and have been used to predict postnatal neurodevelopmental outcomes. In the present study, we examined the association between these two markers at 36 weeks gestation and performance on the Cognitive Scale of the Bayley Scales of Infant Development-III at 9 months of age. The purpose of this study was to identify fetal markers of postnatal cognitive delay to provide a foundation for early intervention. The strongest correlation was observed between fetal heart rate-movement coupling and cognitive scores ($r = 0.41$, $p = 0.075$, $d = 0.891$). This finding suggests that fetal heart-rate movement coupling may be a useful predictor of cognitive development during infancy.

SELECTIVE MECHANISMS LINKED TO LANGUAGE CONTROL IN THE BILINGUAL LEXICON

Zachary I. Greenberg, Jason Samaha, Mark W. Geisler, Kenneth R. Paap
San Francisco State University

Using behavioral, ERP, and fMRI data Rodriguez-Fornells, et al. (2005) concluded that bilinguals can recognize words in a target language while blocking access of their other (non-target) language. The primary evidence supporting this conclusion is that word frequency modulated N400 brain potentials to the target language, but did not modulate the N400 to the non-target language. Furthermore, the N400 elicited by non-target words was not distinguishable from the waveform generated by non-words. Given that the conclusion is strong and counter to the commonly held view that managing two languages requires substantial cognitive control, the present study implemented a mixed lexical decision task blocked by the defined target language: Block 1- English targets vs. Block 2- Spanish targets. Late Spanish-English speaking bilinguals and English speaking monolinguals performed these tasks sequentially, responding positively to targets, and responding negatively to non-words and non-targets. Written frequencies of both targets and non-targets were manipulated to observe effects on RT's and error rates. Preliminary results appear to replicate those of Rodriguez-Fornells, et al. and confirm that bilinguals can selectively block their non-target language. In interpreting this pattern of results, implications for theories of bilingual word recognition and of language control are discussed.

"DAFUQ" DID I JUST READ? COLLEGE STUDENTS' DAILY REALITY

Miriana Garza, María Mirón
Universidad de Monterrey

In Mexico, for every 100 students that enter elementary school, only 14 will graduate from college. From those 14, 2 will conclude postgraduate studies. There is plenty of information available regarding the low quality of basic education, but little has been researched about the level of higher education students' basic skills. To obtain information about reading and writing skills in college students, 196 participants were asked to write a paragraph using 5 given words (house, dog, street, car, yard). Then they were presented with two College Board readings and 5 questions regarding those readings. Writing was evaluated

for: spelling and grammar, verb tenses, narrator (1st, 2nd, 3rd person) and structure (story or description) and the frequency of words by type and lines written. In average, students comprehend less than 50% of what they read and write, 36 words per paragraph, with a 74% chance that the student will have a spelling and/or grammar mistake. 55% of students with grade averages above 90 comprehend less than 60% of what they read and represent 38% of those below average (comprehension of the text between 18 – 22%). Implications for the students and the impact in the educational structure of the country are discussed.

ANDROGEN RECEPTOR GENE AND ESTROGEN RECEPTOR BETA POLYMORPHISMS PREDICT PERSONALITY TRAITS AND SELF-ESTEEM IN MEN AND WOMEN

Lameese Eldesouky, Laura R. Saslow, Robb Willer, Matthew Feinberg, Katharine Clark, Dacher Keltner, & Sarina R. Saturn
University of California, Berkeley, University of California, San Francisco, University of Colorado, Boulder, & Oregon State University

Preliminary studies on the influence of sex hormones on personality and self-esteem have found that variability related to the androgen receptor (AR) gene in men is correlated with self-esteem and behavioral aspects of Extraversion such as impulsivity and aggression. Less research has been done on the influence of estrogen receptor (ER) genes on psychological factors. In a sample of undergraduate men and women, we explored the implications of variability in the AR gene (a variable number tandem repeat) and two polymorphisms of the estrogen receptor beta (ER β), (rs1915057) and (rs1271572), using self-report and salivary collection of genetic material. Variability in the AR gene was related to the activity facet of Extraversion in both men and women. It was further associated with higher verbal aggression in women. ER β (rs1915057) was tied to lower levels of self-esteem, sociosexuality, power, and verbal aggression in men, whereas it was related to lower levels of self-esteem in women. ER β (rs1271572) was associated with lower levels of self-esteem in both men and women. These results suggest that genetic variability related to sex hormones may have a broad-spectrum influence on personality and other psychological variables.

THE EFFECT OF THE COLOR YELLOW ON WORD MEMORIZATION

Beatriz Tenorio, Lauren Atkins
Yosemite High School

This is an experiment investigating the effect of highlighting vocabulary words and word memorization, as measured by the mean score received on a vocabulary test after participants study either highlighted or non-highlighted word definitions. Research has shown that color leads to more accurate recognition than the use of standard black and white (Hanna & Remington, 1996). The experimental group (7 female, 3 male) and the control group (6 female, 3 male) consisted of a randomized opportunity sample of 16-18 year olds from two predominantly Caucasian International Baccalaureate Psychology, classes from a rural high school in the Northwestern region of the United States. A between groups design was used to control the history effect. The same test was used for both groups; however there were two different study sheets (highlighted and non-highlighted). The independent variable is whether or not the vocabulary word definitions were highlighted and the dependent variable is the score received on the test. A one-tailed t-test demonstrated that there was no significance at the $p < .05$ confidence level. This implies that highlighting information will not necessarily have an impact on how well the information is remembered, therefore students do not need to highlight in order to recall better.

INTRACRANIAL SELF-STIMULATION AND THE ABUSE POTENTIAL OF MODAFINIL: A WAKE PROMOTING DRUG

Meagan A. Johnson
Arizona State University

The wake-promoting drug modafinil (Provigil), which is currently prescribed to treat narcolepsy, sleep apnea/hypopnea, and shift work sleep disorder, has recently entered testing for the treatment of cocaine addiction and ADHD. It is vital to identify the abuse potential of modafinil since these new uses of the drug could increase prescriptions and usage. However, there is a great deal of controversy regarding the abuse potential of this drug. To assess the effects of modafinil on brain reward function which is an indicator of abuse potential, male Sprague-Dawley rats were tested using the intracranial self-stimulation (ICSS) paradigm. Rats were trained to respond for electrical self-stimulation of the mesocorticolimbic reward system, and ICSS thresholds were assessed before and after both

acute (50, 100, or 150 mg/kg) and chronic (150 mg/kg) administration of modafinil or vehicle. We observed that only the high dose of modafinil decreased ICSS thresholds, which indicates a potential for abuse. Chronic administration of the high dose produced no evidence of sensitization or tolerance. Future studies should consider testing modafinil in a larger cohort of animals as well as the primary active isomer (R)-modafinil.

THE EFFECT OF STATUS PROMOTION AND STATUS LOSS PREVENTION GOALS ON POLITICAL ATTITUDES

Madeline A. Mayer; Steven L. Neuberg, Ph.D.;
Andrew E. White, M.S.
Arizona State University

Political attitudes have often been described as long-term patterns of beliefs. However, an evolutionary approach suggests that these attitudes may shift in response to fundamental social motivations. Here, I explore the effect of status promotion and status loss prevention motivations on both redistributive and social issues. I also examine how subjective socioeconomic status might interact with these motivations to affect political attitudes. I found that men low in subjective SES became significantly more supportive of redistributive policies in both status experimental conditions; men high in subjective SES shifted in the opposite direction. Moreover, men and women high in subjective SES became significantly less supportive of social policies in both status experimental conditions, while men and women low in subjective SES tended to become more supportive. These findings are discussed in terms of differential parental investment and motivations to maintain the status quo.

EFFECTS OF GROUPING ON PREFERENCE FOR COLOR TRIPLETS

Christopher Lau, Karen B. Schloss & Stephen E. Palmer
University of California, Berkeley

Schloss and Palmer (2011) found that people prefer color pairs that are harmonious, or similar in hue. In the present study, we investigated the relation between spatial composition and color harmony on preference for color triplets. Specifically, we tested whether people prefer similar colors to be closer together than contrasting colors. Participants indicated which of two simultaneously presented displays of color combinations they preferred. Each display contained three squares in a row, spaced such

that the central square was closer to one of the flanking squares than the other. In one combination, the central square hue was similar to the closer square and contrasted with the farther square (e.g., a cyan flanking square being closer to a central green square and a red flanking square being farther). The other display had the same spacing, but the opposite color assignment of the flanking squares (e.g., a red flanking square being closer to a central green one and a cyan flanking square being farther). Participants chose the displays in which the similar colors were closer (i.e., congruent color-spatial grouping) more often than when the similar pairs were farther (i.e., incongruent color-spatial grouping). This effect was modulated by hue, however, in that the effect was stronger for differences in redness-greenness than in blueness-yellowness. Explanations will be considered in terms of (a) Berkeley school spirit (Schloss et. al, 2011), (b) visual discomfort, and (c) natural scene statistics (Juricevic et. al, 2011).

THE IMPACT OF CHILDHOOD TRAUMA ON ADULT SOCIAL ANXIETY: DIFFERENCES IN GENDER AND SEXUAL ORIENTATION

Jessica Thurmond
University of West Florida

Physical and sexual abuse have long-lasting, negative impacts on the victim's life. While a wealth of information has emerged about the short- and long-term effects of physical and sexual abuse, most studies have focused on the aspect of re-victimization and the potential for victims to become abusers during adulthood. The primary purpose of this study is to examine the different effects of childhood physical and sexual abuse (hereinafter, childhood trauma) on adult social anxiety in males and females. The secondary purpose is to examine variations in adult social anxiety between heterosexuals, and lesbians, gays, and bisexuals (LGB). Expected findings include (1) a significant difference in adult social anxiety reported by participants who experienced childhood trauma and those who did not and (2) a positive correlation between levels of trauma and levels of adult social anxiety. It is also expected that the relation between adult social anxiety and childhood trauma will vary by gender and by sexual orientation.

BEHAVIORAL AND NEURAL RESPONSES TO PHYSICAL AND SOCIAL WARMTH

Mona Lin
University of California, Los Angeles

Research has shown that humans rely on both physical warmth and "social warmth," the warm feelings elicited during social connection, for proper functioning. A neuroimaging study tested the hypothesis that physical warmth and social warmth share similar neural processing in the brain – particularly in the ventral striatum. Participants were scanned in the fMRI while shown positive or neutral messages written by close confidants, or while holding thermally warm or neutral stimuli. Self-report ratings suggest reading positive messages and holding warm stimuli lead to greater social connection than reading neutral messages and holding room temperature stimuli. fMRI data show increased activation in the ventral striatum during the positive messages condition and the thermally warm stimuli condition. Results suggest that the brain processes physical and social warmth similarly. Physical warmth as a potential substitution for social warmth could provide benefits for those who experience loneliness or social rejection.

THE EFFECTS AND IMPLICATIONS OF AGE AND LEVEL OF NEED ON PROSOCIAL BEHAVIOR

Ashok Sadasivaiah
University of California, Los Angeles

Research and funding for autism and intellectual disabilities is dramatically skewed towards children. Considering the relatively small amount of research and funding for adolescents and young adults, this study aimed to shed light on the fact that many individuals have a cognitive bias, which inclines them to invest greater resources into children. Past studies have shown that age and level of need affect how people donate; specifically, children elicit more donations than adults, and high need groups elicit more donations than low need groups. Our 2 x 2 within-subjects design asked 16 undergraduate college students to imagine and indicate how they would allocate \$1,000 among four combinations of age and level of need. We tested our hypotheses that the young and high need groups would receive more money than the old and low need groups, respectively, and that the young group would not receive more money than the old group unless level of need was high. We found significant main effects consistent with our hypotheses for age,

$F(1, 15) = 14.83$, $MSE = 36,060$, $p = .002$, and level of need, $F(1, 15) = 9.51$, $MSE = 42,740$, $p = .008$, but found no interaction between age and level of need, $F(1, 15) = 2.07$, $MSE = 34,893$, $p = .171$.

THE RELATIONSHIP BETWEEN FRATERNITY INVOLVEMENT AND RAPE MYTH ACCEPTANCE

Kallie M Dixon

University of California, Santa Barbara

Rape myths are generalized and widely held beliefs about sexual assault that serve to trivialize sexual assault or suggest that a sexual assault did not occur. Not only do these attitudes shift the blame away from the perpetrator and on to the victim, but they are directly linked to a greater likelihood of committing sexual assault. Many studies have attempted to pinpoint exactly which factors lead to higher acceptance of rape myths. Fraternity members are often targeted as being more accepting of rape myths. The current study examined the correlation between involvement within a fraternity either through holding a leadership position or living in official fraternity housing and rape myth acceptance. An online survey gathered data on undergraduate males studying at the University of California, Santa Barbara. Results did not support the hypothesis that fraternity members involved through either leadership or living in official fraternity housing would be more likely to endorse rape myths than males who were only members of their fraternities. There was no significant correlation between fraternity membership or fraternity involvement and rape myth acceptance. The topic deserves more attention from future research in order to determine exactly what factors lead to these damaging beliefs.

SPATIAL-NUMERIC ASSOCIATIONS BIAS ATTENTION: AN INVESTIGATION OF ENCODING BIASES IN COLLEGE-AGED ADULTS USING NOVEL TOUCH SCREEN TECHNOLOGY

Jennifer Galamba, B.A. & Koleen McCrink Ph.D.
Barnard College of Columbia University

Can college-aged adults represent spatial-numeric associations through a spatial-mapping paradigm? A burgeoning literature suggests a mapping of number to space conceptualized as a mental number line occurs automatically in adulthood, with the direction of the number line determined by the reading direction of the predominant language in one's culture. Inspired

by recent evidence that suggest the SIMON® Electronic Game is an appropriate measure of working memory in college-aged adults, a novel paradigm was devised in which the impact of the direction of presentation of numeric information was assessed (Gendle & Ransom, 2006). 47 undergraduate students memorized spatial locations that "lit up" in one of three possible manners, and replicated the pattern via touch screen computer. The stimuli were presented in a left-to-right (LR) direction, a right-to-left (RL), or in a randomized (R) order. The screen was divided into a 4X4 matrix, and each location included an ascending number of objects within their boundaries. To explicitly prime for spatial-numeric associations, each trial began with the first illuminated location with one item in the background and ended with ten items in the background of the final location in the sequence. In condition 1, arrays were equated for variables that covary with number (area and contour length). In condition 2, area and contour length were proportional to number. In condition 1, accuracy in recall of LR and RL trials did not significantly differ, and participants were significantly less likely to recall information presented randomly than LR or RL. There was no significant difference in reaction time in LR, RL, or R trials in this condition. Participants in condition 2 were significantly more accurate in replicating LR patterns than RL, and RL patterns than R. In addition, participants were significantly faster in accurately recalling spatial-numeric stimuli that is presented in a LR direction or in a RL direction than in a R order ($p=0.012$ and 0.020 respectively). To examine the role of formalized education on spatial-numeric mapping, preliminary findings in a five to six year old population suggest that stimuli in which area and contour length are proportional to quantity also elicit spatial-numeric associations.

SUPER-RECOGNITION AND PROSOPAGNOSIA IN THE UK POPULATION

Sumner Lambert, Dr. Ashok Jansari
University of East London, London Science Museum, & Boston University

Prosopagnosia in both its acquired and congenital forms is estimated to affect roughly 2.5% of the population (Kennerknecht, Grueter, Welling, Wentzek, Horst, Edwards and Grueter, 2006). The inability to distinguish and recognize faces directly contrasts with what psychologists term super-recognizers, individuals with the ability to remember and recognize faces of strangers merely glimpsed years before. While prior to 2003

there were only nine well-documented cases of developmental prosopagnosia (Kress and Daum, 2003), the body of research regarding prosopagnosia in general has grown over the past few years. However, only two studies related to super-recognition have been published. Our study is the first to address the spectrum of face recognition through a broad population analysis. Based in the London Science Museum for three months, we ran 735 self-volunteered participants through two to three tests. By gathering a multigenerational, highly diverse sample, we were able to take an unprecedented look at the UK population's facial recognition spectrum. Preliminary data analysis has replicated previous estimates on the size of the prosopagnosic population at nearly 2.5% and looks to place super-recognizers at roughly 2.5% as well.

THE RELATIONSHIP BETWEEN GENDER AND CLASSROOM PARTICIPATION BY UNIVERSITY STUDENTS

Hallie Kraus

University of California: Santa Cruz

In this study we researched the relationship between gender and undergraduate students' decisions to participate in a university lectures and discussion sections. The study included semi-structured interviews with 26 undergraduate students (16 women and 10 men) attending a Northern California University. The interviews consisted of topics related to how other students influence their participation, what they felt influenced their participating in lecture and lab sections, and whether they were inclined to interrupt or wait for pauses when participating in lecture and discussion sections. There appeared to be a gender difference regarding views of how one should participate and show politeness in class. Although there was almost no disparity in the consideration of whether or not their question can wait for later or whether they're interrupting, women were more than twice as likely to wait for pauses in conversation before contributing to a discussion (87.5%, compared to 40% of men). The implications of these preliminary findings suggest a need to re-examine how women are socialized to participate in classroom, and whether classroom practices privilege forms of participation used by men.

THE RELATIONSHIP BETWEEN SELF-ESTEEM AND INTERPERSONAL TRUST

James A. Foster, Steven V. Rouse, & Elizabeth J. Krumrei
Pepperdine University

Self-esteem has been shown to influence a variety of aspects of interpersonal relationships. The current study examined the relationship between self-esteem and interpersonal trust. It was hypothesized that a positive relationship exists between the two constructs such that higher levels of self-esteem would be associated with higher interpersonal trust. Two self-esteem scales (The Rosenberg Self-Esteem Scale and the Janis-Field Self-Esteem Scale) and two interpersonal trust scales (The Expanded Dyadic Trust Scale and the Trust Scale) were completed by 98 undergraduate students. A principle component analysis of the two self-esteem measures delineated a principle component of self-esteem (SE-PC). Linear regressions were conducted predicting SE-PC values from each of the interpersonal trust scales. The results suggested that there is a significant positive relationship between self-esteem and interpersonal trust. Psychologists and therapists may benefit their clients' interpersonal relationships by examining difficulties regarding their self-esteem. Future research should examine this relationship with a larger, more diverse population. Additional constructs should be considered as candidates for possible mediators or moderators between the variables.

SEQUENCE LENGTH AND THE TEMPORAL DISCOUNTING OF PAYMENTS

Jacob A. Gomez and Dr. Mary Kay Stevenson
California State University East Bay

Many outcomes are represented as sequences. For example, one may evaluate environmental or health outcomes that improve, deteriorate or remain constant over time. Previous research indicates that people identify different sequences with different expectations that may determine which type of sequence is preferred in a particular domain. For example, people expect their health to decline and they prefer declining health when compared to improving health. The current study evaluates constant sequences that vary in the total time given to complete a payment sequence. A choice paradigm is used to measure the preference strength for lump sums versus payment sequences. The total magnitude of the payments is also varied. Participants evaluate the sequences by comparing them to lump sums

that vary in their due date. Varying the due date is a method of varying the reaction to the payment by allowing it to be discounted. The results describe the impact of sequence length and the magnitude of the interest rates on the preference for payment sequences. The results are discussed in relation to temporal discounting theory. These results also relate to the attitudes of the participants toward credit.

THE UNDERLYING MOTIVATIONS FOR SELF-DECEPTIVE ENHANCEMENT

Michael P. Ennis, Jessica D. Biggs, Cameron A. Estes-Clifford, Carol A. Garcia, Carl L. Sittman
California State University, Chico

Throughout human history, deception has been used to great effect. Yet the question remains of the exact forms that deception will take, as well as what types of people are most prone to using them. The Marlowe-Crowne (1960) revealed a group of people known as repressors who defend themselves relentlessly against attacks on self-concept while reporting low levels of anxiety as well. Paulhus (1991) postulated that repressors could be using either self-deception or other-deception. A survey involving 194 Chico State undergraduate students supported our hypothesis that self-deceptive enhancement would be negatively correlated with the behavioral inhibition system. Those who use this form of deception appear able to do so as a result of the low levels of anxiety that they experience, with this stifling any challenge to the overly-generous view that they possess of themselves.

VIRTUAL INTO VERISIMILITUDE: VIDEOGAMES' ABILITY TO INDUCE EMPATHY

Blake Bennett
Claremont McKenna College

The current study seeks to link traditional forms of empathy induction with new research that suggests videogames can be used as an experiential method of induction. One hundred-nine college students, sixty-four females and forty-six males, were used in a 2x2x2 design, the independent variables being prosocial/neutral videogame, empathic/neutral instructions, and gender. Dependent variables were both questionnaire responses to a fictional story and an opportunity to be realistically altruistic. Participants played either a prosocial or neutral videogame, received either empathic or neutral reading instructions, and then read a vignette depicting a difficult situation faced by the writer. They then rated their reactions on a 7-point Likert

scale before being asked to donate time to a local charity. A marginally significant result of gender was found in that females generally responded more strongly than males. These findings were different than previous research, primarily in how participants reacted to the videogames.

THE EFFECT OF INSTRUMENTAL RAP MUSIC ON SHORT-TERM MEMORY

Jennifer Garner
Yosemite High School

This experiment was designed to investigate the effects of instrumental "rap music" on short term memory as measured by the mean score on a reading comprehension test. The groups (n=17; 6 Females and 11 Males) consisted of an opportunity sample of 16-17 year olds from two history classes. The participants were predominantly Caucasian students from a rural high school in Central California. The experiment was a between-subjects design using a reading passage and comprehension test excerpted from a California Standards Test. The students in the control group read the passage and answered the questions in silence; those in the experimental group listened to an instrumental rap song while reading the passage, then answered the questions in silence. The independent variable was the presence or absence of music while reading; the dependent variable was the score received on the comprehension test. A one-tailed t-test demonstrated no significance at the $p < .05$ level. The test score was not affected by listening to music while reading, therefore the null hypothesis was accepted. This may be due to an increase in the availability of music to adolescents and an increase in the prevalence of students listening to music while multitasking.

DIVERSITY TRAINING IN HIGHER EDUCATION: A CALL FOR ACTION

Elisa Velasquez-Andrade, Paul Martinez, Kayleigh Watters, Daniel Mello, Jacob Tumas, Ana Quiroz, Alma Valverde, Ricardo Sandoval
Sonoma State University

As the ethnic/racial populations of this country continue to increase, institutions of higher education are challenged to effectively fulfill their diversity mission statements and pursuit of educational equity. Our team developed Speed Diversity Dialogue™ (SDD) as a multicultural awareness training model. Pairs of participants engaged in consecutive 3 minutes dialogue sessions around the Big 8 of diversity (culture, race/ethnicity, gender, sexual orientation, religion,

age, disability, and socio-economic status). We assessed the impact of SDD on college students (n=127) who were mostly women (77.4%) and Caucasian (72.4%). After the SDD interactive part finished, participants wrote a short reflection paper. Preliminary findings indicate participants found SDD not only fun, effective, and enjoyable experience, but made them willing to step out of their comfort zone. Majority participants increased awareness about and empathy towards minority people's experiences with stereotype, prejudice and discrimination; which in turn motivated them to continue learning about those aspects and act to address inequities in society. Results including all themes/categories will be discussed in light of Intergroup Contact theory, social justice, multicultural education, and diversity training. We advance that SDD is a low-cost high impact diversity training accessible to educators and professionals providing direct services to diverse populations.

THE EFFECTS OF JOB STRESS ON HEALTH OUTCOMES

Brett Neely, Bridget Reynolds, Rena Repetti, Ted Robles
University of California, Los Angeles

An estimated 15-25% of the U.S. working population is classified as high-risk for job stress (Repetti & Mittman, 2004). Job stress is known to exert a psychological toll on workers (Repetti & Wang, 2009), however less is known about its impact on physical health. Thus far it is unknown whether job stress impacts clinically relevant outcomes, such as susceptibility to the common cold. In an ongoing daily diary study, 68 adults (54% females) completed measures of job stress and upper respiratory infection (URI) symptoms every day for eight weeks. Analyses show that males who had busier days at work on average across the 8-week period also endorsed a greater number of total URI symptoms during that time ($r=.25, p<.05$). Additionally, males who reported lower perceived job security ($r=-.39, p<.05$) and less supervisor support ($r=-.38, p<.05$) were sick with upper respiratory infections on more days across the study than were those with greater job security and supervisor support. Among females, endorsing more busy days (whether at home or at work) was associated with greater endorsement of URI symptoms ($r=.21, p<.05$). These findings expand our understanding of links between job stress and immune functioning by elucidating effects on a clinically-relevant health outcome.

PAPER SESSION II ABSTRACTS

Room 420-040

EFFECT OF GENDER AND SITUATIONAL MOOD ON THE FUNDAMENTAL ATTRIBUTION ERROR

Veronica V. Calkins
University of California, Los Angeles

The fundamental attribution error (FAE) is the tendency for individuals to overestimate the role of dispositional factors and underestimate the role of situational factors when observing others (Forgas, 1998). To build on the findings of Riggio and Garcia (2009) in which subjects were less likely to commit the FAE when observing individuals in a negative situations, and the findings by Barrett and Bliss-Moreau (2009) in which subjects were more likely to commit the FAE when viewing females, undergraduate students (N = 42) rated the degree to which they believed hypothetical characters were responsible for their situation. Each independent variable (gender/situation type) consisted of two levels (male/female, positive/negative situation), which yielded four conditions, and was manipulated within subjects. As expected, participants were significantly less likely to commit the FAE when viewing individuals in negative situations as opposed to positive situations, $p < .05$. However, no significant difference was found in relation to gender. Implications are discussed as applicable to criminal sentencing.

VISUAL COGNITION IN PARKINSON'S DISEASE PATIENTS WITH AND WITHOUT VISUAL HALLUCINATIONS

Mathes M. Burke III and J. Vincent Filoteo
University of California, San Diego

Visual hallucinations (VH) are often observed in patients with Parkinson's disease (PD). Past studies have shown that the presence of VH in PD can be associated with alterations in cognition. The current study examined whether the presence and nature of VH in nondemented patients with PD impacts cognition. Ninety two PD patients were screened for the presence and nature of hallucinations. We identified 22 patients who experienced visual hallucinations, and 70 who did

not. Of those patients who had visual hallucinations, 9 experienced simple hallucinations (e.g., seeing unformed patterns) and 13 experienced complex hallucinations (e.g., seeing people who were not there). The presence of visual hallucinations was associated with lower scores on tests of executive functioning in that patients with hallucinations performed worse on tests of verbal fluency and visual selective attention. In contrast, PD patients with complex visual hallucinations performed worse than patients with simple visual hallucinations on tests of visuospatial cognition. These results suggest that the presence or absence of visual hallucinations is associated with the integrity of frontostriatal functioning (which mediates executive functions), whereas the nature of visual hallucinations may be more associated with the integrity of posterior visual regions (which mediate visual cognition).

IT CAME FROM MY FAMILY: THE CONNECTION OF THE FAMILY-OF-ORIGIN RULES TO THE RELATIONSHIP OF YOUNG ADULTS

Mary Grace P. Cabaluna, Ma. Mercedes Lacuesta, Janine Anne M. Pascual
Miriam College

This study examined the impact of family-of-origin rules (FOOR) on young adult's relationship in terms of trust, commitment and conflict resolution. Non-married heterosexual couples (N=100) living with their family-of-origin completed questionnaires. 5 couples with the highest score in the dysfunctional FOOR scale were interviewed in-depth. The quantitative results indicated that FOOR is significantly related to commitment but not significantly related to trust and conflict resolution. Most of the participants pointed out that family of origin rules influence their romantic relationship. Positive problem solving was found to be the most widely used conflict resolution style. Data from interviews revealed that behavioral, communication, and reputational rules from their family of origin influence participants' current romantic relationship and coping style.

THE HEART'S HAND IN CREATIVITY: THE EFFECT OF COHERENCE MEDITATION

Beau D. Kissler
Sierra Nevada College & The Institute of HeartMath

The Coherence Technique™ is meditation wherein individuals generate positive feelings (e.g., appreciation) while attending their heart

area (McCraty & Childre, 2002). Positive emotions improve creativity (Magno, 2011; Kauffman, 2003) and adaptive problem solving (Friedman, Förster, & Denzler, 2007). Coherence is expedited when monitoring progress using the Institute of HeartMath's (IHM) biofeedback device, the EmWave Desktop Monitor™ (McCraty, 2002). This study examines the relationship between meditation and creativity. Approximately 40 college undergraduates, aged 18-30, were assigned to 3 groups (non-, medium-, and high-coherence). The non-coherence group completed an intellectually demanding academic test prior to a 10-minute creativity test focusing on unique idea generation (School of Art and Design, 2009). Medium- and high-coherence participants were trained using the quick coherence technique and EmWave™. The medium-coherence group included participants who could not maintain high coherence for 3 uninterrupted minutes. Participants who could maintain this qualified for the high-coherence group. Immediately after coherence training, medium- and high-coherence participants completed the creativity test. Creativity test performance was categorized by coherence group and differences between test scores among these groups were assessed using the non-parametric alternative to the one-way ANOVA, the Kruskal-Wallis (Ryan & Joiner, 2001). Results do not indicate a significant difference exists ($H = .66, p = 0.882$).

Room 420-041

A STUDY OF MOBILE INTERNET ADDICTION WITH SMARTPHONES

Luke Shin
Georgia Institute of Technology

A recent study shows that 66% of mobile phone users suffer from 'Nomophobia', the fear of mobile phone absence. According to the Cellular Telecommunications & Internet Association (CTIA), the U.S. mobile phone market penetration rate is over 100% as of June 2011. Among the 323 million mobile phone users, 98 million users in the U.S. owned smartphones by December 2011. Almost one third of U.S. mobile phone users have a smartphone. Since the smartphone makes Internet access and usage more convenient and available, the Internet addiction will be more severe than before. As the U.S. smartphone penetration rate increases, so does mobile phone addiction because people depend more on their smartphones. In this study, we

developed a survey of 10 mobile phone (smartphone) addiction questions and analyzed addiction behaviors based on the access time, usage hours, student status, age group, and user's gender. We found the following four things: Only 4% of the respondents are classified as mobile phone (smartphone) addicts. Heavy mobile internet users with more than 3 hour usage or 20 time access per day have higher levels of addiction than light mobile internet users. There is no difference in the level of addiction between (1) student group and non-student group, (2) different age groups, and (3) different gender groups. In the regression analysis, we found while the smartphone / mobile phone ownership and age are negatively related with mobile Internet addiction, the frequency of mobile phone usage is positively related with it.

TELLING STORIES - TO CATCH A LIAR

Emiline Musarra

University of California, Los Angeles

Detecting deception is a difficult task, with performance typically just above chance. Previous research has isolated the more reliable indicators of deception, but follow-up attempts to train observers to apply these indicators have produced mixed results. Some data suggest that the amount of training affects the outcome. Minimal training can negatively affect performance by causing trainees to over analyze the storytellers. The present study tested the effectiveness of one training routine with student volunteers using a 2X2 mixed factorial pre-post design. Participants viewed a series of videos depicting other students describing true and confabulated life events. The participants judged whether each story was true or false and rated their confidence in their judgments. Training condition participants received an organized set of materials about the more reliable indicators of deception. They were to study these materials between the first and second sessions. After a two-day delay, all participants viewed a new series of videos and were tested as before. Training condition participants answered questions about their study behavior before beginning the post-training session. Analyses compared the training and control conditions relative to self-reported amount of training. Results will clarify the effectiveness of training with implications in police officer interrogation methods.

DO FEMININE OBJECTS MODERATE THE LEVEL OF AGGRESSIVENESS IN PHYSICAL SPORTS?

Lan B. Tran, & Kristin Belessis

Green Mountain College

Recently, many sports events that raise breast cancer awareness feature pink sportswear because Pink is the symbolic color of the breast cancer awareness movement. This study, particularly, examines how pink sportswear moderates the aggressiveness in physical sports. Vandello et al. (2008) found that masculinity was a precarious social construct whereas femininity was an inherent characteristic. Also, Chen et al. (2001) found that in situations of conflicting dispositional dominance, people had difficulties in expressing themselves fluently. Hence, we hypothesize that pink sportswear will increase the level of physical aggressiveness in men because wearing pink primes male athletes with a mental state that conflicts with masculinity, their dispositional dominance; therefore, they will act aggressively to prove their "manly" characteristics. On the contrary, we hypothesize that wearing pink sportswear will not increase the level of physical aggressiveness in female because the construct of femininity will have stronger determinant influence on females than the dispositional-role power fit. Through this study, we hope to shed a light on the interaction between power, gender roles and environmental cues. This on-going research project is a part of Power, Status and Dominance at Green Mountain College. We will be finishing this project by the end of April 2012.

Room 380-380C

THE EFFECT OF COGNITIVE LOAD AND TEMPERAMENT ON SELECTIVE ATTENTION

Melissa Latham

University of San Francisco

Does personality, as well as distraction, contribute to one's tendency to pay attention to negative or positive stimuli in an environment? The aim of this study was to determine the contributions of a behaviorally inhibited temperament and of cognitive load to the length of attention paid to negatively valenced words, as opposed to neutral words. One hundred thirteen female participants from General Psychology classes completed two versions of an emotional Stroop task, manipulating cognitive load (a within-subjects variable). The study also assessed behavioral

inhibition (a subject variable). The correlation between behavioral inhibition and attention paid to negative words was not significant. Instead, a positive trend was only found in participants with high positive affect. Participants with low positive affect showed the opposite trend: less attention paid to negative words as behavioral inhibition increased. This mediated display of cognitive inhibition by those who are behaviorally inhibited is discussed.

EFFECTS OF COACHING EFFICACY ON INDIVIDUAL AND TEAM OUTCOMES

Brett Neely, Jr., Graig Chow, Tara Scanlan
University of California, Los Angeles

Coaching efficacy reflects the extent to which coaches believe they can affect the learning and performance of their athletes and is composed of four dimensions: character building, game strategy, motivation, and technique. Although the coaching efficacy model (Feltz, Chase, Moritz, & Sullivan, 1999) suggests that a coach's confidence should influence their athletes'/team's performance and efficacy, little research has examined dimension-specific predictions. Thus, this study investigated the effect of the coaching efficacy dimensions on player/team performance and efficacy. Participants were 27 intercollegiate basketball coaches and their players (N = 369). Coaches completed the Coaching Efficacy Scale (Feltz et al., 1999), while players completed measures of collective (Short, Sullivan, & Feltz, 2005) and self-efficacy. Comprehensive individual game performance scores were calculated for each athlete and standardized by competition. Team performance was measured using a similar method. Multilevel modeling revealed a positive relationship between coaches' character building efficacy and players' individual performance. Furthermore, coaches high in character building efficacy strengthened their players' effort self-efficacy. Coaches' technique efficacy negatively predicted three dimensions of collective efficacy: effort, persistence, and preparation. These findings extend the coaching efficacy model to include dimension-specific relationships and have applied implications.

DISCRIMINATION AND TRAUMA PREDICT DEPRESSION: THE CASE OF AMERICAN MUSLIMS POST-9/11

Zahra Murtaza
University of California, Berkeley

September 11, 2001 was a tragic event, impairing the well being of numerous individuals. Previous

literature has found an increase in anxiety, depression and post-traumatic stress among American Muslims post-9/11 (Abu-Ras & Abu-Bader, 2009; Amer & Hovey, 2012). However, a clear causal link between experienced Islamophobia-related discrimination and these variables has not been established. This study sampled 147 American Muslims through an online survey to investigate the effect of perceived discrimination on perceived depression, as well as other possible interacting factors such as trauma, spirituality and comfort balancing American and Muslim identity. Findings show a significant increase in discrimination, depression and trauma in this population between the pre- to post-9/11 periods. While trauma, discrimination, and depression are all positively associated, trauma is a stronger predictor than discrimination of depression post 9/11. These findings have important implications for the creation of interventions targeting discrimination and trauma in order to treat major depression in American Muslims. Furthermore, this study offers novel insights into minority mental health, which can benefit clinicians, educators and policymakers alike.

PARENTS' CAREERS AND CHILDREN'S POSSIBILITY JUDGMENTS

Blaney McDonough, & Briana Bernstein
University of California, Santa Cruz

Previous research reveals parents' causal explanations as an important predictor of young children's reasoning about unusual events (Nolan-Reyes & Callanan, 2009; 2011). Less is known, however, about the characteristics of parents who use different forms of skeptical vs. speculative explanations with their children. Parents with different careers may model different types of reasoning with their children (Valle, 2005). We hypothesized that parents' occupational themes, as measured by Holland (1997) codes, may moderate parents' causal explanations. Thus, children's tendency to judge unusual events to be possible is expected to vary by parents' occupational themes. Preliminary results from 18 parent-child dyads revealed a main effect of parent occupation codes $F(3, 13) = 15.24, p = .0001$, such that parents of different occupations (e.g., Holland Code Artistic, Investigative, Both, or Other) had children who judged different numbers of improbable events to be possible. Pairwise comparisons (LSD, $p < .05$) showed children of Artistic parents ($M = 3.48$) judging more events possible than Investigative parents ($M = 1.79$), perhaps suggesting that Artistic parents may

encourage more speculative thinking while Investigative parents may encourage more skeptical thinking. These findings may help us understand parent career as linked to the kinds of thinking parents model for children.

Room 380-380W

WORTH THE WEIGHT: HEAVIER ASIAN AMERICANS ARE SEEN AS MORE AMERICAN

Caitlin S. Handron, Jennifer Wang, Sapna Cheryan
University of Washington

Despite an increasing US-born population, Asian Americans are often regarded as perpetual foreigners and unrecognized as 'American' (Cheryan & Monin, 2005). The present research examines whether Asian Americans that are heavier, a stereotype commonly associated with Americans (Culter, Glaeser, & Shapiro, 2003), are perceived as more American than Asian Americans of normal weight. Sixty eight students were randomly assigned to see a photo of one of three Asian American women. The same three women were used in both conditions; photos were edited to reflect a change in weight (the weights estimated by participants differed on average by 46 pounds between conditions). Results showed that heavier Asian Americans were rated as more likely to have been born in the US and rated as worse at math than normal weight Asian Americans. This research suggests that weight influences perceptions of how marginal in-group members may fit in as 'American.'

THE EFFECT OF THE COLOR RED ON ATTRACTIVENESS AND HIRABILITY

Julia F. Bussberg, Emily J. Issler, & Holly E. Bashore
San Diego State University

This study investigated the effect of the color red on non-physical attractiveness. According to previous literature (e.g., Gnambs et al., 2010; Elliot et al., 2010), the valence of the effect of the color red is context-dependent. In the current study, college students read a personality description of the target person (either "John" or "Joan"), and then completed a questionnaire, in which they rated the target's attractiveness and hirability. The hypothesis that people will rate the target as more attractive if the personality description were printed on red paper was

supported. Interestingly, a negative effect of red was found on the measure of hirability. This study adds to the limited amount of research examining the positive effects of red and shows that the color red may enhance both the physical and non-physical factors that together determine human attractiveness. The results suggest that a red stimulus will have a positive effect on human affect in situations that include the evaluation of opposite-sex partners by functioning as a sexual symbol, but may have a negative effect on human behavior in performance-based contexts that foster competitiveness.

COMPUTER GAME ADDICTION: PERSONALITY FACTORS AND CORRECTION

Mikhail Budnikov
The Volgograd State Medical University

Modern computer games affording a high level of realism often become an object of addiction. The purpose of the present study was to research personality factors of the computer game addiction and to work out the correctional program on this basis. 146 students aged between 18-25 years completed the Computer Game Addiction Inventory (developed by us and validated with expert assessments) and the Sixteen Personality Factor Questionnaire. We marked out the group of addicts, conducted correlation and factor analysis and found out that computer game addiction correlates with concrete thinking, practical orientation and rigid adherence to stereotypes and rules of a reference group. The key personality factors are anxiety, rigid behavior, aspiration for accessible pleasure, communication difficulties and vacillation. The correctional program including methods of art, cognitive-behavioral and rational therapy consists of four stages: Diagnosis, Information, Behavior modification, Communication recovery. 17 game addicts participated in the correctional program and were subsequently retested and only 2 participants were repeatedly diagnosed with computer game addiction. This result shows the effectiveness of the correction based on the analysis of the personality factors increasing the risk of computer game addiction.

THE DIFFERENCES BETWEEN NOSTRILS IN IDENTIFYING COMMON ODORS

Ralf Schuster
San Diego State University

The olfactory system and its sensory processes are underrepresented in psychology literature and knowledge. It is known that functional differences

exist between the left and right eyes and ears, but whether this is also true for the nostrils is relatively unknown, as the olfactory system is the least understood sensory system. The study evaluated the seemingly simple question of whether differences exist between the nostrils when identifying common household odors. A 2x3x2 between-subjects design was used. The variables were odor presentation to the nostrils, handedness, and gender. Fifty-four blindfolded male and female participants, 18 to 58 years of age, were asked to identify 21 samples of common household items by inhaling their odor through one nostril at a time. Then the participants were assessed for their handedness by using the Edinburgh Handedness Inventory and for their taster type through tasting clinical phenylthiocarbamide strips. A repeated-measures ANOVA yielded that women identified more odors than men, $F(1,42) = 5.69, p = .022$. Women also identified more odors with their right nostril than men, $F(1,42) = 8.37, p = .006$. No overall effect was found for taster type or handedness on odor identification, but it played a role for specific items.

Room 380-380X

UNDERSTANDING ACTIVE PROCRASTINATION: SELF-EFFICACY AND TIME PRESSURE AS PREDICTORS

Jennie Mae P. Andres, Marian Jessieca C. De Leon, Dennise Adrienne A. Libongco, Dianne Paula P. Tiosan
Miriam College

We examined whether the factors self-regulation, self-efficacy, and time management can predict active procrastination. 200 college students aged 17-21 years old from universities in Metro Manila answered four scales: Active Procrastination Scale, Academic Self-Regulated Learning Scale, General Self-Efficacy Scale, and Time Usage Efficiency Scale. Quantitative results showed that only self-efficacy is a significant predictor (with $p = .032$) and the qualitative results seem to agree with this. Though they plan when to do their schoolwork, active procrastinators still don't have self-control when it comes to procrastinating. Instead of time management, the factor that emerged from the interviews is preference for time pressure, one of the underlying characteristics of active procrastination according to Chu & Choi (2005) and Choi & Moran (2009). Having a sense of responsibility and self-efficacy are few of the positive effects of active procrastination. Bad

health due to sleep deprivation and interference on priorities are negative effects.

EFFECTS OF RECENT LIFE STRESS ON ANHEDONIC SYMPTOMS IN DEPRESSION DIFFER BY TYPE OF STRESS

Robert Manley, George M. Slavich, Nancy Brooks, & Diego Pizzagalli
University of California, Los Angeles, Cousins Center for Psychoneuroimmunology, Mclean Hospital/ Harvard Medical School

Although life stress is strongly associated with increased depressive symptomatology, it remains unclear whether these effects are similar for different types of stress. To examine this issue, we assessed individuals' exposure to recent life stress, using the interview-based Life Events and Difficulties Schedule, and their ability to experience pleasure and reward, using the anhedonic symptoms subscale of the Beck Depression Inventory. Because social rejection is strongly related to depression, we hypothesized that social rejection life events would be particularly strongly related to anhedonic symptoms of depression. Testing these associations revealed that depressed and non-depressed participants ($n = 62$) who experienced recent life stress exhibited more anhedonic symptoms of depression. However, this effect differed by type of stress. Whereas social rejection life events were strongly associated with elevated levels of anhedonic symptoms of depression ($\beta = .263, p = .039$), non-rejection life events were unrelated to anhedonic symptoms of depression ($\beta = .072, p = .578$). Additional analyses revealed that social rejection explained 14.1% of the variance in participants' levels of anhedonic symptoms of depression ($R^2 = .141, p = .014$). Considered together, these data reveal that social rejection and non-social rejection life events are differentially associated with anhedonic symptoms of depression.

INTO THE WIRED WILD

Kayleen Avery, & Marsha Weinraub
Temple University

While previous research suggests that time spent in nature is highly correlated with a feeling of connectedness to the natural world, it is unclear whether time spent in virtual nature will yield similar findings. The purpose of this study is to explore what effect, if any, distinct virtual nature experiences have on one's self-reported connectedness to nature. Exposure to a green virtual nature setting was hypothesized to increase participant's relatedness to nature and

eco-friendly product interest, but exposure to a white (arctic), gray (caves), or urban (control) condition was not. Undergraduate students (n= 139) were recruited to participate through Temple University's online subject pool. As part of a 4 group, between subjects design, participants were randomly assigned to one of three virtual nature conditions or a non-nature control condition. A standardized self-report questionnaire provided a measure of connectedness to nature and a new measure was developed to assess green consumer interest. No significant differences between the four viewing conditions on connectedness to nature were found. Green consumer interest was shown to be positively correlated with connectedness to nature across all conditions. Moreover, the Green Consumer Interest scale was found to be internally reliable ($\alpha = .90$) and demonstrated good discriminant and convergent validity. This suggests strong promise for its future use as a measure of "green" product interest.

Room 380-380Y

THE DEVELOPMENT AND VALIDATION OF THE CYBER DEPENDENCY SCALE

Ma. Alyssa Monica Castro, Maria Sophie Stella Gatab, Joana Therese Loyola, Cammille Anne Torres
Miriam College

This study aimed to develop and validate the Cyber Dependency Scale (CDS). CDS is a 52-item scale that can assess a person's dependency on the cyber world. Online tests were administered to a total of 400 participants from seven different colleges and universities. A high reliability coefficient (0.97) was obtained from 100 pre-test participants. CDS scores were correlated with two psychological constructs: Compulsive Internet Use Scale ($r=.636, p<.001$), confirming the concurrent validity. Convergent validity with shyness ($r=.067, p=.334$) was not supported as hypothesized. A significant gender difference was found on CDS scores ($t=-2.139, df=198, p=0.034$) hence confirming the known-groups validity as hypothesized. CDS is reliable in measuring one's cyber dependency; however, further validation tests are advised.

STUDENTS THAT WALK LOOKING DOWN: TECHNOLOGY AND SOCIAL NETWORKING IN UNIVERSITY STUDENTS.

Miriana Garza, María Mirón
Universidad de Monterrey

Online social networks can be understood as groups of interrelated people, mediated by an online space with social diversity, open limits and relative anonymity as participants, where communication is mostly verbal. To measure the impact of mobile social networking in the communication in 62 college students from different majors, a 20-item index based on Sullivan's interpersonal theory ($\alpha= 8.18$) was developed (IIRSM-C for its acronym in Spanish). The perceived satisfaction with most significant relationships sustained online and by face-to-face communication, and whether or not the use of online social networks is mediated by the presence of a significant other were also measured.

Students reported answering the smartphone in situations that represented a threat to their social status but no real threat to their significant relationships. On the contrary, students reported not answering the smartphone in situations where significant relationships were at play. There were no significant differences in satisfaction between relationships sustained online and those sustained with face-to-face communication. The use of online social networks as a form of communication does not cause students complications in significant relationships.

AGE AND GENDER DIFFERENCES ON SINGLE TASKING AND MULTITASKING EFFICIENCY

Hanna Karina M. Abellera, Rojani M. Bathan, Michelle Angela T. Bonsay & Katrina Lai Z. Dizon
Miriam College

The experiment has three main goals: 1) identify which type of tasking, single tasking or multitasking, is more efficient; 2) find out if there is a significant difference in the different age groups' task efficiency; and, 3) ascertain if there is a significant difference between males' and females' task efficiency. In addition, this study included an analysis of interaction effect between gender and task type. Using a convenience sampling method, 180 participants (90 males and 90 females; 60 participants per age group) were students from various schools in Metropolitan Manila, ages 11 to 12, 15 to 16 and 19 to 20. The Task Efficiency Software (TES) is a specifically designed instrument and measure of the tasking efficiency in single tasking and multitasking conditions.

Results revealed that single tasking is more efficient than multitasking. Moreover, all of the age groups performed better in single tasking than in multitasking. However, there was no significant difference in the tasking efficiency of males and females. There was also no significant interaction effect between gender and task type.

BEYOND BODY SATISFACTION: DOES SELF-COMPASSION PROMOTE A HEALTHIER BODY IMAGE?

Aubrey Toole, Juliana Breines, Serena Chen
University of California, Berkeley

In light of the fact that 80% of American women are dissatisfied with their appearance (Smolak, Levine, & Striegel-Moore, 1996), new approaches for the treatment and prevention of unhealthy body image warrant exploration. Self-compassion (Neff, 2003a), which is associated with psychological health and well-being (Neff, 2011) and a more balanced emotional response to negative thoughts about the self (Leary, Tate, Adams, Allen, & Hancock, 2007) offers a novel method for promoting a healthier body image. The present study examined the effect of experimentally induced self-compassion for a perceived body flaw on thin-ideal endorsement, body objectification, and eating behavior in college-aged females. Before completing dependent measures, participants were randomly assigned to reflect in writing on a perceived body flaw with either body-compassion or body-esteem. It was hypothesized that participants in the body-compassion condition, compared to a body-esteem control condition, would show less endorsement of the thin-ideal, less body objectification, less actual and anticipated restrained eating, and less mindless eating. With the exception of restrained eating, all results supported hypotheses. These findings reveal potential new angles from which to approach the treatment and prevention of negative body image and unhealthy eating.

POSTER SESSION II ABSTRACTS

Math Courtyard

EFFECTS OF SPACING IN MULTIMEDIA LEARNING

Emiline Musarra
University of California, Los Angeles

Previous research on multimedia learning has shown that the simultaneous presentation of animation and narration is more beneficial for learning than separate presentations of the two modalities (Mayer & Anderson, 1991, 1992). Previous research has also established the mnemonic benefits of spaced practice over massed practice despite participants' strong preference for massing to-be-learned information (e.g., Ebbinghaus, 1885; Kornell & Bjork, 2008). The current study combines these two areas of research by applying the spacing effect to multimedia learning in order to discover if the benefits of spacing can reduce the discrepancy in performance between separated and simultaneous multimedia learning conditions. Twenty-four undergraduate students have thus far participated in a 3X2 between-subjects design; participants view one of three power-point presentations (simultaneous animation and narration, animation then narration, or narration then animation) on the life cycle of a star a total of three times in either the massed (back-to-back) or spaced (separated by a 5-minute distracter) condition, followed by a free recall and transfer test. This study is the first known effort to examine spacing in the context of multimedia learning, and the results will help clarify the extent of the spacing effect as well as the beneficial conditions for multimedia learning.

THE EFFECTS OF DOODLING ON MEMORY RECALL

Jessica T. Kao
Yosemite High School

This is an experiment designed to investigate the effects of doodling, aimless sketching, on memory recall. This experiment investigates whether doodling impairs performance by being a distraction or whether it improves memory by aiding concentration (Do & Schallert, 2004) and maintaining arousal (Wilson & Korn, 2007). The

experimental group (n=15; 8 Females; 7 Males) and the control group (n=15; 4 Females; 11 Males) consisted of an opportunity sample of 16-18 year olds from two College Preparatory English classes. The participants were predominately Caucasian students from a rural high school in Central California. The experiment was conducted as a between groups design with the same standardized test and recording. In the experimental group, participants were asked to doodle while simultaneously writing down modes of transportation heard in a recording of someone's trip. The control group was asked to do the same without doodling. After, all participants were to complete a memory recall test, listing a maximum of ten cities mentioned in the recording. The independent variable is the task of doodling and the dependent variable is the number of cities recalled on the memory recall test. The one-tailed t-test demonstrated that there was no significance at the $p < .05$ level, showing that memory recall was not significantly influenced by doodling at the 99.5% level of confidence.

LEVELS OF PARENT INTERACTION AS PREDICTOR FOR ACADEMIC PERFORMANCE IN ADHD CHILDREN

Milica Sapungin, James Li, Steve Lee
University of California at Los Angeles

Children with attention-deficit/hyperactivity disorder (ADHD) have worse academic outcomes compared to typically-developing peers (Barry, Lyman & Klinger, 2002). Although parental involvement may alleviate academic problems in healthy children, relatively little is known about its influence among children with ADHD (Rogers et al. 2009). 80 5 to 10 year-old children (71% male) with and without ADHD participated in an experimental parent-child interaction task (see Grolnick et al., 2002 for details). Parents were randomly assigned to either a high or low involvement parenting condition and instructed to follow scripts. Working together, the task consisted of giving directions on a map. Parents rated ADHD symptoms using the Disruptive Behavior Disorders Rating Scale (DBDRS). The task was scored on the number of correct directions provided. Using linear regression and controlling for child age, sex, race-ethnicity, we found a significant interaction between parenting and ADHD symptoms for map scores ($B = .69, p < .05$). Specifically, ADHD symptoms inversely predicted scores for the low involvement condition ($B = -.57, p < .05$) but not for the high involvement condition ($B = -.02, p = .94$).

Findings suggest that children with elevated ADHD symptoms disproportionately benefit from high parental involvement compared to children with fewer symptoms. Greater parental involvement may optimize the development of children with ADHD.

UNDERGRADUATE GERONTOLOGICAL CAREER INTEREST: LINKING INTERGENERATIONAL CONNECTEDNESS AND AGEISM

Karen Yang, Elizabeth J. Krumrei, & Tomas Martinez
Pepperdine University

This study examined the hypothesis that a positive relationship would exist between intergenerational connectedness and gerontological career interest and that this relationship would be mediated by ageism. This hypothesis is based on previous research and the Model of Interest in Aging (Gorelik, Damron-Rodriguez, Funderburk, & Solomon, 2000), which states that personal contact with older adults precedes gerontological career interest. Undergraduate students (n=140) ages 18 to 24 years rated gerontological career interest and responded to select scales of Furman's (1985) Network of Relationships Inventory and Polizzi's (2003) refined Aging Semantic Differential. Intergenerational connectedness had a negative relationship with ageism and a positive relationship with gerontological career interest. Ageism was not a predictor of gerontological career interest or a mediator in the relationship between intergenerational connectedness and gerontological career interest. Thus, factors other than ageism may play a greater role in undergraduate career interest. Findings suggest that promoting intergenerational connectedness might reduce ageism and encourage gerontological career interest. Keywords: ageism, intergenerational connectedness, gerontology, career interest

PRE-STIMULUS CUE MODULATION INCREASES RESPONSE ACCURACY DURING ATTENTION TASK

Anya L. Baroff
University of California, Santa Barbara

The Attentional Blink phenomenon describes the inability to detect a second target stimulus a short period after the first. There have been several theories to describe this phenomenon, such as the resource-depletion hypothesis and the temporary loss of control over the attentional set

(TLC). Previous studies suggest that pre-stimulus modulations can affect attention-oriented tasks and impact behavioral performance. This study tests for the effect of pre-stimulus modulations at various lag intervals on behavioral performance. Three independent variables were tested: lag time, validity of trial and type of target (present or absent). The dependent variable of response accuracy of identifying Target 2 was tested as a function of lag. The results provide evidence that response accuracy of identifying the second target is a function of both lag and validity only during the T2 present condition. These findings support the TLC model and provide evidence that pre-stimulus cues affect performance on attentional tasks directed by executive brain functioning.

THE EFFECTS OF LEARNING MODALITIES ON READING COMPREHENSION

Jazmin Jones
Yosemite High School

This experiment, based on the Dual-Coding theory, investigated the effects of different learning modalities, such as auditory, visual, and visual with auditory on reading comprehension. The control group (n=14; 3 Females and 11 males), experimental group 1 (n=17; 6 Females and 11 males), and experimental group 2 (n=26; 13 Female and 13 Male), consisted of an opportunity sample of 16-18 year olds from three college-level Government 12 classes. The participants were predominantly Caucasian students from a rural area in Central California. The experiment was a within design and carried out during three class periods. The control group silently read a passage and took a comprehension test. Experimental group 1 listened to the recording of the passage and took the comprehension test. Experimental group 2 silently read and listened to the recording of the passage, and took the comprehension test. The dependent variable was mean scores on a comprehension test. The independent variable was modalities of learning. A one-tailed ANOVA demonstrated that at the $p < .05$ level, there was no significance. Different modalities of learning had no influence on scores at the 95% level of confidence. Dually coding different modalities of learning seems to not make a difference on reading comprehension.

RECALLING INFORMATION: HANDWRITTEN NOTES VS. TYPED NOTES

Karen S. Duran
Sierra Nevada College

The current study examines how recall is impacted when notes are taken from a video via either paper or computer. Approximately 72 undergraduate participants aged 18-26 viewed a projected documentary in a classroom setting. Due to financial constraints, participants were assigned to note-taking conditions (i.e., paper vs. laptop) based on convenience related to the availability of a personal laptop. At the conclusion of the documentary, a 10-item multiple choice comprehension assessment was administered. After the assessment, participants completed a survey regarding their preferred note-taking method. Data was sorted into groups according to note taking mode. The non-parametric alternative to the two-sample t- test, the Mann-Whitney U was used to analyze the data (Weiss, 1999). A significance difference was found between the test scores of typed notes vs. written notes ($U = 889.0$).

MAXIMAL CONTRAST SENSITIVITY AT PHYSICAL AND SUBJECTIVE ZERO CONTRAST

Alexandra E. Boehm, Jenny Bosten, Donald I. A. Macleod
University of California, San Diego

When a low spatial frequency stimulus (a blob) remains at a fixed position on the retina, it fades from view, an illusion known as Troxler fading. When a faded blob is removed, an after-image of the blob is perceived. Troxler fading puts at odds physical zero contrast (the faded blob is removed but an after-image is present), and subjective zero contrast (a blob is present but completely faded). Contrast sensitivity is usually maximal at zero contrast, but does maximal sensitivity occur at physical, or subjective, zero contrast, or both? An experiment included three conditions where the adapting blobs were fully faded, partially faded, or not faded. On each trial test blobs were applied to each adapting location when the adapting blobs, if present in that condition, were removed. We used a four-alternative forced choice method to measure contrast sensitivity as a function of test blob contrast. Results indicate that following full fading there are two minima of contrast threshold: one at subjective zero contrast and the other near physical zero contrast. In the other two conditions, there was only one minimum. Results suggest that contrast sensitivity is regulated at several levels of the visual system, both before and after fading.

PHONOLOGICAL EFFECT ON LEXICON
DECISION IN CHINESE: DO SKILLED
READERS DEMONSTRATE LARGER
PHONOLOGICAL?

Pui Pui Cheung
University of Southern California

The purpose of this study is to examine whether skilled readers demonstrate a larger phonological effect in lexical decisions. Previous studies examined the role of phonology in English reading, and some of the results show that phonology plays a key role in mediating word identification. However, the role of phonology in Chinese reading is less well understood. We expect that participants will take longer to make a lexical or semantic decision for the words with longer pronunciations, reflecting their reliance on an internal mental representation of the word's pronunciation. Moreover, we hypothesize that more fluent readers of Chinese will show a larger effect of pronunciation length, indicating they are more reliant on phonology as an adjunct to reading Chinese characters. In Experiment 1, total of 30 native speakers who used Simplified Chinese characters participated in a lexical decision task. They were told to judge whether the stimuli are real or pseudo characters. However, the result showed no significant differences between characters with long or short vowel length. Experiment 2 investigated the role played by phonology in a semantic categorization task tested given to another 40 native Chinese speakers. Participants had to judge whether a single character was a noun or a verb. Results of Experiment 2 indicated a significant difference in the reaction time for categorizing words with long and short vowel lengths. Further inspection of the data revealed the effect was present for verbs but not nouns, and it was significant for lower fluency readers but not higher fluency readers for verbs. We concluded that no phonology mediation was found in lexical decision but in semantic categorization, revealing that people may rely more on phonology in semantic categorization. However, it was puzzling that the effect was only found for verbs, and further investigation using this novel method is needed.

THE ASSOCIATIONS OF CHILD
EXTERNALIZING AND INTERNALIZING
DISORDER SYMPTOMS WITH MULTI-DOMAIN
PARENTAL STRESS

Sofia T. Stepanyan, Shirag K. Shemmassian, &
Steve S. Lee
University of California, Los Angeles

Attention-deficit hyperactivity disorder (ADHD) is the most common childhood mental disorder, with a worldwide prevalence of 5.3% (Polanczyk et al., 2007). Behavioral manifestations of ADHD, as well as its common comorbidities (e.g., aggression, emotional lability) significantly influence parental stress (Graziano et al., 2011). Nevertheless, the specific associations of ADHD symptoms and comorbid externalizing and internalizing behaviors with various aspects of parental stress have not yet been elucidated. Therefore, we examined the associations of ADHD, oppositional defiant disorder, conduct disorder, major depression, and anxiety symptoms of 190 ethnically diverse (51% White) 5- to 10-year-old children ($M = 7.4$; $SD = 1.15$) on several domains of parental stress, ascertained with the Parenting Stress Index. Whereas ADHD symptoms were significantly associated with multi-domain parental stress, other externalizing and internalizing symptoms were not. Child ADHD symptoms may be an important intervention target to potentially alleviate parental stress and improve parent-child relationships.

THE ASIAN INVASION, AFFIRMATIVE ACTION,
AND THE ECONOMIC ROOTS BEHIND IT ALL

Jennifer Wan, James Telesford
University of California, Berkeley

Members of diverse social groups are enrolling in increasing numbers on university campuses. Such diversity offers both opportunities and risks for conflict. Indeed, the contact hypothesis holds that as groups come into contact with one another, they can gain an appreciation of one another which, in turn, improves cross-group relationships (Allport, 1954). The realistic conflict theory, however, posits that when different groups must share and compete for the same limited resources, hostilities can arise (Sheriff, 1966). As Asian Americans have surpassed majority group members in terms of enrollment on some college campuses, we examined the tenets of realistic conflict theory in the context of opinions toward university enrollment policies toward members of this group (i.e., affirmative action). We administered an online questionnaire to 87 European American participants on a minority-majority campus. Because affirmative action is typically framed as a social policy, we hypothesized that attitudes toward social policies would predict majority-group members' opinions about affirmative action. However, consistent with a realistic conflict theory account, it was actually ideologies toward economic policy that were the strongest predictor of attitudes toward affirmative

action. The implications of these findings for influencing public opinion on such issues will be discussed.

THE EFFECT OF NEUTRAL AND HUBRISTIC PRIDE ON CHARITABLE GIVING IN THE PUBLIC GOODS GAME

Simone N. Radliff
Yosemite High School

This experiment is designed to investigate the effects of neutral and hubristic pride on charitable giving in the Public Goods Game (PGG). Neutral pride is a type of pride that one has without being primed for hubristic pride. Hubristic pride is pride that stems from oneself. The PGG is a simple economic card game in which the participants will either choose to keep or donate hypothetical money to a charity. This experiment seeks to discover if hubristic pride will cause a lesser amount of charitable giving in the PGG than neutral pride. The control group (9 Females and 13 Males) and experimental group (8 Females and 10 Males) consist of an opportunity sample of predominately Caucasian, English-speaking 16-18 year old students from two junior level "History of the United States" classes at a rural high school in the Northwestern region of the United States of America. The study was conducted using a between-subjects design using two separate classes. In the first group, the students were primed for neutral pride before proceeding with the PGG; in the second, the students were primed for hubristic pride. The independent variable was the type of priming administered, neutral or hubristic. The dependent variable was the amount of charitable giving in United States currency occurring in the PGG. A one-tailed t-test determined there was no significance at the $p < .05$ level, therefore accepting the null hypothesis that there will be no significant difference in the amount of charitable giving depending on the type of priming administered.

LATINO PRESCHOOLERS' SOCIO-EMOTIONAL DEVELOPMENT: CAREGIVER AND TEACHER USE OF EVALUATION

Lauren Scarola
New York University

National statistics show that the majority of Latino children enter kindergarten without the skills necessary for school success. Although these basic school readiness skills include literacy and numeracy, socio-emotional abilities, such as self-regulation and learning behaviors, are also necessary for a successful transition into

kindergarten. Language interactions at home and school during the preschool years are critical contexts for the development of these skills. The present study examined the influence of caregivers' and teachers' language use on children's socio-emotional development. Forty Latino preschoolers, their mothers, and Head Start teachers participated in this two-year longitudinal study. At the beginning of Year 1, caregiver-child and teacher-child naturalistic language interactions were recorded. At the end of both school years, children's socio-emotional skills were assessed through teacher and investigator assessments. Language interactions were transcribed and verified using a standardized system, and coded for evaluative language (e.g., talk about emotions). Results show that mothers' evaluative language was predictive of children's positive learning behaviors only for the first year of Head Start, whereas teachers' evaluation predicted levels of self-regulation during the second year. Results are discussed in relation to the independent and joint contributions of both home and school for children's development of school readiness skills.

RISK-TAKING BEHAVIORS IN FIRST GENERATION IMMIGRANT ADOLESCENTS: THE ROLE OF ACCULTURATIVE STRESS AND SOCIAL SUPPORT

Josephine M. Palmeri, Selcuk R. Sirin, Taveeshi Gupta, & Sammy F. Ahmed
New York University

Acculturative stress arises when immigrants' experience difficulty in reconciling differences between their home and host cultures. Research shows that acculturative stress can lead to negative outcomes, yet limited research examines its effect on risk-taking behaviors. Theory and research also suggests that social support may buffer acculturative stress by providing a space where immigrants' identities are validated. The present study examined (1) whether acculturative stress predicts risk-taking behaviors in first generation immigrant 11th graders within an urban context ($N = 189$, female = 50.8%) and (2) whether social support moderates this relation. Acculturative stress was measured using Societal, Attitudinal, Familial, and Environmental-Revised-Short Form (Mena, Padilla, & Maldonado, 1987; $\alpha = .85$). Risk-taking behaviors were measured by Youth Risk Behavior Survey (Brenner et al., 2002; $\alpha = .85$). Social support was measured by Support Networks Measure (Suárez-Orozco, Suárez-Orozco, & Todorova, 2011; $\alpha = .83$ academic, $\alpha = .86$ emotional). Hierarchical regression analysis

revealed that academic support significantly moderated the relation between acculturative stress and risk-taking behaviors ($\beta = .249$, $t = 2.626$, $p = .01$), yet emotional support had no impact on this relation. Results suggest that in times of high acculturative stress, immigrants with low academic support experience less marijuana usage.

THE POTENTIAL MODERATING ROLE OF CALLOUS-UNEMOTIONAL TRAITS BETWEEN REACTIVE AND PROACTIVE AGGRESSION ON CONDUCT DISORDER

Jacqueline Moses, Whitney A. Brammer, M.A., and Steve S. Lee, Ph.D.
University of California, Los Angeles

Reactive aggression (RA) and proactive aggression (PA) have both demonstrated links with conduct disorder (CD) (Frick, 2003). However, these relationships may be moderated by callous-unemotional (CU) traits (Marsee & Frick, 2007). The objectives of my study are to investigate the associations of RA and PA with CD and explore whether CU traits moderate these relationships. Using an ethnically-diverse sample of 6-9 year-old children with and without ADHD ($n=99$), children and parents were evaluated using structured diagnostic interviews and rating scales. Consistent with past research, I predict that PA will more robustly predict CD relative to RA, and that CU traits will moderate these associations. After controlling for ADHD, CU traits significantly interacted with both RA ($\beta=.325$, $p=.015$) and PA ($\beta=-.388$, $p=.004$). Specifically, RA and PA were more strongly associated with CD in children with low CU traits relative to children with moderate or high CU traits. Implications include clarifying pathways to negative outcomes and improving the identification of youth subgroups who, based on CU traits, exhibit more CD symptomatology.

THE RELATIONSHIP BETWEEN SUCCESS MODELING AND FEAR OF SUCCESS IN COLLEGE STUDENTS

Elizabeth Coe, Steven V. Rouse, and Elizabeth J. Krumrei
Pepperdine University

Fear of success (FOS) is the tendency to be anxious about achievement due to the belief that achievement may have negative consequences, such as overwhelming responsibility or social ostracism. The present study examined FOS in relation to biological sex and success modeling, operationally defined as college enrollment and college interest of peers and parents. One

hundred and eight students from a small, liberal arts college completed self-report measures of FOS, success modeling, and demographic information. It was hypothesized that (1) no sex differences would be found and that (2) success modeling would be negatively related to FOS. Contrary to the first hypothesis, females averaged higher FOS scores than did males, $t(105) = -3.76$, $p < .01$. With regard to the second hypothesis, a regression analysis revealed that college enrollment of parents was the only success modeling item related to FOS. College enrollment of parents accounted for 2.7% of the variance in FOS among students. These results suggest that, despite recent societal evidence of equitable achievement between the sexes, women may still be inhibited by higher levels of FOS. The present findings also suggest that parental modeling of success may be more influential than peer modeling of success.

FACTORS IN SUPPORT PROVISION QUALITY: THE ROLE OF RELATIONSHIP SATISFACTION AND CONTROLLABILITY OF THE STRESSFUL EVENT

Christina Khong, Josh Wiley, Heidi Kane Ph.D., Ted Robles Ph.D.
University of California, Los Angeles

Stressful events may result from either controllable or uncontrollable circumstances. In couples, does controllability of their partner's stressful event or quality of their relationship influence how they help their partner cope? To test this question, participants ($N = 130$) came to the lab as part of a larger study of couple functioning with their partner. While their partner was completing an activity in another room, we asked participants to respond to a hypothetical vignette in which they imagined their partner describing a stressful situation. We manipulated whether or not partners had control over the outcome of the situation (controllability). Prior to the laboratory session, participants completed a relationship quality questionnaire. The design was between subjects 2 (relationship quality) x 2 (controllability). Analyses revealed that in response to a controllable situation, participants were more likely to respond negatively (e.g., criticize). In high quality relationships, participants were more likely to boost their partners' self-esteem. In addition, there was an interaction on participants' reports of expressing understanding. Participants in high quality relationships expressed understanding regardless of controllability of the situation, whereas participants in low quality relationships expressed less

understanding when the situation was controllable compared to uncontrollable. These results have implications for understanding how high quality relationships may be beneficial in helping partners cope with stressful situations.

THE DEVELOPMENT OF AN ADVANCED THEORY OF MIND MEASURE

Christina A. Palmrose, Tasha M. Oswald, Louis J. Moses
University of Oregon

Theory of Mind (ToM), or the ability to attribute mental states, such as beliefs and feelings, to oneself and others, undergoes dramatic development during the preschool years. For this reason, the focus of ToM research has been on the preschool period. Yet, cortical regions that support ToM processing undergo extensive development during later childhood and adolescence. Currently in the field we are lacking paradigms that index later ToM developments. Thus, we aimed to design a new paradigm to assess advances in ToM in typically developing school-aged children and adolescents. The paradigm consisted of 14 vignettes that described complex social interactions involving sophisticated ToM concepts, such as evasion, indirect request, and backhanded compliment. In the design of this paradigm, several factors were controlled for, including length of vignettes, syntax complexity, and story structure. Participants were typically developing youth (17 male; 16 female) ranging in age from 10.09 - 17.9 years ($M = 14.9$ years). Using a partial correlation analysis, controlling for verbal IQ, we found age-related improvements in ToM for this older developmental population, $r(30) = .37$, $p = .04$. These results suggest that our new paradigm may be an appropriate tool for assessing advanced ToM in older children and adolescents.

POSITIVE PARENTING BEHAVIOR AND ADHD SYMPTOMS OVER TIME

Alice J.Y. Jung, Daniella Perez, Jocelyn Meza, James J. Li, Steve S. Lee
University of California-Los Angeles

Although attention-deficit/hyperactivity disorder (ADHD) is highly stable over time (Larsson et al., 2005), positive parenting behaviors (e.g., praise, involvement) may reduce the risk of poor outcomes among children with ADHD (Chronis et al., 2007). We explored the potential role of positive parenting on ADHD symptoms using data from a two-year prospective longitudinal study. High positive parenting behaviors were predicted

to associate with fewer ADHD symptoms in children over time.

Forty-two children, aged 5 to 10 years-old, were assessed at baseline and again approximately two years later. Parents rated on their child's ADHD symptoms at both time points using the Disruptive Behavior Disorders Rating Scale (DBDRS). Positive parenting behaviors (e.g., praise, involvement) were measured from the Alabama Parenting Questionnaire at follow-up. Using linear regression, positive parenting did not predict a change in ADHD symptoms over time ($B=2.29$, $p=.42$).

Although positive parenting was unrelated to ADHD symptoms in our small sample, other developmental factors may play an important role in the trajectory of ADHD symptoms, including peer relationships (Chronis et al., 2007). Other facets of parenting, such as negative or inconsistent parenting, may also be important indicators in the development of ADHD, particularly regarding their subsistence over time.

THE RELATIONSHIP OF AMERICAN IDENTITY AND COLLECTIVISM ON SOCIAL ANXIETY AND SELF-ESTEEM

Davis Vo, Linda Juang
University of California, Santa Barbara

The present study examines if a relationship between one's sense of American identity and endorsement of collectivist values is positively related to one's psychological well-being. The sample included 3748 ethnically diverse college students (M age = 19.8, $SD = 1.64$). Participants were asked to fill out the American identity scale, individualism-collectivism scale, social anxiety interaction scale, and the Rosenberg self-esteem scale. The results show that higher levels of American identity and vertical/horizontal collectivism correlated with lower social anxiety and higher self-esteem. Using multiple regression, it was found that among African-Americans, East Asians, Southeast Asians, and Latinos, there was an interaction between American identity and horizontal collectivism on social anxiety (but not self-esteem). Those who scored high on American identity and had high horizontal collectivism exhibited lower levels of social anxiety. Acculturation theory suggests that by the use of the bicultural acculturation strategy, high involvement in both American and heritage cultures among ethnic minorities may relate to better health and social outcomes.

PURCHASING BEHAVIOR AND RELATEDNESS
Darwin A. Guevarra & Ryan T. Howell
San Francisco State University

Previous studies have shown that spending money on experiential purchases contributes more to the psychological need of relatedness than material purchases (Howell & Hill, 2009). Some have pointed out that this may be because experiential purchases naturally occur in more social settings. To explore whether the presence of others is the main factor for the purchase type and relatedness satisfaction effect, participants were randomly assigned to one of the four conditions in a 2 (purchase type: material vs. experiential) X 2 (social factor: alone or with others) between subjects design. Participants described a recent purchase they made and answered questions on relatedness. An analysis of variance was conducted (ANOVA) on purchase relatedness satisfaction. There was a main effect of purchase type $F(1,402) = 12.03, p = .001$ and a main effect of social factor $F(1,402) = 15.84, p < .001$. There was also an interaction effect of purchase type and social factor on relatedness $F(1,402) = 4.84, p = .028$. An experiential purchase with others provided the most relatedness. A material purchase with others provides similar relatedness to solo experiential purchases. Our results suggest that experiential purchases have unique properties that contribute more to relatedness.

THE ROLE OF LIFE SATISFACTION IN NEGATIVE SELF-REFLECTION: ARE THERE CULTURAL DIFFERENCES?

Christopher Hur, Mai See Yang, and Ahra Ko
University of California, Los Angeles

Cultural variations exist between the West and East in the role of happiness. Easterners achieve happiness through balancing positive and negative experiences, whereas Westerners achieve happiness through maximizing positive and minimizing negative experiences (Wong, 2008). The purpose of this study was to examine the relationships between life satisfaction and emotion regulation, as well as the effects of life satisfaction on negative self-reflection across 1st and 2nd generation Asian Americans (AAs). 103 AAs (50 1st generations) were instructed to reflect on a negative event. Mood was assessed before and after the self-reflection task. Correlational analyses revealed that 2nd generation AAs' life satisfaction was negatively correlated with emotional reactivity and dialectical thinking. Hierarchical regression analyses showed a

significant interaction of life satisfaction x generational status (i.e., 2nd generation AAs who were satisfied with life tended to have less distress, but not 1st generation AAs). Findings show that 2nd generation AAs less satisfied with life tended to re-experience distress during negative self-reflection. We speculate that life satisfaction may protect 2nd generation AAs from experiencing distress, as they are more acculturated into the U.S. culture. Our findings provide support for cultural differences in the role of life satisfaction in its relationship with post-reflection distress.

CAN ULTIMATUM BARGAINING DECISIONS BE ALTERED BY PRIMED THOUGHTS
Cynthia C. Flores & Dong-Wong Choi
California State University East Bay

We examined participants' ultimatum bargaining after having them write about the equality norm or the norm of rationality in making offers. This study tested the hypothesis that when primed with the equality norm, an offer will be more generous than if primed with the rationality norm. Each participant was told they would be splitting 20 points between themselves and another person. We asked participants to respond in writing to one of two questions before making a bargaining offer; one asked why a player would only accept an offer of 10 or more (equality norm prime), and the second asked why a player would accept anything greater than 0 (rationality norm prime). There was a third condition where no such question was asked (the control condition). Based on a one-way ANOVA we found that participants in the equality norm prime condition made higher level offers than participants in the other conditions ($p = .054$). The results suggest that primed thoughts during bargaining may influence the type of offers exchanged during bargaining.

ADVANTAGED ALLIES? ENGAGING THE PRIVILEGED IN COLLECTIVE ACTION FOR SOCIAL CHANGE

Fabian M. H. Schellhaas, John F. Dovidio, & Elze G. Ufkes
Yale University; University of Groningen; University of Twente

Collective action research has traditionally neglected the potential of advantaged groups to challenge the system that privileges them. This study addresses the theme in two novel ways. First, it formulates a procedural model, based on the Social Identity Model of Collective Action (SIMCA; van Zomeren, Postmes, & Spears,

2008). Identification with the disadvantaged was hypothesized to predict collective action tendencies through group-based anger and participative efficacy. Additionally, perceived illegitimacy of the inequality was expected to qualify the effects of identification. Second, this research examines whether improving intergroup relations can stimulate collective action on behalf of the disadvantaged. Two strategies were proposed: Activating a superordinate identity that connects advantaged and disadvantaged groups representationally (“recategorization”), and communicating functional intergroup contact between members of the advantaged and disadvantaged groups (“extended contact”). Each strategy was expected to energize collective action tendencies. Combined analyses with two majority group samples (N = 271) provided empirical support for both predictions. Unexpectedly, it was also found that combining recategorization and indirect contact undermined advantaged group members’ willingness to challenge the status quo. The possibility of distinctiveness threat is discussed.

Linguistics Courtyard

EFFECTS OF MUSIC TEMPO ON COGNITIVE SPEED AND ACCURACY

Lucas D. Custer, Kyle J. Davidson, & Sylvia Luu
Miami University

In recent years, studies about the effects of music on cognitive processes have become more and more prevalent in the field of psychology. Researchers have looked at the effects of musical qualities such as amplitude and tempo on participants’ performance abilities. The current study is looking at how music tempo affects reaction speed and accuracy. Researchers predicted that fast music would decrease reaction time but increase errors, compared to slow music or no music. Another prediction was that listening to slow music would increase errors but have no effect on reaction time, compared to no music. To test this, participants (N = 41) pressed a particular key if a randomly presented letter of the alphabet followed one of two randomly occurring rules. Results did not support either hypothesis but did show a significant decrease in reaction time for those who listened to music compared to those who did not. This supports the concept of music as an “arousal inducer,” increasing performance speed. Further research could investigate the

effects of music on athletes or on customers making purchasing decisions.

THE EFFECTS OF READING FROM TRADITIONAL PRINT (PAPERBACK BOOKS) COMPARED TO ELECTRONIC READERS ON READING COMPREHENSION

Sarah Mosley
Yosemite High School

Technology is becoming a larger part of students’ everyday lives, and the introduction of electronic readers, such as The Nook™, has many people wondering if individuals comprehend better or worse when reading from an electronic screen in comparison to reading from traditional print. This experiment replicates the experiment of Matthew Kerr and Sonya Symons with some alterations. Students were asked to read a short story on traditionally printed books, and other students were asked to read the same story from an electronic reader. Upon completion of this task, students were given a comprehension quiz. The mean scores of both test groups quizzes were compared by using a one-tailed T-test and the data showed no significant difference at the 95% level of confidence between students’ comprehension levels when reading from traditionally printed books in comparison to students who read from an electronic reader.

DIGITAL MEDIA COMMUNICATION IN CONFLICT RESOLUTION AMONG COLLEGE STUDENTS.

Matthew Bui
University of California, Los Angeles

The aim of this study was to utilize a social psychological approach and gain insight into how individuals and groups of individuals had been affected by the increased usage of digital media communication as a channel for interpersonal communication. The researcher investigated how communication through the means of Facebook messaging, instant messaging, and text messaging had emerged as prevalent forms of communication between college students--and how these relationships consequently were affected as digital communication substituted face-to-face or phone call communication. To conduct the study, invitations to participate in an online survey were sent to undergraduate students at a premier California university. These surveys included questions regarding the students’ roommate relationships, their individual conflict resolution strategies, and their digital media usage. By focusing on the ways in which

roommates resolved conflict through digital media, the study highlighted key motivations within each individual that were related to higher levels of digital media usage to communicate, including: saving face, convenience, and habit. Furthermore, through the utilization of the Social Network Analysis framework in assessing data, the study illustrated the ways in which social network structures, or relations between individuals, were impacted with the rise in digital media communication.

THE GOLDEN COMPASS: DETECTION OF INCLINATION IN A NOVEL CONDITIONING PARADIGM

Merissa L. Acerbi, Verner P. Bingman and Cordula V. Mora
Bowling Green State University

Homing pigeons are able to return to their loft from distant and unfamiliar places and have become one of the main model species to study avian navigation. To determine direction during homing, pigeons possess a magnetic compass. This compass is an inclination compass measuring the angle between the magnetic field vector and the Earth's surface. The objective of this study was to develop a novel conditioning paradigm, which would permit us for the first time to investigate the sensory mechanisms underlying the pigeon's magnetic compass in the laboratory. Four pigeons, walking inside a circular arena whilst attached to a horizontal tracker arm, were required to solve a spatial task based on magnetic inclination cues to obtain a food reward. The pigeons were able to discriminate between the feeders associated with the minimum and maximum inclination values. During sessions for which an iron-based putative magnetoreceptor was impaired by local anesthesia, the mean discrimination performance fell to chance level (50%), as it did during control sessions, for which the magnetic coils were turned off. Ongoing research will also be testing whether there is an equivalent area in this species' forebrain associated with processing magnetic directional information as previously found in migratory birds.

EMPATHIZING CAUSES DECLINES IN BLOOD GLUCOSE: EGO DEPLETION OR STRESS REGULATION?

Ian Clark, Adam Sitzmann, Dr. Sara Konrath, Andrea Fuhrel-Forbis
University of Michigan

We examine a physiological effect of empathizing versus remaining objective after exposure to a

sympathetic target. The strength model of self control predicts that inhibiting empathy may cause declines in blood glucose because tasks requiring mental effort (like self-control) cause higher glucose consumption in the brain (Gailliot et al., 2007). Other theorists have posited the opposite: empathizing may be effortful and cognitively depleting (Hodges & Wegner, 1997), thus perhaps leading to lower glucose levels. In the current study we explore the effect of empathizing versus remaining objective on glucose levels. Seventy participants provided a baseline peripheral blood glucose sample. Next, all participants listened to a radio program about a college student who had recently experienced a personal tragedy (Batson et al, 1997). Participants were randomly assigned to remain objective ("focus on the information, not the emotions") or to empathize with her situation ("imagine her feelings and perspectives"). Immediately after listening, participants provided a second glucose sample. We conducted a repeated-measures ANOVA to examine the effect of Condition (Objective versus Empathizing) on changes in glucose. A Condition X Time interaction emerged, $F(1,68)=6.93$, $p=.01$. Paired samples t-tests found that glucose remained stable over time in the Objective condition ($M1=94.3$, $M2=96.0$), $t(36)=-1.17$, $p=.25$, but significantly declined in the Empathize condition ($M1=91.9$, $M2=88.9$), $t(32)=2.95$, $p=.006$. Considering recent research questioning the meaning of glucose declines (Kurzman, 2010) and other studies finding increases in glucose during stressors (Hall & Brown, 1978), we discuss whether glucose declines might best be interpreted as evidence for better stress-regulation.

PRIOR LEARNING INFLUENCES RAT'S DECISION-MAKING STRATEGIES IN AMBIGUOUS SITUATIONS

Maria Cornejo, Cynthia Fast, & Aaron Blaisdell
Ph.D.
University of California, Los Angeles

Previous research by Fast & Blaisdell (2011) found that rats trained on a challenging non-linear negative patterning (NP) procedure (A+, B+, AB-; + and - denote reinforcement and non-reinforcement respectively; A and B were visual cues), responded differently at test when a cue was ambiguously absent (light covered by an opaque shield) compared to when it was explicitly absent (light uncovered and unlit). These results were not seen in the group trained with a simpler linear positive patterning (PP) procedure (A-, B-,

AB+). We investigated if this sensitivity to ambiguous situations at test was influenced by solution strategy (linear/non-linear) or task difficulty (NP requires significantly more days to learn than PP). Rats were trained on a PP task, a challenging concurrent PP and NP task, OR two concurrent PP tasks. Rats were then tested with one of the cues either ambiguously or explicitly absent. Our results support the hypothesis that solution strategy influences problem-solving in ambiguous situations; only rats that learned NP in addition to PP treated the test situations differently.

EFFECTS OF POSITIVE SELF STATEMENTS ON EXCESSIVE REASSURANCE SEEKING IN DEPRESSION

Pardis Khosravi
University of California, Berkeley

Previous research suggests that people with depression seek reassurance from their loved ones. Often they do not believe reassurance they receive and repeatedly ask for further reassurance, leading to frustration from the other person that eventually manifests itself as subtle hostility and rejection, furthering the depressed person's beliefs that they are not worthy. A goal of this study is to understand cognitive processes that drive this maladaptive interpersonal style by examining how repeating positive self-statements to oneself affects self-esteem and positive affect. In non-depressed populations, repeating positive self-statements paradoxically increases negative affect for those with low self-esteem. In this study, undergraduate students with ($n = 49$) and without ($n = 323$) a lifetime history of major depression (as measured with the Inventory to Diagnose Depression) were asked to repeat a positive self-statement to themselves every fifteen seconds for four minutes. We hypothesized that this procedure would lead to more positive affect for those without depression, but that those with a history of depression would respond to the procedure with increased negative affect. Results indicate that low self-esteem predicted lower mood after the positive self statement manipulation. Contrary to hypotheses, depression was unrelated to the effect of the positive self-statements on mood. Depression was also unrelated to excessive reassurance seeking. Limited effects may be related to the reliance on self-reported lifetime history of depression as opposed to current clinical diagnoses of depression.

THE EFFECTS OF THE PRESENCE OF REPRESENTATIVE INFORMATION ON THE FALSE CONSENSUS EFFECT

Garrett Baltz
Yosemite High School

This is a study designed to investigate the effects of the presence of representative information on the false consensus effect as measured by the mean score received on a survey where representative information was given or not given. The false consensus effect is an egocentric bias that occurs when people who engage in a given behavior will estimate that behavior to be more common than it is estimated to be by people who engage in alternative behaviors. Participants consisted of an opportunity sample of 16-18 year old Caucasian high school students. A between subjects design was used and participants were randomly divided into an experimental group of 13 and a control group of 13. The study was conducted at a computer lab with a survey created by the researcher. The survey's questions prompt participants to make a choice between two options and then estimate the choices of a hypothetical subgroup. The independent variable was the presence of representative information and the dependent variable was the mean score on the survey. A one-tailed t-test demonstrated that there was significance at the $p < .0001$ level of confidence, implying representative information (other participants' choices) nullifies the false consensus effect.

THE EFFECT OF A MANUALIZED GROUP PSYCHOEDUCATIONAL PROGRAM FOR EMOTIONAL INTELLIGENCE: HOW TO BUILD CORE POSITIVE PSYCHOLOGY COMPETENCIES

Laura Delizonna Ph.D., Ted Anstedt M.A., Bianca Davoodian, Matthew Williams and Andrew Davoodian
Stanford University and University of California, Berkeley

Emotional Intelligence, EI, is the foundation of mental health. This study aims to examine the effects of a manualized group psychoeducational program through positive psychology-based interventions. This research conduction is to test if simply learning about and being aware of the concept of emotional intelligence increases one's emotional intelligence. Changes in flexibility in thinking and self-perceptions of increases in EI skills of participants enrolled in an EI workshop held at Stanford University were assessed. As hypothesized, participants increased in flexibility

in thinking and reported an increase in their EI skills. A subsequent study further confirms these findings – participants markedly enhanced their emotional intelligence scores after completion of an advanced follow-up EI workshop held at Stanford University. These findings suggest that a relatively simple psychoeducational intervention can help individuals increase flexibility in thinking, positive emotions, self-awareness and emotion management, as well as overall emotional intelligence. This manualized program could be disseminated to paraprofessionals who teach mental health programs and help groups of individuals around the world improve in EI, general well-being, and mental health.

THE INFLUENCE OF GENDER-TYPICAL FACIAL FEATURES ON POLITICIAN JUDGMENTS

Jen-Ling Nieh, Colleen Carpinella, & Kerri Johnson
University of California, Los Angeles

Physical appearance conveys a great deal about a person to observers. Prior research on appearance-based judgments has shown that female Republican politicians have objectively more feminine facial features and are rated more feminine than female Democrat politicians. Observers were also more likely to correctly categorize more feminine females as Republican. The current study expanded on these observations by investigating the association between the gender-typicality of facial cues and trait judgments. Specifically, we examined perceptions of politician's warmth and competence. We measured the degree of gender-typicality of facial features for each member of the United States House of Representatives. In a between-subjects design, participants remained naïve to the politicians' party affiliation and they rated the politicians' level of warmth or competence. We predict that: (1) female politicians who are gender-typical will be rated as warmer, but less competent, than their less gender-typical counterparts, (2) female Republicans will be perceived as warmer but less competent than female Democrats, and (3) gender-typicality and political party will be unrelated to warmth and competence judgments of male politicians. The current study can help reveal why gender typicality of facial cues is so closely tethered to political party affiliation judgments.

THE RELATIONSHIP AMONG PARENTAL MARITAL STATUS, PERCEIVED PARENTAL CONFLICT, AND AGGRESSION

Jolene Young, Elizabeth J. Krumrei, and Cindy Miller-Perrin
Pepperdine University

This study examined the relationship among parental marital status, perceived parental conflict, and levels of aggression in young adults. Participants included 136 undergraduate students (40 males and 96 females) from a private, Christian University. A linear regression revealed that perceived parental conflict significantly predicted aggression levels regardless of whether parents had divorced or not. Parental marital status did not exhibit a main effect or moderation of perceived parental conflict in predicting aggression levels. In relation to previous literature on children, the current results suggested that as individuals from divorced homes get older, divorce experience may no longer impact aggression levels.

THREAT GOGGLES: HOW FEELING THREATENED DISTORTS OUR PERCEPTION OF FACE SIZE FOR BLACK FACES

Michael Creim, Ines Jurcevic, Jenessa R. Shapiro, & Kerri L. Johnson
University of California, Los Angeles

Does physical safety threat influence memory for the size of ingroup and outgroup members? Stereotyping research has shown that threat influences person memory (Neuberg et al., 2009), but has not examined memory for face size. Memory research reveals that people estimate the size of a circle to be the mean size of same color circles (Brady & Alvarez, 2011) suggesting that people may remember faces to be the same size as same race faces. However, we expect that when individuals feel threatened, stereotypes of outgroups become salient (Schaller et al., 2003) and outgroup members may be perceived as larger than the mean. Participants watched a threatening or non-threatening film clip, and then saw twenty displays of three Black and three White faces for 1500ms. Participants estimated the size of one face per display. We expect non-threatened participants will estimate face size to be the mean of same race faces. However, we anticipate threatened participants, will estimate Black face size as larger than the average size displayed, but will not overestimate face size for Whites. This may have important implications for eyewitness testimony, in that people who feel

threatened may use racial stereotypes when recalling the size of others.

PROBLEM-FOCUSED AND EMOTION-FOCUSED COPING POTENTIAL IN ADJUSTMENT TO COLLEGE

Elizabeth Spitzer
Vanderbilt University

An individual engages in coping when he or she uses cognitive and behavioral efforts to deal with the internal or external demands of a stressful situation to make it more congruent with his or her goals (Smith & Lazarus, 1990). When a person changes their beliefs, values, and goals in stressful situations, they use emotion-focused coping (Lazarus, 1991). Likewise, when an individual uses action to change the demands of the situation they are engaging in problem-focused coping (Smith, 1995). This study examines coping styles in first-year students who were enrolled in introduction to chemistry, a pre-med requisite. These students were followed from the beginning to the end of their first semester. Their responses to multiple surveys looking at self-esteem, anxiety, coping style, appraisal style, perceived stress, goals, among other measures were assessed at nine points over the semester. Before and after each exam, students reported their expected grade, satisfaction ratings, and perceived stress. For each exam, there was a large gap between student's desired and achieved exam scores. Students used problem-focused coping more before the exam and emotion-focused coping more upon receiving their grades. Both forms of coping had significant correlations with performance, personality measures, trait factors, emotions, and other exam related behaviors.

TEMPORAL DISCOUNTING OF GLOBAL WARMING CONSEQUENCES

Rebecca E. French
California State University East Bay

This research varies groupings of global warming predictions to observe the effect of context on the reactions of participants, in regards to temporal discounting (the theory that the subjective value of a reward will decrease as the delay of its receipt increases). The impact of climate change was predicted to effect animals, people with certain health conditions, changes in weather, and food supplies. Consequences were described for societies that were both near and distant. The predictions varied in their temporal proximity. Participants rated their concern, their willingness

to use less energy, and their attitudes toward reusable products. Participants were predicted to react to the consequences based on the other stimuli in the groupings and their temporal proximity. If the same future consequences were presented with less devastating events, they would be viewed more seriously than if the same consequences were viewed with outcomes that were more devastating. The event contexts were manipulated in a within subject design and in two time frames. These results are discussed in relation to temporal discounting magnitude effects reported in the literature. It is hoped that these results will be useful in promoting environmental awareness.

THE RELATION BETWEEN TEXT MEDIUM AND CRITICAL READING SCORES

Troy Mott
Sierra Nevada College

Post-secondary educational institutions have incorporated tablets in the educational curriculum (Woodford, 2001). Two studies were designed to investigate how reading medium impacts critical reading ability. In the first, participants read an SAT practice test passage (Mathur, 2012) from either paper or an iPad 2 tablet. The identical passages read from each medium were 949 words. Once the reading was complete, participants responded to 12 critical reading assessment questions about the passage. 116 participants completed the critical reading assessment study. The second study, a self-response survey, examined the reading preferences and demographics (e.g., gender and age) of 115 participants. A two-way ANOVA was used to analyze the results of the critical reading comprehension test. No significant difference was found for critical reading comprehension scores between mediums or academic standing ($p = .911$). Self-response survey data was assessed using a chi-square analysis. There was no significant difference in medium preference between upper and lower division undergraduates ($p = .157$). However, females showed a stronger preference for reading from paper than males ($p = .045$). Additionally, a significant difference was found among the total sample population for reading from paper over other surveyed media forms ($p = 0.000$). The implications of this study are relevant to the future of education and sustainability efforts in the classroom.

"THE PHYSICAL BURDEN OF KEEPING A SECRET"

Harrison M. Wray, Michael L. Slepian, & Nalini Ambady
Stanford University

People often conceive of secrets as “burdens.” Three current studies investigated whether keeping a secret would therefore cause the same fatiguing symptoms as carrying a physical burden. In Study 1, participants who first recalled a large personal secret later demonstrated perceptual shifts similar to those experienced when carrying physical weight (i.e., perceiving a hill as steeper). Study 2 examined whether divulging a secret would unburden participants. Indeed, participants perceived a hill as less steep if they were led to reveal a big secret beforehand, rather than simply recalling a secret but keeping it to themselves. In Study 3, gay male participants who had to hide their sexual orientation while answering questions were less helpful when experimenters later asked if they would help move some lab materials. However, participants did not offer any less help for non-physical tasks – a pattern symptomatic of physical burden. This research suggests that the metaphor of being “burdened” by a secret may be correlated with physical symptoms, specifically fatigue. Having a large personal secret (rather than a trivial one), and carrying that secret within (rather than revealing it), may increase subjective feelings of burden and fatigue, potentially causing a decrease in helping behavior for physical tasks.

THE RELATIONSHIP BETWEEN SUICIDAL IDEATION AND ANXIETY SEVERITY

Mathieu Rolfo, Vilma Gabbay, Benjamin A. Ely
New York University Child Study Center

Previous research on anxiety and suicidal ideation (SI) has mostly focused on adults. In particular, no adolescent studies have used a continuous anxiety variable. Our study asked whether continuously measured anxiety in depressed adolescents predicts SI. We examined 48 adolescents aged 12 to 20 years (mean = 16.3, SD = 2.3) with diagnoses of Major Depressive Disorder and scores above 36 on the Children's Depression Rating Scale-Revised (CDRS-R). Anxiety was assessed using the continuous Multidimensional Anxiety Scale for Children (MASC). The Beck Scale for Suicide Ideation (BSS-I) assessed SI. The results showed a significant correlation between SI and MASC score ($r = 0.306$, $p = 0.039$). However, when controlling for CDRS-R score, the correlation lost significance, indicating that overall MASC score

was not a significant predictor of SI. However, SI was predicted by low IQ on the Kaufman-Brief Intelligence Test (KBIT) (OR 0.85, 95% CI 0.74-0.97, $p = 0.019$). The absence of a strong link between SI and overall anxiety, even with a continuous anxiety scale, suggests any links between SI and anxiety in depressed adolescents may be limited to subtypes. Exploring links between SI and IQ in this population may also be fruitful in continued research.

THE ROLE OF FACILITATION IN THE APPEARANCE OF COMPETITIVE VICTIMHOOD AND PERSPECTIVE TAKING BETWEEN GROUPS OF ISRAELI AND PALESTINIAN YOUTH

Amber Romano, Andrew Pilecki, Phillip Hammack
University of California Santa Cruz

This study investigates the role of facilitation styles in the emergence of competitive victimhood and perspective-taking. The facilitation styles include, utilizing the Maoz, (2011) terminology, the coexistence model for the purpose of constructing a superordinate identity and the confrontational model where each participant is treated as a representative of their national group. The purpose of the Maoz (2011) confrontational group is raising awareness of the differences between the two groups. We hypothesize that the coexistence group will have more perspective taking than the confrontational model group due to the facilitation style of forming a superordinate identity. Secondly we believe that competitive victimhood will occur more in the confrontational model group than in the coexistence group. Findings suggest that competitive victimhood and perspective taking do not differ significantly between the two models. The results potentially show the impact or lack of impact of facilitation and competitive victimhood within the contact process. Implications for peace education will be discussed.

RACISM WITH AND WITHOUT RACISTS

Ilana-Ruth Bevan and Phillip Atiba Goff, Ph.D.
University of California, Los Angeles

Contemporary research reveals the persistence of racial inequality despite a decline in racial prejudice (Bobo, 1983). This paradox begs the question, is it possible to have racism without racists? The present research identifies contexts in which racial attitudes predict discrimination, and contexts in which it does not, testing stereotype threat as an alternative mechanism. Previous research suggests that prejudice predicts first

impressions (Brewer, 1988). However, based on evidence that self-threats predict behavior during interactions (Goff, Steele, & Davies, 2008), we hypothesize that stereotype threat—not prejudice—predicts discrimination once interactions begin. We tested these hypotheses using police stops (decisions made before an interaction) and use of force (an interaction outcome) data. Regression analyses revealed that officers high in explicit prejudice displayed racial disparities in stops, and officers high in stereotype threat displayed disparities in use of force. These findings suggest context plays an influential role in shaping modern racism.

PERCEIVED INTOXICATION AFFECTS INTELLIGENCE ESTIMATION

Cami J. Eickemeyer, & Jason A. Williams
California Polytechnic State University

Numerous studies have examined individuals' engagement in self-handicapping strategies in order to avoid potential disappointment and maintain one's ego. This study analyzed the instance of self-defeating behavior by means of alcoholic intoxication as a strategy that allows other individuals to assess both physical and personality characteristics that might ordinarily be difficult to determine. If one can still speak coherently and cogently after consuming alcohol, this may imply excess capacity that may otherwise be difficult to assess. Utilizing a sample of California Polytechnic State University students enrolled in an introductory psychology course, each student watched one of two versions of a brief video clip of a Best Man speech at a wedding. In one version a false statement was inserted that the speaker has been drinking all day long. Our results showed that subjects estimated the speaker as more intelligent and his speech as more articulate when under the impression that he had been drinking all day. However, participants did not rate the Best Man perceived as intoxicated as more likeable, nor his speech more enjoyable. This implicates that one's self-handicapping behavior (i.e. consumption of alcohol) with subsequent coherent speech may display excess intellectual capacity to other individuals.

A STUDY ON SOCIAL SUPPORT PROVIDED BY FILIPINO MIDDLE-AGED CHILDREN TO THEIR ELDERLY PARENTS

Daleon, Frances Anne T., Samson, Rachel E., & Geronimo, Mary Grace A.
Ateneo de Manila University

Quantitative and qualitative analysis of data gathered from middle-aged respondents living in Metro Manila about the kinds of and reasons for providing social support to their elderly parents show that, for Filipinos, social support is not just classified into kinds of support they provide, but also includes the factors that set boundaries to their provision of support, such as their capability to support, and external factors like income, having their own family/children. Results of this study shed light on the Filipinos' definition of social support and their motivations for providing it to their elderly parents, particularly the importance of *utang na loob* and filial obligations.

DOES EARLY CHILDHOOD ENVIRONMENT AFFECT STRATEGIES FOR COPING WITH STRESS?

Patil Kodichan, Keely A. Muscatell, and Naomi I. Eisenberger
University of California, Los Angeles

An early family environment marked by conflict, anger, and aggression has been linked to enhanced physiological stress reactivity (Taylor et al., 2006). However, less is known about how early life experiences might affect the way in which individuals cope with stress. Thus, the purpose of the present study is to examine how family upbringing affects an individual's interest in activities (desire for social activities vs. solitary activities) after experiencing a social stressor. To test this, 30 female participants underwent a social stressor where they were evaluated by another person. Before and after the stressor, participants were asked to indicate how interested they were in engaging in a variety of activities. Some activities were social (e.g., desire to talk to or text a friend or family member), while others were more solitary (e.g., desire to read or watch television). They also completed the Risky Families Questionnaire, which provides an index of early childhood environment. We hypothesize that participants who come from family environments marked by conflict and anger will be less likely to want to engage in social activities following the stressor, while individuals from supportive, nurturing families will be more likely to desire social contact after experiencing social stress. Results from this study will shed light on how early family environment influences not just stress reactivity but also coping, which may have implications for mental and physical health.

VOLUMETRIC DEVELOPMENT OF THE HUMAN HIPPOCAMPUS IN CHILDREN AND ADOLESCENTS

Simon Choi

University of California, Davis

Although the human hippocampus is fundamental to memory and declarative learning, relatively little research has been conducted to investigate the development of this structure during childhood and adolescence. While the overall volume of the hippocampus is comparatively stable during this age span, sub-regions divided along the long-axis of the anterior and posterior hippocampus show heterogeneous volumetric development in the juncture of adolescence (Gogtay et al., 2006).

While memory deficits and memory distortions are linked to the volume and shape of the hippocampus, a general trajectory of typical hippocampal development has yet to be outlined. The present research aims to replicate Gogtay et al.'s (2006) findings via analyses of a longitudinal sample of structural magnetic resonance images in 53 participants aged 6 to 22 years old. Initial findings suggest that sub-regions along the long-axis show heterogeneous developmental change, broadly mirroring previous literature, but also revealing new findings such as that sub-regional volumes appear to follow non-linear trajectories.

ELECTROPHYSIOLOGICAL INVESTIGATION OF THE LATERODORSAL SEGMENTAL NUCLEUS NUCLEUS SINGLE UNIT ACTIVITY IN THE FREELY NAVIGATING RAT.

Chantelle Kinzel, Van Redilla, Sheri Mizumori
University of Washington

Ventral tegmental area (VTA) cell firing encodes reward related information and has been implicated in reinforcement learning, spatial memory and decision-making. The laterodorsal tegmental nucleus (LDTg) provides inputs into the VTA. Inactivation of the LDTg significantly reduces VTA dopaminergic burst firing, implicating the LDTg's role in permitting VTA activity. In the current study we sought to determine the nature of the information coded by LDTg neurons in order to better understand the type of information that regulates dopamine cell activity. We assessed this by neurophysiological single unit recordings of LDTg activity in freely behaving rats. Rats were trained on an 8-arm radial maze, which required spatial and working memory in order to, without errors, forage for rewards. Experimental manipulations during trials consisted of omitting expected rewards, switching the location of

reward magnitudes and imposing darkness. We recorded 83 different cells located in the LDTg. We found a large number of reward-related cells and movement-related cells. The large proportion of velocity-correlated cells (76%) supports the LDTg's role in motor behavior. The current study also demonstrates with 23% of LDTg cells exhibiting reward-related responses, the LDTg has a role in reward encoding supporting the LDTg's permissive affect on VTA dopaminergic burst firing.

2012 Board of Directors

Executive Director

Lemaat Michael
Class of 2012

Marketing Director

Casey Finch
Class of 2013

Logistics Director

Vicky Kalumbi
Class of 2015

Abstract Reviewing Director

Lizabelle Hernandez
Class of 2014

Abstract Reviewer

Anna Brezhneva
Class of 2015

Caitlin Eggleston
Class of 2013

Dominique Lyew
Class of 2012

Jen Ang
Class of 2013

Michelle Okereke
Class of 2015

Many Thanks to the following persons for their contributions to this year's SUPC conference

Roz Grayson: Department of Psychology Receptionist

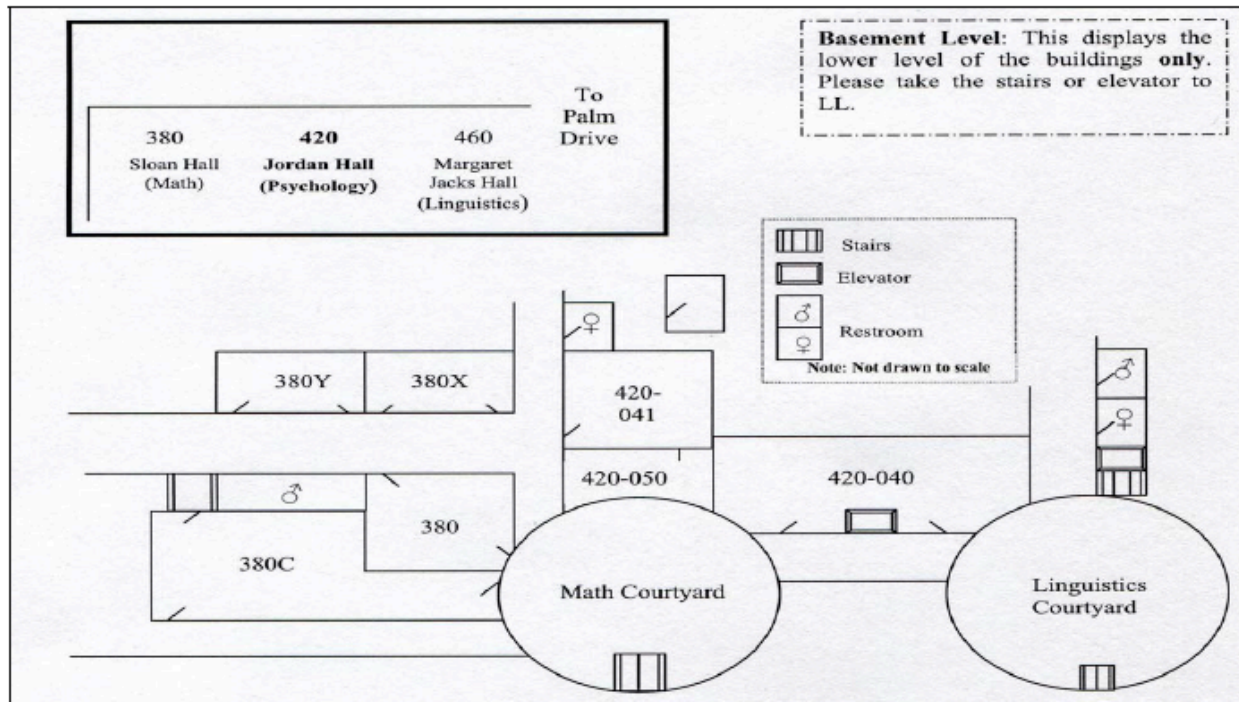
George Slavich, Ph.D.: SUPC Founder and Executive Director, 2001

Catherine Heaney, Ph.D.: Keynote Speaker

Philip Zimbardo, Ph.D.: Keynote Speaker

The Department of Psychology, Stanford University

Map of Jordan Hall



Stanford Undergraduate
Psychology Conference 2012
<http://stanfordconference.org>