



# Stanford Undergraduate Psychology Conference 2005

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May 7, 2005

Greetings,

I am delighted to welcome you to Stanford University and to the Fifth Annual Stanford Undergraduate Psychology Conference. We in the Psychology Department take great pride in this conference series. Started by our undergraduate majors in 2001, it quickly became a tradition and now includes undergraduates nationwide.

Research is the foundation of psychology, and scientific progress is not made in isolation. Generating ideas, formulating hypotheses, and gathering data represent the first steps in a longer process. The next steps involve interacting with the larger community of scientists. Findings are presented to others, criticized, often modified, and then integrated into a body of evidence that continually grows and becomes increasingly refined. This conference has become part of that process by allowing young researchers both to present their work and to discuss ideas with other students who are pursuing similar goals.

The success of the Stanford Undergraduate Psychology Conference is year is due to the extraordinary efforts of members of the Stanford Undergraduate Psychology Association and the Stanford Chapter of Psi Chi. I want to recognize Eva Chen, the Executive Director of the conference, for her tireless efforts, as well as the Associate Directors, Courtney Caccavo, Tambi Cork, Carolina Gutiérrez, Sale Kwon, Angela Loc, Felicity Miao, Laura Nowell, Sarah Sullivan, and Steven Tagle. Thanks also go to students who reviewed more than 80 abstracts that were submitted to the conference: Clara Wilkins, Sam Maglio, Karen Loh, and Yogesh Raut.

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

Sincerely,

Laura L. Carstensen  
Professor and Chair

May 7, 2005

Dear Presenters, Faculty, and Guests,

Welcome to the Fifth Annual Stanford Undergraduate Psychology Conference (SUPC)! I would like to thank all of you for coming to Stanford to share your research with other undergraduate students. I look forward to hearing oral presentations, listening to numerous poster presentations, and learning more about psychology from all the presenters who are here today.

Two years ago, I volunteered to help out with SUPC as a freshman, still unsure whether I wanted to major in psychology. Last year, as one of the associate directors, I began to appreciate the amount of work that is put into these presentations and into the conference as well. Now, I feel extremely honored to share with you today the result of a year's planning and efforts. I would like to acknowledge all my wonderful associate directors for all their hard work.

In addition to attending the presentations today, we hope that you take this opportunity to meet and interact with other student presenters, who have come from all over the country to be here. We also hope that you have the chance to talk to our distinguished faculty here in the Department of Psychology at Stanford University. Your participation here today has even farther-reaching implications—proceeds from SUPC will be donated to support the California Psychology Internship Council (CAPIC), a nonprofit organization that helps graduate psychology students acquire psychology licenses, finds student internships, and sets up other psychology conferences for students.

Again, thank you for coming to our conference, and we wish that your time at SUPC is a memorable and academically-enriching experience.

Sincerely yours,

Eva E Chen  
Executive Director, SUPC

<b>CONFERENCE SCHEDULE</b>
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**8:00-8:45**

Registration

Front of Jordan Hall

**9:00-9:15**

Introductory Address

420-040

**9:30-11:00**

Paper Session I

380-380C, W, X, Y

**11:00-12:00**

Poster Session I

Math and Linguistic Courtyards

**12:15-1:15**

Lunch

Oval Ears Biological Sciences

**1:30-2:30**

Keynote Address by Prof Carstensen

420-040

**2:45-4:15**

Paper Session II

380-380C, W, X, Y

**4:15-5:15**

Poster Session II

Math and Linguistic Courtyards

**5:30-6:30**

Grad School Talk by Prof Gotlib

380-380C

**6:30-7:30**

Closing / Social

420-050

<b>8:00-8:45</b>	<b>Registration</b>	<b>Front of Jordan Hall</b>
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<b>9:00-9:15</b>	<b>Introductory Address</b>	<b>420-040</b>
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**Introductory Address**

Eva Chen, Executive Director of the Fifth Annual  
Stanford Undergraduate Psychology Conference

<b>9:30-11:00</b>	<b>Paper Session I</b>	<b>380-380C, W, X, Y</b>
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**Affective and Cognitive Neuroscience 380-380C**

**The Morality of Milk: Prosociality and Oxytocin Release in Breastfeeding Women**

Jen Silvers  
University of Virginia

**Locus Coeruleus Tauopathy During the Aging-MCI-Alzheimer Continuum**

Aneta Grudzien  
Northwestern University

**Clinical Psychology 380-380W**

**Communication and Congruent Perception: Factors in the Transmission of Risk for Depression from Mother to Daughter?**

Laura Elizabeth Nowell  
Stanford University

**Self-Affirmation Writing is Associated with Reduced Stress Responses and Clinical Symptoms in a Breast Cancer Sample**

Sue Lam  
University of California, Los Angeles

**Cortical Gray Matter Density in Patients with Schizophrenia, Psychotic and Severe Non-Psychotic Depression and Healthy Volunteers**

Arash Nafisi, Theo G.M. van Erp, Paul M. Thompson, Raimo K.R. Salokangas, Frank Sun, Lara Zimmerman, T. Ilonen, T. Taiminen, H. Karlsson, H. Lauerma, K.-M. Leinonen, E. Wallenienius, A. Kaljonen, E. Sylvälähti, H. Vilkmann, A. Alanen, Jarmo Hietala, Arthur W. Toga, and Tyrone D. Cannon  
University of California, Los Angeles

**Cultural Psychology 380-380X**

**Asian Americans' Internalization and Endorsement of the Model Minority Stereotype**

Zing Luong  
San Francisco State University

**Parent-child Agreement on Child Behaviors Related to Acculturation in Asian American Families**

Vincent Woo  
University of California, Los Angeles

**Effects of the Model Minority Stereotype on Cognition and Performance**

Marissa M. Huang  
University of California, Los Angeles

**Personality and Social Psychology 380-380Y**

**Authoritarianism and Religion: Fact or Fiction?**

Adrienne A. Prettyman  
Wellesley College

**Culturally-Based Perceptions and Misperceptions in Assessing College Choices**

Jennifer A. Zimbardo  
Stanford University

**Multiple Social Identities in Stereotype Threat: I See Different "You's."**

Sheryl Schindler, Cecilia A. Froberg, Talia Ben-Zeev, Ph.D., and Ted Steiner, Ph.D.  
San Francisco State University

11:00-12:00

Poster Session I

Courtyards

**Math Courtyard**

**Incorporating the Self in an Evolutionary Account of Depression**

Michael Wilbur, Andrew Tomy, and Eric Arndt  
Western Washington University

**The Health Benefits of Writing for Emotional Processors**

Josephine Yatar  
University of California, Los Angeles

**ADHD Symptomatology and Teachers' Perceptions of Maltreatment Effects**

Christina Gamache Martin, Lisa D. Cromer, Regan Filgas-Heck, and Jennifer J. Freyd  
University of Oregon

**Effects of Music Volume on Rat Behavior and Weight**

Patricia Christophiades  
Utah State University

**Grief and Mindfulness Meditation: Applying an Acceptance-Based Practice to the Emotional Pain of Loss**

Tyler Michael Barratt  
Arizona State University

**Hazardous Alcohol Use and Drinking Games in Female College Athletes: Does Team Membership Matter?**

Laura K. Leitkowski, Katherine A. Cascio, and Byron L. Zamboanga, Ph.D.  
Smith College

**Evaluating the Effects of an Adolescent Alcohol Intervention on Drinking and Driving**

Nicole Sintov  
University of California, San Diego

**Comparing Comfort Ratings of Aural and Visual Methods for the Voice Interactive Depression & Anxiety Assessment System (VIDAS)**

Erika Xiomara Blanes, Colby Carter, Gerardo M. Gonzalez, Ph.D.  
Cal State University, San Marcos

**Activity-Based Anorexia (ABA) in Rats is Attenuated by Intrahypothalamic Administration of Orexin-A**

Carlos Chilin  
University of California, Los Angeles

**Difficulties in Emotion Regulation in College Women with and without a History of Deliberate Self-Harm and Binge/Purge Behavior**

Marisa C. Torch, Mandra L. Rasmussen Hall, and Victoria M. Follette  
University of Nevada, Reno

**Effects of Integrative Therapy on GAD Symptom Reduction and Examination of DSM-IV GAD Symptom Criterion Validity**

Eri Izumi  
University of Southern California

**The Downside of Requiring Service Learning**

Vanessa Avila  
University of San Francisco

**Social Identity and Art Criticism**

Kavita Reddy and Alexandra Hesssenuis  
University of California, Los Angeles

**Emotions and Mere Exposure Effect**

Chiew Woon Ng  
University of Oregon

**Influence of Sex Education on Sexual Practices and Attitudes**

Jennifer Tsyn  
University of San Francisco

**Betrayal Trauma and Attention: Emotional Processing Systems Affect Response to Trauma Information**

Scott Fraundorf  
University of Oregon

**Number Training Sticker Study**

Sandra Garcia  
University of California, Los Angeles

**Is Time Going to Stand? Hebrew and English Speakers’ Conception of Time**

Yulia Paluy  
San Francisco State University

**A Domain Independent Approach To Brain Computer Interfaces**

Miro Eney and Elliot Cohen  
University of California, Berkeley

**Time Lag and Probe Elaboration in the Concealed Knowledge Test**

Rebecca Fraynt and Travis Seymour, Ph.D.  
University of California, Santa Cruz

**Effect of Music Type on Memory for Pictures and Words**

Dalia Arafeh  
University of California, Los Angeles

**Recognition of the Intentionality of Actions in the Mirror Neuron System: An EEG Study**

A.J. Bressler  
University of California, San Diego

**Chronic Stress and Estrogen Replacement Effects on Hippocampal Morphology and Function**

Juan Gomez  
Arizona State University

**A Mother’s Expression of Delight in Her Infant and its Relation to the Infant’s Attachment Security**

Jennifer Mariman  
Saint Mary’s College of California

**Parenting Styles, Parental Attachment, and Career Aspirations in College Students**

David M. Kolk, Lindsay A. Penney, Jeffrey R. Whiteside  
Seattle Pacific University

**Social Comparison and Charitable Donation: The Effects of Inter-Group Comparison on Prosocial Behavior**

Andrew Shipley  
University of Oregon

**The Self-Knowledge Functions of Significant Others**

Mei Yi Ng  
University of California, Berkeley

**The Effect of Mathematical Calculation on Abstract Thought**

Jessica Chevalier  
California State University, East Bay

**The Intergenerational Transmission of Positive Communication Styles**

Gazi Begum  
University of California, Los Angeles

**Effects of Gender on Encouragement and Academic Persistence in Adolescents from Immigrant Families**

Mili Nguyen  
University of California, Los Angeles

**The Sibling Relationship Between Rivalry and Trust**

Ciji R. Saso  
University of San Francisco

12:15-1:15	Lunch	Oval Ears Biological Sciences
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1:30-2:30	Keynote Address	420-040
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**Keynote Address**

Laura Carstensen, Ph.D.  
Stanford University

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

**Cognitive Psychology      380-380C**

**Retrieval Training for Autobiographical Memory Specificity**

Ephraim Church  
Northwestern University

**Can False Memories be Automatically Activated in the Deese, Roediger and McDermott Procedure?**

Sivan Cotel  
Wesleyan University

**Waiting to Decide: Indecisiveness and Information Search in a Complex Decision Situation**

Steven M. Wengrovitz and Andrea L. Patalano  
Wesleyan University

**Developmental Psychology      380-380W**

**Gender Differences in Parenting: A Nature/Nurture Problem**

Diana Feygin  
Yale University

**Contributions of Language and Inhibitory Control to the Development of False Belief Understanding**

Kevin J. Holmes and Michael Ramscar  
Stanford University

**Social Psychology I      380-380X**

**The Effects of Evaluative Priming on Self-Relevant Domains**

Avasha Kalra  
Cornell University

**The Effects of Subliminally Primed American Flags on Subsequent Race Reactions**

Jacqueline F. Silva Sánchez  
Cornell University

**Effects of Friendship Building on Negotiated Agreements Between Pro-Palestinians and Pro-Israelis**

Kieran O'Connor  
Stanford University

**Social Psychology II      380-380Y**

**The Impact of Ethnicity on Social Perception: The Moderating Role of Socioeconomic Status**

Mesmin P. Destin and Galen V. Bodenhausen, Ph.D.  
Northwestern University

**Social Class and Black/White Biracial Identity**

Clara Wilkins  
Stanford University

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

**Math Courtyard**

**Less Acculturated Mexican Parent's Perception of Hyperactive Children**

Armando Barragain and Fred Frankel, PhD  
University of California, Los Angeles

**Effects of the Ability to Accurately Recognize and Perceive Nonverbal Communication of Emotions Across Cultures: Influence on Satisfaction and Outcomes in the Physician Patient Relationship**

Ken Russell Coelho  
University of California, Berkeley

**Racial Disparities in Healthcare: Are We Prepared for the Future?**

Ken Russell Coelho and Virginia Nguyen  
University of California, Berkeley

**Access Study**

Elma Lorenzo  
University of California, Los Angeles



**Deconstructing Culture: An Analysis of Cultural Aspects of Developmental Psychology Textbooks**

Marissa Knoll, Victoria Gonzales  
Sonoma State University

**Stepping Out of the Closet: An Examination of Sexual Orientation Disclosure and Psychological Well-Being**

Sholeh Isabella Mireshghi  
San Francisco State University

**Emotional Intensity Differences Between American and Japanese College Students**

Katsuki Sakai, Yuna Hayashi and Maureen O'Sullivan  
University of San Francisco

**The Effects of Fear on Coping Style and Gender**

Anne Sorgi  
California State University, Fullerton

**Children's Gender and Ethnic Identities Across Individuals and Contexts**

Jennifer Ly  
University of California, Los Angeles

**The Role of the Father's Positive Influences on an Individual's Self-Esteem, Emotional Stability, and Fear of Intimacy**

Renae Ryan, Robin Siirila, and Shana DeWater  
Seattle Pacific University

**The Relationship of College Drinking to Religiosity and Spirituality, and Extracurricular Activities**

Michelle Gonzalez  
University of San Francisco

**Recollection of Quality of Caregiving Experienced by Inmates During Childhood**

Elisa Velasquez-Andrade  
Sonoma State University

**Truthfulness Bias and Cultural Cynicism**

Josh Martin and Maureen O'Sullivan  
University of San Francisco

**The Effects of Media Exposure on Excessive Dieting Methods and Body Image**

Jessica Avery  
University of San Francisco

**Effects of Video Viewing on Behavior Mimicry**

Shelina Miranda  
Notre Dame de Namur University

**Perceived Family Influences on Academic Motivation for First, Second, and Third Generation High School Students**

Erin Schoenfelder  
Santa Clara University

**Linguistics Courtyard**

**Peer Exposure to Delinquency: Examining Links with Parent and Peer Relationships**

Alice Albrecht  
University of San Francisco

**Measuring Post-Formal Thought: Reliability, Parameters, and Educational Attainment**

Veronica Glover  
Towson University

**Religiosity and the Deterrance of Alcohol Consumption and Sexual Activity in College Students**

Emily Marsh  
Seattle Pacific University

**Does Alcohol Consumption Mediate the Relation Between Drinking Games Involvement and Alcohol-Related Problems in Female College Athletes?**

Laura K. Leitkowski and Byron L. Zamboanga, Ph.D.  
Smith College

**Geomapping LAPD Hate Crimes: Severity, Crime Attribution and Community Impact**

Lindsay Mathews, Heidi Campos, Lindsay Cameron  
University of California, Los Angeles

**What are the Effects of Culturally Sensitive Mentorship on African American Students' Interpersonal Decision Making Ability?**

Antonette King

San Francisco State University

**Body Image, Attractiveness & Romantic Relationships**

Heather J. Powers

University of California, Berkeley

**Race Affects on Assigning Punishment for Acts of Cheating**

Dominic Farris and Rena Singh

San Francisco State University

**Death Qualification and Guilt Assessment in Differential Cognitive Conditions and Levels of Evidence**

Jared Brown, H. Flowe, and E. Ebbesen

University of California, San Diego

**Relationship Continuity: Adolescent Girls' Best Friendships and Family Relations**

Kristen Rodriguez

University of California, Los Angeles

**Sibling Effects on Emotional Intelligence**

Barbara Fischer

University of San Francisco

**The Social Context of Participation in Musical Activities**

Ayetzi Nunez, Justin Kang, and Christina Chin-Newman

College of Alameda

**Machiavellianism and Emotional Intelligence**

Janice Casil

University of San Francisco

**Expert Testimony: Better for the Defense or Prosecution?**

Mabel Alavez and Brooke Conway

University of California, Los Angeles

5:30-6:30

Grad School Talk

380-380C

**Discussion About Graduate Training in Clinical Psychology**

Ian H. Gotlib, Ph.D.

Stanford University

6:30-7:30

Closing / Social

420-050

## Paper Session I Abstracts

### **Affective and Cognitive Neuroscience (380-380C)**

#### **THE MORALITY OF MILK: PROSOCIALITY AND OXYTOCIN RELEASE IN BREASTFEEDING WOMEN**

Jen Silvers

University of Virginia

The present two-part study sought to establish a bidirectional relationship between oxytocin, a hormone associated with lactation and bonding behavior, and elevation, a positive and prosocial emotion that is elicited by witnessing acts of virtue and moral beauty. In Study 1, 513 breastfeeding women reported their experiences with breastfeeding with regard to their emotional lives via internet survey. Their accounts support the notion that milk production, and thus oxytocin release, are mediated by psychological as well as biological factors. Study 2 examined whether oxytocin release was more likely to occur in response to an elevating stimulus than a purely positive stimulus in a between-subjects analysis of 45 breastfeeding women. Participants viewed either a humorous or elevating video clip while holding their child and were subsequently evaluated for oxytocin release using three measures: 1) milk leakage, 2) nursing, and 3) increased warmth in parent-child interaction. Though participants self-reported few between-condition differences, elevated mothers were significantly more ( $p=.025$ ) likely to leak and/or breastfeed their child than were mothers in the humor condition. These findings indicate that elevation and oxytocin release may be linked in an unconscious yet powerful dynamic with one another.

(jas2na@cms.mail.virginia.edu)

#### **LOCUS COERULEUS TAUOPATHY DURING THE AGING-MCI-ALZHEIMER CONTINUUM**

Aneta Grudzien

Northwestern University

The neuropathology of Alzheimer's disease patients is known to include neurofibrillary tangles (NFTs) in the locus coeruleus (LC). The LC projects to the entire

cerebral cortex and is the primary source of norepinephrine. Importantly, degeneration of LC neurons is likely to interfere with information processing and memory recollection. The deterioration of functional neurotransmission has attracted a great deal of attention as it is one aspect that is potentially amenable to pharmacological intervention. Nevertheless, the majority of existing information on LC pathology is derived from comparing cognitively normal individuals with the severely afflicted who died at advanced stages. Recently, research emphasis has shifted toward a transitional construct termed mild cognitive impairment (MCI). Brainstem tissue from 7 cognitively normal controls and 5 MCI individuals was examined. Tyrosine hydroxylase was utilized for architectural staining while AT8 visualized abnormal tau associated with pre-tangles and NFTs. Thioflavine-S determined the presence of fully developed tangles. AT8-positive staining was present in all subjects; however the percentage of AT8-positive neurons was significantly higher in MCI individuals. Furthermore, AT8-positive labeling was much greater than thioflavine-S immunofluorescence. Notably, these findings lend support to the deduction that noradrenergic LC tau pathology emerges as an early pathological event in the aging-MCI-AD continuum. (a-grudzien@northwestern.edu)

### **Clinical Psychology (380-380W)**

#### **COMMUNICATION AND CONGRUENT PERCEPTION: FACTORS IN THE TRANSMISSION OF RISK FOR DEPRESSION FROM MOTHER TO DAUGHTER?**

Laura Elizabeth Nowell

Stanford University

Having a parent with major depressive disorder (MDD) more than doubles a child's risk of developing depression; up to 45% of the children of depressed parents experience MDD by adolescence, with girls being twice as likely to develop the disorder. Despite this substantial liability, little is known about the specific mechanism of risk. One possibility is that a dysfunctional family environment predisposes offspring to develop depression. The members of the family subsystem possess divergent perspectives on the family environment, and research has shown that differential perceptions of the parent-child relationship can have

adverse effects for adolescent development. If parents and children are seeking different types of relationships, or if their evaluations of their current relationship are incongruent, mental health may be compromised. This study examines whether recurrent-depressed mothers (N = 18) and their 10-14-year-old daughters have lower perceptual mutuality (i.e., more dissimilar assessments of the mother-daughter relationship) than do age-matched nonpsychiatric dyads (N = 18). Perceptual mutuality was assessed via questionnaires.  
(lenowell@stanford.edu)

**SELF-AFFIRMATION WRITING IS ASSOCIATED WITH REDUCED STRESS RESPONSES AND CLINICAL SYMPTOMS IN A BREAST CANCER SAMPLE**  
Sue Lam  
University of California, Los Angeles

Promoting expression of thoughts and feelings in breast cancer patients was found to produce benefits with regard to physical health related outcomes (Stanton et.al., 2002). The present study tested if self-affirmations in writing would be associated with better psychological and physical adjustment in this breast cancer population. Women diagnosed with breast cancer were randomly assigned to write four essays about their deepest thoughts and feelings about cancer, positive thoughts and feelings about cancer, or facts about their cancer experience. Essays were coded for self-affirmation, cognitive processing, and discovery of meaning. Results showed that the frequency of self-affirmation statements predicted reductions in mood disturbance, somatic symptoms, and doctor visits, after controlling for baseline levels. Cognitive processing and discovery of meaning statements did not predict health outcomes. Findings indicate that writing interventions which elicit positive self-related statements, such as self-affirmation, may confer health benefits in some patient populations, potentially through stress reduction and enhanced coping mechanisms.  
(suelam@ucla.edu)

**CORTICAL GRAY MATTER DENSITY IN PATIENTS WITH SCHIZOPHRENIA, PSYCHOTIC AND SEVERE NON-PSYCHOTIC DEPRESSION AND HEALTHY VOLUNTEERS**

Arash Nafisi, Theo G.M. van Erp, Paul M. Thompson, Raimo K.R. Salokangas, Frank Sun, Lara Zimmerman, T. Ilonen, T. Taiminen, H. Karlsson, H. Lauerma, K.-M. Leinonen, E. Wallenienius, A. Kaljonen, E. Sylvälähti, H. Vilkmann, A. Alanen, Jarmo Hietala, Arthur W. Toga, and Tyrone D. Cannon  
University of California, Los Angeles

Psychosis in affective illness has been associated with a family history of schizophrenia, though its neural underpinnings are yet to be determined. Both schizophrenia and depression have been associated with reductions in brain gray matter volumes. To examine disease-specific abnormalities in regional cortical gray matter, high-resolution magnetic resonance images of the brain were obtained from 11 patients with schizophrenia, 20 patients with depression with psychotic features, 17 patients with depression without psychosis, and 19 healthy volunteers, using a 1.5T MRI scanner at the Turku University Central Hospital, Turku, Finland. Regional cortical gray matter density was examined using cortical pattern matching methods. The study aims to identify those regional cortical gray matter abnormalities that are specific to psychosis and those that are specific to depression.  
(arashn@ucla.edu)

**Cultural Psychology (380-380X)**  
**ASIAN AMERICANS' INTERNALIZATION AND ENDORSEMENT OF THE MODEL MINORITY STEREOTYPE**  
Zing Luong  
San Francisco State University

Past research has primarily focused on either supporting or dispelling the model minority stereotype (MMS). However, studies of the impact of the model minority stereotype on Asian American mental health and self-efficacy in academic performance remain limited, although there is some suggestion that the impact may be negative. The current study aims to: 1) examine the extent of Asian Americans' endorsement of the model minority stereotype according to level of acculturation; 2) examine whether endorsement of the model minority stereotype is related to Asian American's sense of self-efficacy and academic achievement; and 3) examine

whether the endorsement of the model minority stereotype influences an individual's self-esteem and experience of academic pressure. Twenty-five self-identified Asian American college students (mean age = 23,  $SD = 1.86$ ) completed a self-report questionnaire and an in-depth interview. Results indicated that less acculturated Asian American students viewed the model minority more positively and experienced more pressure to achieve academically than those who were highly acculturated. However, no differences were found in academic self-efficacy based on level of acculturation. Implications and limitations of the study are discussed. (zingluong@msn.com)

#### PARENT-CHILD AGREEMENT ON CHILD BEHAVIORS RELATED TO ACCULTURATION IN ASIAN AMERICAN FAMILIES

Vincent Woo

University of California, Los Angeles

Previous research demonstrates that parent-child agreement on child behavior problems range from low to moderate when measured by widely used questionnaires. However, little is known about parent-child agreement within ethnic minority families. One previous study found that Asian/Pacific Islander and Hispanic children and parents had lower levels of agreement than their Caucasian counterparts (Lau et al., 2004). It is possible that factors related to acculturation may in part explain differences in parent-child disagreement in ethnic minority families. Seventy Asian American families in the Los Angeles area were interviewed and the agreement between parent reports on the Child Behavior Checklist (CBCL) and the child reports on the Youth Self Report (YSR) was assessed. In the current study, we will examine whether parent and child levels of acculturation, and the interaction of parent and child acculturation will be associated with the degree of parent-child agreement about child behavior problems. It is predicted that when the difference in the level of acculturation between parent and child is large, there will be significantly lower parent-child agreement on child behaviors. Results of the research may demonstrate the one way that culture may influence perceptions of child behavior problems within immigrant families.

(woovince@gmail.com)

#### EFFECTS OF THE MODEL MINORITY STEREOTYPE ON COGNITION AND PERFORMANCE

Marissa M. Huang

University of California, Los Angeles

Past research suggests that emotional distress can occur when Asian Americans fail to live up to the Model Minority stereotype. The present study examines not only the effects of stereotype activation and perceived failure on emotion, but also the role of cultural orientations in self-motivation as a moderator of these effects. While individuals in Western cultures tend to view themselves positively and prioritize maintenance of self-esteem, individuals of Eastern cultures tend to hold a self-critical view, characterized by decreased focus on maintaining self-esteem and a greater priority for self-improvement. These differences are manifest in individuals' varying responses to failure. Data collection is in progress. We expect that negative feedback following activation of the model minority stereotype will lead to increased negative emotion in Asian American females, while negative feedback following activation of the female gender stereotype will not lead to such an increase in negative emotion. We also expect that differences in cultural orientations of self-views will likely moderate the relationship between perceived failure after activation of the model minority stereotype and emotional distress. More specifically, holding a more self-improving view will lessen the negative emotional consequences of failure feedback. (mmh@ucla.edu)

#### Personality and Social Psychology (380-380Y) AUTHORITARIANISM AND RELIGION: FACT OR FICTION?

Adrienne A. Prettyman

Wellesley College

While most world religions espouse compassion, understanding, and tolerance, psychologists have found a robust connection between religiousness and authoritarianism, prejudice, and intolerance. To explore this paradoxical connection, we used a sample of older age, mostly White and Mainline Protestant participants

to investigate the relationship between religiousness (traditional or institutionalized religious belief) and spirituality (non-traditional or non-institutionalized religious belief) and authoritarianism (or submission to authority, conventionalism, and hostility toward minority groups). Multiple regression analysis revealed that in late adulthood, religiousness was related positively and spirituality was related negatively to authoritarianism. These relations were present even after controlling for religious fundamentalism, education, gender, age cohort, and personality characteristics. Expanding our findings through a longitudinal analysis, we further found that religiousness and spirituality in early adulthood predicted authoritarianism in late adulthood – a time interval of close to 40 years. Drawing on current events, the implication of our findings for the “culture wars” debate will be discussed.  
(aprettym@wellesley.edu)

#### CULTURALLY-BASED PERCEPTIONS AND MISPERCEPTIONS IN ASSESSING COLLEGE CHOICES

Jennifer A. Zimbhoff  
Stanford University

Capable students from disadvantaged backgrounds frequently fail to take advantage of the full range of viable college options available to them. Opportunity issues – e.g. deficiencies in college and testing preparedness, in college counseling, in teacher expectations, and in knowledge about admissions and scholarships—comprise the frequently cited reasons. This paper seeks to explore alternative explanations in the realms of social identity threat, values threat, collectivistic versus individualistic self-construal, group identity, and optimal distinctiveness. A five-part questionnaire, given to eighty-five seniors at a disadvantaged high school, will ascertain the relevance of these self-defining factors in limiting college choices of disadvantaged students. The results possess significance for improving access to higher education for the disadvantaged.  
(zimbhoff@stanford.edu)

#### MULTIPLE SOCIAL IDENTITIES IN STEREOTYPE THREAT: I SEE DIFFERENT

"YOU'S."

Sheryl Schindler, Cecilia A. Froberg, Talia Ben-Zeev, Ph.D, Ted Steiner, Ph.D.  
San Francisco State University

The failure of large groups of students to perform to their potential - such as females in math and science, or African Americans across a variety of academic disciplines-is one of the great tragedies in our educational system. The present study has been designed to explore whether priming a positively stereotyped (male) versus a negatively stereotyped (African American) aspect of a target peer in a quantitative domain would affect stereotyped individuals' (females in math) performance under stereotype threat. Caucasian female undergraduates were given a math test with an African American male confederate acting as a peer. In the ethnicity prime condition, females were asked to write down the confederate's ethnicity, in the gender prime condition, his gender. The data showed that females in the gender prime condition performed better on the math tests, had lower skin conductance responses, and exhibited higher levels of confidence and effort as compared to females in the ethnicity prime condition. These data have important implications for understanding the role of ideomotor activation (e.g., Bargh et al., 1996; Dijksterhuis et al., 2000) in stereotype threat.  
(schindlersheryl@aol.com)

## Paper Session II Abstracts

### **Cognitive Psychology (380-380C)**

#### **RETRIEVAL TRAINING FOR AUTOBIOGRAPHICAL MEMORY SPECIFICITY**

Ephraim Church  
Northwestern University

Depressed individuals are prone to overgeneral autobiographical memory and often fail to retrieve specific events (Williams, 1996). Moreover, overgeneral memory is related to several negative characteristics including slower recovery and poor interpersonal problem solving (Healy & Williams, 1999). The present study targeted depressives' overgeneral memory style through retrieval training to examine if it could be directly changed. Fifty high- and 25 low-depression (as determined by IDD screen) participants were administered the unipolar mood disorders portion of the SCID and the Autobiographical Memory Task (AMT; Williams & Broadbent, 1986). The AMT requires participants to report memories in response to cue words. The 50 high-depression participants were randomly assigned to receive both training or filler tasks and the AMT during session 2. The training package consisted of practice identifying overgeneral memories and vivid imaging as a technique to improve recall. If retrieval training increases ability to recall specific autobiographical memories, it could be used along with already empirically validated therapeutic techniques to optimize outcome. If tendency toward overgeneral memory decreases as a result of the training, this implicates retrieval error over encoding error in depressives' aberrant memory processes.  
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#### **CAN FALSE MEMORIES BE AUTOMATICALLY ACTIVATED IN THE DEESE, ROEDIGER AND MCDERMOTT PROCEDURE?**

Sivan Cotel  
Wesleyan University

Previous research by Cleary and Greene (2004) indicated that people can discriminate between studied and nonstudied words, even when these words are not perceptually identified. Using the Deese, Roediger, and McDermott false memory procedure, we conducted four experiments in which participants studied associatively-related word lists for 40 ms or 2s per word, followed by an immediate free recall test after each list. Participants were later asked to identify briefly flashed related and unrelated critical words that were never studied and rated the likelihood that these words had been presented in the study lists. Identification and rating trials were presented either after each list or after all lists had been studied. When participants were able to identify critical words at test that had not been previously recalled, they were more likely to rate related critical words as having been studied than unrelated critical words. When participants were unable to identify critical words that had not been previously recalled, there were no differences between ratings for related and unrelated critical words. These findings provide no evidence for automatic or nonconscious processes underlying false memory in the DRM procedure.  
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#### **WAITING TO DECIDE: INDECISIVENESS AND INFORMATION SEARCH IN A COMPLEX DECISION SITUATION**

Steven Wengrovitz and Andrea L. Patalano  
Wesleyan University

Throughout our lives, we are faced with decisions. Differences in both delay of decision making and search strategy between decisive and indecisive undergraduate participants were investigated with a computerized simulation of course selection. Participants were randomly assigned to one of two conditions: one with no opportunity costs associated with waiting to decide, the other with opportunity costs. Participants were also categorized as indecisive or decisive based on a median split of scores on Frost and Shows' (1993) Indecisiveness Questionnaire. It was found that indecisives waited longer to decide than decisives in the cost condition only, leading them to frequently miss out on the best alternative. In both conditions, indecisives and decisives used different search strategies, with

indecisives focusing on exploring course alternatives, and decisives focusing on exploring course dimensions. The results suggest that the two groups approach decisions differently and that indecisives are less sensitive to opportunity costs than decisives. These results add to the current understanding of strategy-use in decision making and suggest the potential for improving undesirable decision making patterns. (swengrovitz@wesleyan.edu)

### **Developmental Psychology (380-380W)**

#### **GENDER DIFFERENCES IN PARENTING: A NATURE/NURTURE PROBLEM**

Diana Feygin  
Yale University

The transformative parental behavior around the birth of a child appears to be governed by a cascade of genetic and epigenetic events that reorganize hypothalamic and limbic brain circuits, which subserve thoughts and behaviors. As part of an array of peripartum changes, behaviors and thoughts that bear a striking similarity to obsessive-compulsive disorder (OCD) come into view. Differences between the preoccupation levels of mothers and fathers emerged early on in our study, but it was unclear if this was due to the different genetic hard-wiring of men and women—or, instead, to the amount of daily contact between parent and child. To shed some light on this balance, we administered interviews to 22 parents at 3-4 months postpartum and analyzed brain activation maps from fMRI measurements taken as they viewed baby pictures. In families where the father is the primary caretaker, do the neuropsychological correlates of maternal and paternal attachment to the baby differ significantly from those in 'traditional' homes? We hypothesize that the gender differences in the genetic and neural substrates mediating parental attachment are due less to "nature" (inherent differences between mothers' and fathers' brains) than to "nurture" (the amount of time spent with the baby). (dfeygin@gmail.com)

#### **CONTRIBUTIONS OF LANGUAGE AND INHIBITORY CONTROL TO THE DEVELOPMENT OF FALSE BELIEF UNDERSTANDING**

Kevin J. Holmes and Michael Ramscar

Stanford University

The current study used a training methodology to examine the contributions of language and inhibitory control to the development of false belief understanding in 3-year-old children. In the linguistic training (LT) condition, children were exposed to perspective-shifting discourse about deceptive objects using mental state terms. In the inhibitory control training (ICT) condition, children completed a conflict task in which they sorted cards first by color or shape, then by the other dimension. Children received negative feedback for incorrect sorts. In the control condition, children completed object matching tasks unrelated to false belief understanding. Results showed that children in both training conditions outperformed children in the control condition on posttests of false belief understanding. Children's success in the LT condition extends the findings of Lohmann and Tomasello (2003) by showing that a single training session is sufficient for improvement. Children's success in the ICT condition suggests that experience with refocusing attention enabled them to avoid the dominant but incorrect response tendency in false belief tasks. We posit that mental state language can serve a similar function by drawing children's attention to multiple, often conflicting perspectives, thus facilitating engagement with a mindset effective for reasoning about mental states. (kjholmes@stanford.edu)

### **Social Psychology I (380-380X)**

#### **THE EFFECTS OF EVALUATIVE PRIMING ON SELF-RELEVANT DOMAINS**

Avash Kalra  
Cornell University

Prior research suggests that exposure to affective stimuli presented subliminally influences the interpretation and judgment of unrelated target stimuli. However, there has been almost no research on the influence of affective primes on self-judgments, skills, and intentions. This research project examined the effects of subliminally presented, positive and negative primes on such self-relevant domains. Findings suggest that participants' self-relevant judgments and intentions were influenced by the valence of previously perceived, yet semantically



unrelated, affective primes. In particular, participants were more likely to ascribe a positive trait to themselves, and to intend to perform an action over the upcoming week, when they had subliminally perceived a positive prime immediately before the question of interest, compared to a negative prime.

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#### THE EFFECTS OF SUBLIMINALLY PRIMED AMERICAN FLAGS ON SUBSEQUENT RACE REACTIONS

Jacqueline F. Silva Sánchez  
Cornell University

The automatic activation of political ideology and its subsequent influence on perceptions of out-group individuals were investigated. First, participants filled out a questionnaire that measured their political ideologies and their interest in and exposure to U.S. news. Then, in an ostensibly unrelated study, half of the participants were subliminally presented with an American flag during a computer task, which was masked by nonsense red, white, and blue stimuli. The other half were in a control condition in which the American flag was replaced with a nonsense red, white, and blue picture. Then, participants completed a second computer task, in which they were presented with photographs of White, Black, Asian, and stereotypically Arab-looking men. Each photograph was followed by a word that was either positive or negative in valence. Participants were instructed to press the key on the computer labeled either “good” or “bad” as quickly and accurately as possible to indicate their choice. Response accuracy and latency were recorded. Then participants completed questionnaires about their mood, racial/ethnic and religious identification, sex, and GPA. Results indicate the extent to which the subliminal presentation of the American flag influences subsequent out-group impressions.

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#### EFFECTS OF FRIENDSHIP BUILDING ON NEGOTIATED AGREEMENTS BETWEEN PRO- PALESTINIANS AND PRO-ISRAELIS

Kieran O'Connor  
Stanford University

Recent evidence (Paolini et al, 2004) suggests that both direct and indirect friendship with outgroup members can significantly decrease negative attitudes toward the outgroup. In the present study, pairs of participants were selected according to their attitudes on a current political issue, namely the Palestine-Israel conflict. Pro-Palestinians were paired with pro-Israelis and together completed a series of friendship building measures developed by Aron et al (1997). Their attitudes about the conflict were not initially made salient. During the second half of the experiment, subjects were asked to play the role of advisor to the U.S. State Department regarding six pivotal issues of the Palestine-Israel conflict. After rating the measures individually, subjects were asked to work together to negotiate an agreed plan of action for these six issues. In the control condition, no friendship building task was completed and both participants were asked only to formally introduce themselves before completing the advisor-negotiation activities, as a real world negotiation might occur. Awaiting data analysis, we predict the psychological intervention of the friendship building tasks will result in more positive relations and success during the negotiation activity, in addition to reducing negative attitudes while increasing positive attitudes such as empathy toward the outgroup. (koconnor@stanford.edu)

#### **Social Psychology II (380-380Y)**

##### THE IMPACT OF ETHNICITY ON SOCIAL PERCEPTION: THE MODERATING ROLE OF SOCIOECONOMIC STATUS

Mesmin P. Destin and Galen V. Bodenhausen, Ph.D.  
Northwestern University

The impact of ethnicity on social perception and judgment has produced an abundance of evidence showing that race can matter greatly in how people are viewed. Considerably less research has addressed the impact of socioeconomic status on social perception. The few existing studies suggest that persons of low SES tend to be judged more negatively than persons of high SES (e.g., Gleason & Harris, 1975, 1976). Ethnicity and SES are confounded variables, but, the correlation is far from perfect, and this raises several interesting questions about how race and SES might interact to

determine social judgments. The project expects to find that people prefer not to express negativity toward African Americans unless such negative reactions can be plausibly attributed to some factor other than race (Gaertner & Dovidio, 1986). Thus, the usual impact of SES on social judgment (Gleason & Harris, 1975) is amplified for African American targets. In assessing a target who varies by ethnicity and SES, high-SES Black targets may be judged more positively (to avoid any appearance of racism) while low-SES Black targets may be judged more negatively (because racist feelings can be channeled through SES under such conditions, and negative responses can be attributed to SES even though they in fact may also include an infusion of anti-Black affect). The relationship between ethnicity and SES is further modified by the type of behavior in which the target is observed.  
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#### SOCIAL CLASS AND BLACK/WHITE BIRACIAL IDENTITY

Clara Wilkins  
Stanford University

The racial identification of Biracial college students who have one Black parent and one White parent will be investigated as a function of the widely held values in the particular social class contexts in which they grew up. African-American, European-American and Biracial subjects' implicit attitudes towards Biracial individuals who either identify as Black or Biracial will be investigated to examine the ways these attitudes differ depending on whether the participant comes from a working class or a middle class contexts. It is hypothesized that middle class individuals will have more positive attitudes towards those identifying as biracial than working class subjects as a reflection of the former group's greater value of uniqueness and the latter group's greater value of conformity and tradition. In addition, it is hypothesized that working class biracial individuals will be more likely than their middle class counterparts to identify as singularly Black (rather than Biracial).  
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## Poster Session I Abstracts

### Math Courtyard

#### INCORPORATING THE SELF IN AN EVOLUTIONARY ACCOUNT OF DEPRESSION

Michael Wilbur, Andrew Tomy, and Eric Arndt  
Western Washington University

Although depression has generally been considered a form of psychopathology there have been numerous attempts to account for its existence in terms of evolutionary processes. Some theorists have even gone so far as to suggest that is an adaptation that promotes biological fitness. This paper reviews the evolutionary literature concerning depression, focusing particularly on the work of Randolph Nesse. Nesse has provided a useful framework for considering depression in light of evolutionary theory, arguing that it may be a defense (an aversive condition that serves to protect against more serious threats), a defense gone awry, or a defect (a pathological condition that yields no appreciable benefits). Regardless of whether depression is a defense, a defect or a defense that is functioning improperly, it is clear that depression exists along a continuum of negative affect which, in its less extreme forms, is adaptive. Nesse's other significant insight involves the adaptive function of mood. As useful as Nesse's work is, it is compromised by a characteristic shared by other evolutionary accounts of depression: the failure to acknowledge the considerable coherence of the psyche. The author seeks to correct this deficiency by discussing depression in relation to the structure of the self.

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#### THE HEALTH BENEFITS OF WRITING FOR EMOTIONAL PROCESSORS

Josephine Yatar  
University of California, Los Angeles

Research on Pennebaker's short writing intervention (1997) demonstrated that writing about one's deepest emotions is associated with psychological and physiological health benefits. However, particular

characteristics like emotional processing may moderate the effects of writing. A sample of 130 undergraduate students wrote for 20 minutes each day for 3 days. Participants were asked to think about a self-nominated stressor and were randomly assigned to four writing conditions: emotional disclosure, cognitive reappraisal, self regulation, or a non-emotional control. We predict emotional processing (EP) to moderate the effect of writing on depressive symptoms, with those high in EP assigned to emotional disclosure to report fewer depressive symptoms at the two-month follow-up than those low in EP. Those low in EP will report fewer depressive symptoms in the cognitive appraisal condition compared to those high in EP.  
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#### ADHD SYMPTOMATOLOGY AND TEACHERS' PERCEPTIONS OF MALTREATMENT EFFECTS

Christina Gamache Martin, Lisa D. Cromer, Regan Filgas-Heck, and Jennifer J. Freyd  
University of Oregon

Stimulant medication sales increased 500 percent between 1991 and 1999 (U.S. Drug Enforcement Agency, 2000). The American Academy of Pediatrics has called the increase in Attention Deficit Hyperactivity Disorder (ADHD) diagnosis an epidemic (2000). Is ADHD over-diagnosed? Is it misdiagnosed? Weinstein et al. (2000) report that ADHD presentation in children resembles trauma symptoms. Further, maltreated children are often diagnosed with both ADHD and PTSD (McLeer et al., 1994; Famularo et al., 1996). Similarity between ADHD and trauma symptomatology calls etiology into question. Because of teachers' important roles in children's lives, this study examines teachers' views about this set of issues. Teachers (N = 156) worldwide (85% U.S., 7.1% Canada, 3.2% Asia, 1.3% from Australia and 4.5% unidentified) completed an internet survey and described maltreatment effects on students. Responses were compared to ADHD diagnostic criteria. For neglect 74.1% of learning and 72.8% of behavioral effects identified were also ADHD symptoms. For abuse, 56.9% of learning and 55.4% of behavioral effects identified were also ADHD symptoms. Implications for neglected and abused children identified as having ADHD are discussed.

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#### EFFECTS OF MUSIC VOLUME ON RAT BEHAVIOR AND WEIGHT

Patricia Christophiades  
Utah State University

This experiment measured the effect of sound music volume exposure on 12 Albino male rats in three groups. Each treatment group was exposed to 20 minutes of music one at 70dbA, and one at 80dbA. The control group was exposed to ambient room noise (40dbA). The weight of each rat was obtained at the beginning of each experimental session. Grooming behavior was observed and tabulated. Each group was exposed for five sessions, followed by two days without treatment. Group one was then exposed to 80dbA for another five day period, and Group two was then exposed to 70dbA for five periods. The results demonstrated a weight increase and some grooming increase with the higher volume. Thus suggesting the rats were under a stressful condition in terms of excitation and avoidance.  
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#### GRIEF AND MINDFULNESS MEDITATION: APPLYING AN ACCEPTANCE-BASED PRACTICE TO THE EMOTIONAL PAIN OF LOSS

Tyler Michael Barratt  
Arizona State University

Mindfulness meditation-based therapies have been applied to a range of clinical issues, in a variety of settings. The mindfulness literature is expanded in this paper by considering the potential of mindfulness meditation for coping with the emotional, cognitive, and physical stressors of bereavement. Popular theories of grief, common goals of successful grieving, and benefits of mindfulness meditation are reviewed. Common themes among mindfulness and grieving are elucidated: awareness, acceptance, the concepts of life review, absence and emptiness, and the focus on process rather than outcome. There is reason to believe that mindfulness meditation shows great promise in facilitating healing after loss.  
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#### HAZARDOUS ALCOHOL USE AND DRINKING GAMES IN FEMALE COLLEGE ATHLETES: DOES TEAM MEMBERSHIP MATTER?

Laura K. Leikowski, Katherine A. Cascio, and Byron L. Zamboanga, Ph.D.  
Smith College

Research indicates that student athletes report higher alcohol-related problems than non-athletes. For many college students (athletes/non-athletes), heavy alcohol use occurs during drinking games (DG). DG are very popular on college campuses, but despite the health risks associated with these games, they appeal to students because they provide opportunities for social interactions through drinking practices and promote a socially sanctioned way to get intoxicated quickly and reduce inhibitions. This study examined whether alcohol consumption mediates the association between DG involvement and alcohol-related problems. Participants were female college athletes (N = 179; Mean age = 19.8, SD = 1.25, range = 18-22) who completed a group-administered, paper-and-pencil questionnaire. Respondents reported on their drinking behaviors (as measured by the AUDIT) and the number of different DG played with teammates during the semester. Findings revealed a direct, positive relation between DG and alcohol-related problems, but dropped to non-significance when the mediator variable (drinking consumption) was added in the model. The Sobel test confirmed a statistically significant influence of this mediation effect. The current findings highlight the need to consider female college athletes' alcohol consumption levels across various drinking contexts.  
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#### EVALUATING THE EFFECTS OF AN ADOLESCENT ALCOHOL INTERVENTION ON DRINKING AND DRIVING

Nicole Sintov  
University of California, San Diego

A voluntary alcohol intervention was available weekly to students in 9th through 12th grades at four high schools. The intervention focused on changing attitudes towards alcohol use and related risk behaviors of drinking and driving and riding with a drinking driver. Intervention

participants were compared to a demographically matched control group; all participants completed surveys regarding alcohol use and related risk behaviors in the fall and the spring of one academic year. Older intervention participants were less likely to drink and drive than older control participants. Intervention participants with driver's licenses were more likely to ride with a drinking driver than control participants with driver's licenses. A trend towards increased perception of risk of driving after drinking was found among intervention participants with driver's licenses. The findings suggest that a high school alcohol intervention can be effective in reducing drinking and driving and increasing perception of risk of driving after drinking. (nsintov@ucsd.edu)

#### COMPARING COMFORT RATINGS OF AURAL AND VISUAL METHODS FOR THE VOICE INTERACTIVE DEPRESSION & ANXIETY ASSESSMENT SYSTEM (VIDAS)

Erika Xiomara Blanes, Colby Carter, Gerardo M. Gonzalez, Ph.D.  
Cal State University, San Marcos

The Voice Interactive Depression & Anxiety Assessment System (VIDAS) is designed to measure depression and anxiety symptom levels in English- and Spanish-speakers. VIDAS is comprised of two subscales: the Center for Epidemiological Studies-Depression (CES-D) scale and the DSM-IV Anxiety scale (DAS). Past aural versions (audio-alone) of VIDAS were found to be reliable and valid for detecting depression and anxiety. The current study compared aural and visual (audio and visual stimuli) VIDAS methods by examining comfort ratings for both methods. The researchers predicted that participants would have more positive ratings for the Visual method. Participants were identified with depression, anxiety, both disorders, or no disorder based on the Composite International Diagnostic Interview-Short Form. Participants also completed the Bidimensional Acculturation Scale, the Beck Depression Inventory-II, and the Beck Anxiety Disorder. In total, 108 English-speaking (mean age=42.7; SD=10.3; 72 males and 36 females) 109 Spanish-speaking participants (mean age=36.4; SD=12.7; 30 males and 79 female) completed the study. The findings suggested that the

comfort ratings for the Visual method ( $M = 4.66$ ,  $SD = 1.132$ ) were not significantly different from the Aural method ( $M = 4.54$ ,  $SD = 1.235$ ). Thus, visual stimuli did not enhance comfort ratings for VIDAS. (blane002@csusm.edu)

#### ACTIVITY-BASED ANOREXIA (ABA) IN RATS IS ATTENUATED BY INTRAHYPOTHALAMIC ADMINISTRATION OF OREXIN-A Carlos Chilin University of California, Los Angeles

Anorexia nervosa is characterized by reduced food intake and weight loss. Orexin A is released by lateral hypothalamic (LH) neurons and plays a prominent role in eating. This study tests whether orexin A attenuates anorexia in rats exposed to ABA. In the ABA paradigm, rats are allowed to eat during a 90 minute period and given access to a running wheel for the remaining 22.5 hours. Within days, animals eat less, loss weight, and run more. Rats were assigned to one of three conditions: Restricted Food + Wheel Access; Restricted Food + No Wheel; Ad-Libitum Food + Wheel. Within each condition, one group received a daily LH infusion of orexin A prior to feeding; the other received vehicle infusion. Preliminary findings show that orexin A promotes eating and attenuates weight loss in ABA rats suggesting that orexin A "kick starts" a feeding response in animals otherwise prone to develop anorexia. (cchilin@ucla.edu)

#### DIFFICULTIES IN EMOTION REGULATION IN COLLEGE WOMEN WITH AND WITHOUT A HISTORY OF DELIBERATE SELF-HARM AND BINGE/PURGE BEHAVIOR Marisa C. Torch, Mandra L. Rasmussen Hall, and Victoria M. Follette University of Nevada, Reno

Researchers in the field of psychology have become increasingly interested in emotion regulation as an important variable in the development and maintenance of impulsive behaviors in women, such as deliberate self-harm and binge/purge behavior. However, because of the complexity of emotion regulation, research in this area has been limited. No studies have examined the

correlation between emotion regulation and related variables. In addition, few studies have attempted to investigate these variables in women who engage in behaviors thought to have an emotion regulation function. Thus, the purpose of this study is to: better understand the complexity of emotion regulation by assessing the relationship between dimensions of difficulties with emotion regulation and examine the relationship between emotion regulation, and specific behaviors hypothesized in the literature to have an emotion regulation function (i.e., deliberate self-harm and binge/purge behavior). It is hypothesized that women who engage in deliberate self-harm and binge/purge behavior will score higher on measures of emotion regulation than those who do not engage in such behaviors. Implications for future research and treatment will be discussed.

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#### EFFECTS OF INTEGRATIVE THERAPY ON GAD SYMPTOM REDUCTION AND EXAMINATION OF DSM-IV GAD SYMPTOM CRITERION VALIDITY Eri Izumi

University of Southern California

This project examined the 1) effects of Integrative Therapy on symptom reduction in generalized anxiety disorder (GAD), and 2) endorsement rates for GAD associated symptoms. Four GAD patients received eight sessions of Integrative Therapy over a seven-week period, during which they continuously self-monitored their symptoms using the *Worry & Anxiety Event Record*. The ADIS-IV assessed participants' symptom experiences at *Baseline*, *Post*, *3-month follow-up*, and *6-month follow-up* time points. Four patients in the wait-list control condition were administered the ADIS-IV but did not receive therapy. Three sub-studies were conducted. Study 1 compared the degree of symptom intensity experienced by experimental group (EG) and wait-list control group (WL) at *Post* and *3-month follow-up*. As hypothesized, EG participants exhibited significantly lower symptom intensity than did WL group participants at both time points. Study 2 compared the degree of symptom intensity and frequency experienced within EG at early and late stages of therapy. Symptom frequency was significantly reduced at late stages of therapy

compared to the early stage as hypothesized, but symptom intensity did not show reduction. Study 3 examined the endorsement rates for 19 GAD associated symptoms. As hypothesized, 6 symptoms from DSM-IV criteria ranked higher in symptom frequency and intensity than did 9 autonomic hyperactivity symptoms eliminated from DSM-III-R criteria.

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#### THE DOWNSIDE OF REQUIRING SERVICE LEARNING

Vanessa Avila

University of San Francisco

Although community work and volunteerism has a long history as a part of the psychology curriculum, in the last ten years a number of universities are requiring service learning of all students. In Fall, 2002, USF instituted a mandated service learning requirement. It was hypothesized that students who were required to enroll in a field work course would evaluate the course more negatively than student who chose to enroll in it. At the end of each of five semesters, students (N=406) evaluated: 1) the overall quality of the field work course compared with other psychology courses they had taken, 2) compared with all other courses they had taken, 3) their ability to apply academic knowledge of psychology in their field work experience and 4) the value of the field work to their future career. For all four evaluations, students required to enroll evaluated the course significantly more negatively than students who chose to enroll, even though the students were attending the same or similar class sessions. In Spring, 2003, a more intensive examination of the motives of students for enrolling in field-work courses was undertaken. Similarities and differences in the motives of students will be described.

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#### SOCIAL IDENTITY AND ART CRITICISM

Kavita Reddy and Alexandra Hesssenuis

University of California, Los Angeles

The purpose of this study is to investigate factors influencing persuasion. Participants will be instructed to read an article describing the benefits of art on campus

and then asked questions regarding the article. We will vary the social identity of the source of the article to be a UCLA student or a USC student (in-group/out-group) and the amount of elaboration the participant will undergo as prompted by the questionnaire (high/low). The degree of resulting persuasion will be measured by the participant's support of a university-purchased art initiative. We predict that participants in the high elaboration condition will be less persuaded by the social identity of the source and will rely on their own attitude formation. Furthermore, participants in the low elaboration condition should demonstrate reliance on peripheral cues and will be more persuaded by an in-group source and significantly less persuaded by an out-group source. Data collection is in progress. (kavired@ucla.edu)

#### EMOTIONS AND MERE EXPOSURE EFFECT

Chiew Woon Ng  
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Mere exposure effect is a robust phenomenon in which the mere exposure to a particular stimulus will enhance an individual's attitude toward it (Zajonc, 1968). Additional research found that this enhanced preference for the exposed stimulus also extends to novel, but similar, stimuli (Zajonc, 2001). Murphy (2001) suggested that the repeated exposures might be sufficient to create a positive mood state and result in positive evaluations of the exposed stimulus. This study will investigate the impact of a negative mood state on the mere exposure effect. Participants will be randomly assigned to one of two conditions, "no mood induction" or "frustrated mood induction" and asked to perform a subtraction task orally. Those in the "no mood induction" condition will perform the subtraction task without interruptions, whereas, those in the "frustrated mood induction" condition will be continuously interrupted throughout the task. Participants in both conditions will then be exposed to 15 nonsense words subliminally flashed at different exposure rates. After the exposure period, they will be asked to rate the words for both liking and familiarity. It is predicted that the frustrated mood induction will impede the necessary positive mood state from developing and the mere exposure effect will not occur. (cng@gladstone.uoregon.edu)

#### INFLUENCE OF SEX EDUCATION ON SEXUAL PRACTICES AND ATTITUDES

Jennifer Tsyn  
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The influence of type of sex education received in high school on sexual attitudes and behaviors among college students was investigated. Sexual knowledge, attitudes, and behaviors were measured using a 21-item questionnaire. No significant differences due to quality or quantity of sex education were found, due in part to the small number of participants. Significant gender differences were found, however; females placed higher value on sex education than males did. The type of high school also seemed to be important. When females were divided into those who attended Public High School and those who attended Private/Religious School a discrepancy in sexual knowledge, attitudes, and behaviors between the two groups was found. Implications of the findings on sex education and sexual health are discussed. (jjtsyn@yahoo.com)

#### Linguistics Courtyard

##### BETRAYAL TRAUMA AND ATTENTION: EMOTIONAL PROCESSING SYSTEMS AFFECT RESPONSE TO TRAUMA INFORMATION

Scott Fraundorf  
University of Oregon

This study examined the effects of betrayal trauma of betrayal trauma under different information processing conditions. Participants who reported betrayal trauma on a scale of trauma experiences were randomly assigned to complete either an emotional writing task or a neutral writing task, designed to activate the emotional "hot" processing system and the neutral "cool" processing system, respectively. All participants then tried to name as quickly as possible the color of words that were either emotionally neutral or trauma related. Data will be collected during April and early May 2005 and presented in terms of reaction time difference between neutral and trauma words. Results are expected to support the hypothesis that participants respond more slowly to the trauma words than the

neutral words when primed with the emotional task but will respond to both categories at the same speed when primed with a neutral task. These results would suggest that an individual's response to trauma related information depends on whether he or she is using the emotional or the neutral processing system.  
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#### NUMBER TRAINING STICKER STUDY

Sandra Garcia

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Past research has demonstrated that the process of comparison leads children to find more abstract and relational solutions. This study seeks whether comparison can lead children to a more abstract and relational understanding of number. Three year-old children from preschools in the Los Angeles area participated with parental consent. Participants were randomly assigned. In the non-comparison condition, participants were asked to choose between two possible amounts of stickers on one card by verbalizing their answer. In the comparison condition, different quantities of stickers were placed on two cards and participants were asked to point to the card that contained the specified amount of stickers. After eight training sessions, all participants took a math test. It is expected that participants in the comparison condition will demonstrate more abstract mathematical ability. This suggests even small differences in how adults talk to children about number can have large consequences in children's mathematical ability.  
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#### IS TIME GOING TO STAND? HEBREW AND ENGLISH SPEAKERS' CONCEPTION OF TIME

Yulia Paluy

San Francisco State University

The present study explores how people's conception of time is affected by the metaphors used in their native languages. More specifically, it is hypothesized that the different ways, in which Hebrew and English languages express future intention, affect the respective speakers' thinking about time. Additionally, this study examines the psychological reality of the "time as motion" metaphor

components of the Conceptual Metaphor Theory (Lakoff & Johnson, 1980) in a cross-linguistic context. The experimental paradigm used by Boroditsky (2001) was adapted for the purposes of the present study. The reaction time experiment is comprised of spatial primes and temporal targets.  
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#### A DOMAIN INDEPENDENT APPROACH TO BRAIN COMPUTER INTERFACES

Miro Enev and Elliot Cohen

University of California, Berkeley

Recent results have demonstrated the feasibility of using brain signals to control external devices. Increased interest in this area has led to the development of a field dedicated to Brain Computer Interfaces (BCI). The field of Brain Computer Interfaces has focused on providing paraplegics with the ability to control prosthetic devices with their thoughts; not surprisingly most current BCI devices are specifically tailored to the motor modality. Our current work aims to develop a process to decompose brain signal recordings without use of information specific to a particular domain. Such a process is made up of two fundamental parts - signal decomposition and signal interpretation. We use non-invasive EEG recordings and feed these to a statistical feature extraction (signal decomposition) algorithm - Independent Component Analysis (ICA). The features produced by ICA to train a Naïve Bayesian Network (a form of machine learning) which performs our signal interpretation through probabilistic reasoning. Preliminary results show that our abstracted BCI approach is comparable to several domain specific solutions (relative to BCI Competition 2003 results). We believe that a domain independent solution can be used to study brain processes across various environments in addition to improving overall BCI performance through increased flexibility.  
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#### TIME LAG AND PROBE ELABORATION IN THE CONCEALED KNOWLEDGE TEST

Rebecca Fraynt and Travis Seymour, Ph.D.

University of California, Santa Cruz



The Concealed Knowledge Test (CKT; Lykken, 1959), used to detect privileged knowledge despite attempts to conceal it, has recently been administered in two court cases, one in which critical probe stimuli referred to central crime details, and another which relied on more peripheral crime details (Farwell, 1999; 2000). Less elaborated peripheral crime details may be forgotten even by the “guilty” suspect and later lead to erroneous test results suggesting that he or she was not present at the crime scene. In the current study we use a response-time based CKT (Seymour et al., 2000) to evaluate concealed knowledge of elaborated and unelaborated information after study-test delays of 10 min, 24 hours, and 1 week. Results suggest that elaborated probes lead to significantly better detection accuracy than less elaborated items. Also, detection accuracy using elaborated probes is consistent over time, whereas unelaborated probes lead to considerably poorer detection by 1 week.  
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#### EFFECT OF MUSIC TYPE ON MEMORY FOR PICTURES AND WORDS

Dalia Arafeh  
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The effect of music type on recalling pictures and words was examined to see which type of music yields the greatest number of items recalled. Fifteen participants were used in a two-way within subjects factorial design. They were shown 40 note-cards: 20 of pictures and 20 of words. Each participant studied these 40 note-cards in two music conditions, music with words and music without words. It was hypothesized that there would be a significant interaction, such that the type of music has little impact on the number of items recalled in the picture condition but has a significant impact on recall in the word condition. Using a two-way analysis of variance, results showed that significantly more pictures were recalled in the “music without words” condition than in the “music with words” condition and the type of music had no significant effect on the recollection of words.  
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#### RECOGNITION OF THE INTENTIONALITY OF ACTIONS IN THE MIRROR NEURON SYSTEM: AN EEG STUDY

A.J. Bressler  
University of California, San Diego

The mirror neuron system (MNS) is a neural mechanism that may play a key role in a person's understanding of the actions and intentions of others. This study addressed the question of whether the MNS responds differentially to an action depending on the actor's intentions. EEG was used to detect MNS activity because it is believed that oscillations in the mu frequency (8-13 Hz) over the premotor cortex reflect MNS activity. EEG data was collected from 25 undergraduates during five conditions: 1) watching a video of a moving hammer; 2) moving a hammer; 3) watching a video of a nail being hammered into a board; 4) watching a video of a nail apparently being hammered into a hand; and 5) watching visual white noise. Power in the mu frequency at scalp locations corresponding to premotor cortex (C3, CZ, and C4) was calculated for each condition. The ratio of the power during conditions 1-4 to the power during condition 5 was used as a measure of mu wave suppression. Mu wave suppression was greater in condition 3 vs. condition 4. The results suggest that the MNS does respond differentially to a person's action depending on the underlying intention behind the action.  
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#### CHRONIC STRESS AND ESTROGEN REPLACEMENT EFFECTS ON HIPPOCAMPAL MORPHOLOGY AND FUNCTION

Juan Gomez  
Arizona State University

Chronic stress affects male and female rats differently in both hippocampal morphology and function. The purpose of this study was to investigate the effects of chronic restraint and long-term estrogen replacement on hippocampal morphology and spatial memory in ovariectomized (OVX) female rats. Female Sprague-Dawley rats were OVX and implanted with silastic capsules: (control or 25% 17 $\beta$ -estradiol, which produces physiological levels of serum estrogen). Rats were

chronically restrained for 6hr/d/21d or left undisturbed. Spatial memory was determined using the Y-maze (day 22), and the water maze (day 23). Immediately following the water maze, the brains were collected for Golgi stain to assess dendritic arborization. All rats preferred the Novel arm vs. the Other arm, showing intact hippocampal-dependent memory ( $p < 0.05$ ). Moreover, an interaction between history and treatment approached significance ( $p = 0.09$ ). We are currently tracing the dendritic arbors of CA1 and CA3 neurons within the hippocampus and expect results within a month. We predict chronic stress will reduce CA3 dendritic arbors, which will be prevented with estrogen treatment. (Juan.Gomez@asu.edu)

#### A MOTHER'S EXPRESSION OF DELIGHT IN HER INFANT AND ITS RELATION TO THE INFANT'S ATTACHMENT SECURITY

Jennifer Mariman

Saint Mary's College of California

This study of mothers and infants from the Dogon ethnic group of Mali, West Africa examined whether a mother's expression of delight in her infant is related to the infant's attachment security. A study of 30 mothers and infants in Bogotá Columbia found that the maternal behavior Q-sort item that most predicted secure infant attachment was maternal delight. The purpose of the present study was to replicate the findings of the Colombian study. Participants were 20 Dogon mother-infant pairs from rural Mali; infants ranged in age from 10 to 12.5 months. Delight was measured by the number and the duration of episodes in which an infant sees their mother's expression of delight. Attachment Security was measured by standard procedures of the strange situation (See True et.al, 2001). Results show that a mother's expression of delight in her infant is significantly related to the infant's attachment security ( $r = .48$ ). The findings suggest that a mother's responsiveness signals are not the only key variables in determining infant attachment security; a mother's expression of delight is now another significant variable. (jmariman@comcast.net)

#### PARENTING STYLES, PARENTAL ATTACHMENT, AND CAREER ASPIRATIONS IN COLLEGE STUDENTS

David M. Kolk, Lindsay A. Penney, Jeffrey R. Whiteside  
Seattle Pacific University

Are individuals who were raised in a healthy environment and are securely attached to their parent(s) more likely to choose the career choice of their parent(s)? The purpose of this study is to investigate whether a relationship exists between parenting styles (authoritarian, authoritative, and passive), parent attachment styles (secure, avoidant, and anxious), and career aspirations in college students. The population was examined using a sample of 73 college students from the University of Washington and Seattle Pacific University, gathered using a convenience sample in high-traffic student areas. Parenting style and attachment style yield a significant relationship,  $\chi^2 (3, N = 72) = 34.2, p = .029$ . An analysis of variance indicated that there was no significant relationship between authoritative parenting style, secure attachment, and parent-child career match,  $F(.358, .203) = .719, p = .491$ . Authoritative parenting is marginally related to career match ( $p = .08$ ) as compared to both authoritarian and passive parenting combined. Our study supports the theory that parent-child relationships play an important role in shaping student's lives. (pennel@spu.edu)

#### SOCIAL COMPARISON AND CHARITABLE DONATION: THE EFFECTS OF INTER-GROUP COMPARISON ON PROSOCIAL BEHAVIOR

Andrew Shipley

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Traditionally, social comparison theory has inspired research at the individual level-- addressing the effects of personal and environmental factors on attention to individual others' outcomes and abilities (Buunk & Mussweiler, 2001). The theory's conceptual origins, however, indicate that social comparison operates at the inter-group as well as the individual level (Festinger, 1954; Tajfel, 1978). In two studies, the motivational significance of social comparison at the inter-group level was tested in a real-world environment— three

community food-drives conducted in Eugene and Salem, Oregon. Social comparison was operationalized as the inclusion of a line in the food drive's donation requests that compared the in-group condition of hunger at the community, state, or national level to the condition of hunger in out-groups at the same level of social organization. It was hypothesized that the inclusion of the social comparison cue would significantly increase the likelihood of charitable donation. This initial hypothesis received strong support ( $n=300$ ,  $p<.05$ ), leading to the follow-up study in which it was hypothesized that the associated effect of group-enhancement motivation constituted the mechanism by which the social comparison cue increased donations in the first study. This hypothesis was also supported ( $n=300$ ,  $p<.05$ ). The results suggest a broadening of current social comparison theory to include research on inter-group processes. The implications for organizations soliciting charitable and prosocial behavior are also discussed.  
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#### THE SELF-KNOWLEDGE FUNCTIONS OF SIGNIFICANT OTHERS

Mei Yi Ng  
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In the social-cognitive phenomenon of transference (Andersen & Glassman, 1996), aspects of prior close relationships resurface in interactions with new others due to the use of mental representations of significant others in everyday social perception. Does transference occur in part because significant others provide individuals with a sense of knowing oneself and one's place in the world, thereby serving a self-knowledge function? Does perceived closeness of individuals to their significant others moderate the self-knowledge functions of significant others? Approximately 150 undergraduates were primed with thoughts about either a significant other or an acquaintance, and then were asked to respond to a variety of self-related measures. Multiple regression analyses revealed a Prime x Closeness interaction to be a significant or near significant predictor of several measures of self-knowledge coherence. Specifically, closeness ratings were positively correlated with self-knowledge

coherence among participants primed with thoughts of a significant other, but not among participants primed with thoughts of an acquaintance. Results imply that a significant other serves a self-knowledge function to the extent that one feels close to that particular significant other.  
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#### THE EFFECT OF MATHEMATICAL CALCULATION ON ABSTRACT THOUGHT

Jessica Chevalier  
California State University, East Bay

Does calculating more (or less) of something change the way people think of an abstract concept such as time? If so, performing mathematical addition or subtraction should influence the way people answer an ambiguous temporal question. Reading or thinking about motion has been shown to influence time perception, making people more likely to adopt either a moving-ego or a moving-time perspective (Boroditsky, 2000; Boroditsky & Ramscar, 2002; Matlock, Ramscar, & Boroditsky, in press). Data are still being collected, but preliminary results suggest that performing mathematical calculations makes people significantly more likely to adopt the moving-ego perspective. This provides further evidence for analogical mapping of abstract concepts.  
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#### THE INTERGENERATIONAL TRANSMISSION OF POSITIVE COMMUNICATION STYLES

Gazi Begum  
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The intergenerational transmission of positive communication styles is investigated. It is hypothesized that communication styles between spouses will predict their style of communication with their children. It is further hypothesized that parent-child communication styles will have a mediating effect between inter-spousal communication styles and the communication style that children utilize with their peers. Eight-five families will be coded on two dimensions during capitalization interactions: active to passive and constructive to destructive. Correlational analyses will be performed to examine the relationships between inter-spousal, parent-

child, and peer-peer styles of communication. The implications for an active-constructive communication style for fostering closeness will be discussed.  
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#### EFFECTS OF GENDER ON ENCOURAGEMENT AND ACADEMIC PERSISTENCE IN ADOLESCENTS FROM IMMIGRANT FAMILIES

Mili Nguyen

University of California, Los Angeles

Family encouragement in the form of emotional and instrumental support is a salient factor in the academic persistence of young adults. As part of a larger longitudinal study conducted by Fuligni et al. in 2002-2003 this qualitative study is based on a sub sample of 26 young adults chosen for diversity in immigrant status, ethnicity, gender, and postsecondary educational persistence. The aim of this study is to examine how educational persistence of adolescents from immigrant families is affected by the type of family encouragement received and the gender of the adolescents. Open-ended interviews were conducted and analyzed by the ground theory method. The study expects to find that females will receive more encouragement and therefore be more likely to persist in their education. Findings will expand on the function of gender on encouragement and how this affects the level of academic persistence in adolescents from immigrant backgrounds.  
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#### THE SIBLING RELATIONSHIP BETWEEN RIVALRY AND TRUST

Ciji R. Saso

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Sibling relationships are important contexts of children's development. The emotional regulation of jealousy as seen through sibling rivalry has been an investigated primary feature of these relationships (Volling, McElwain, & Miller 2002). Research has shown a significant correlation between rivalry and trust in a sibling relationship (Volling et al., 2002). This is a crucial factor in understanding children's developmental markers, and their contribution made towards the child's future affect. The current study investigated the correlations between

children's reports of sibling rivalry and their feelings of trust in their mothers. Participants were 110 children in 55 twin pairs, aged 8-12 who took part in the Twins, Adoptees, and Peer Study (TAPS). Children were asked about their sibling and parent relationships during a two hour home interview. Results indicated that there was a significant Negative association between Twin 1 and Twin 2's feelings of sibling rivalry and trust in the mothers. ( $r(50) = -.274, p < .10$  and  $r(49) = -.44, p < .01$ , respectively).  
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## Poster Session II Abstracts

### Math Courtyard

#### LESS ACCULTURATED MEXICAN PARENT'S PERCEPTION OF HYPERACTIVE CHILDREN

Armando Barragán and Fred Frankel, PhD  
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Comparative studies have been done regarding parents' perception of their relationship with a child diagnosed with ADHD in both Anglo-American and Latino families (Gerdes, Hoza and Pelham, 2003 and Schmitz and Velez, 2003). However, such studies do not test how culture plays a role in how parents perceive children with hyperactive symptoms. This study will focus on how less acculturated Mexican parents of children with and without hyperactive symptoms manage their behavior (e.g., how they enforce rules, what forms of disciplinary action are used), their beliefs as to how children develop these symptoms, and how they view their relationship with their children. Parents will observe a tape of well-behaved and hyperactive children playing and an open-ended interview will be conducted. The results of this study will provide support for interventions that can accommodate the values of less acculturated Mexican families.

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#### EFFECTS OF THE ABILITY TO ACCURATELY RECOGNIZE AND PERCEIVE NONVERBAL COMMUNICATION OF EMOTIONS ACROSS CULTURES: INFLUENCE ON SATISFACTION AND OUTCOMES IN THE PHYSICIAN PATIENT RELATIONSHIP

Ken Russell Coelho  
University of California, Berkeley

How does cross cultural communication affect the doctor patient relationship? Although much research has focused on the communication skills of physicians and its influence on overall patient satisfaction and outcomes, the role and influence of cross cultural differences on physician patient nonverbal communication has largely been neglected and has

never been tested. Recent empirical findings document cross cultural differences in the recognition of nonverbal emotions. With ethnic minorities increasing in number and physicians not being selected or trained to be culturally competent in nonverbal skills, disparities in minority healthcare continue to exist and need to be addressed. This study addresses these disparities, by studying and testing the influence of a physician's ability to accurately decode nonverbal emotional behaviors across cultures on satisfaction and outcomes in physician patient interactions. Conducted in 2 parts, this study tested Caucasian and South Asian physicians' cross cultural emotional recognition ability through a fully balanced multiple choice judgment design based experiment programmed using Media Lab® laboratory software. The test involved the judgment of emotions in facial expressions and vocal tones and measured physician decoding accuracy. Patient satisfaction, adherence and rapport assessed through a patient survey were correlated with scores from the test of decoding accuracy. Results revealed that physicians who did well on the test of decoding accuracy had more satisfied patients from different cultural backgrounds, and were more likely to have a diverse group of patients that adhere to recommended treatment plans, have an enhanced rapport with their healthcare providers and are more likely to have longer term physician patient relationship with improved health outcomes. Implications in medical student selection procedures and the inclusion of cross cultural nonverbal sensitivity training modules in communication programs as part of medical school curriculum and physician continuing medical education (CME) programs are discussed.

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#### RACIAL DISPARITIES IN HEALTHCARE: ARE WE PREPARED FOR THE FUTURE?

Ken Russell Coelho and Virginia Nguyen  
University of California, Berkeley

Demographic trends demonstrate that ethnic minorities constitute 25 percent of the current population and in fact will be the majority of the US population in 2050, of which California embodies more than 40 percent. Thus, encounters between physicians and patients from different cultural backgrounds are becoming

commonplace. Consequently, considerable importance is given to increasing cultural competence in physicians. However, past research indicates that due to lack of medical insurance and access to primary healthcare, ethnic minorities are more likely to use emergency medical services as the first line of defense against illness. Thus, disparities still continue to exist in US minority healthcare. Conducted in two parts, our study addresses these disparities by studying: 1) a group of 79 ethnic minority patients' perceptions on the service provided by emergency medical services (EMS) based on their use of EMS in their local area and 2) a survey measuring physician and patient relationship, compliance and satisfaction collected from a group of 79 students at a large public university. Results revealed that emergency medical respondents were not culturally sensitive to the needs of the ethnic minority community served, and when, given the resources to identify and choose a physician, ethnic minority populations were more likely to choose those from similar cultural backgrounds and were more likely to be satisfied, compliant and adherent to recommended medical treatments, and maintained a long term relationship with them (Physician - patient cultural match). Implications include the development of culturally competent EMS training programs, the selection of a more ethnically diverse group of emergency medical respondents and the provision of a pool of physicians from backgrounds similar to those of ethnic minority populations. Results also provide mounting evidence to support efforts to increase the enrollment of ethnic minority students at US Medical schools, to provide for the physician - patient cultural match.  
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#### ACCESS STUDY

Elma Lorenzo

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Studies have found that there are great disparities in mental health care between Latino and Anglo American communities. We are coding thirty to forty interviews of Latino family members who are caring for an ill relative with schizophrenia. We are assessing the time lag from the moment the family member noticed a mental health problem in the ill relative, until the patient received

mental health care. We expect that Latino patients with schizophrenia will receive formal mental health care later than Anglo American patients with schizophrenia. A qualitative analysis is aimed at identifying social factors that may explain the anticipated time lag and differences in mental health care between Latinos and Anglo Americans. Factors under study include: help seeking behaviors; barriers to mental health services, such as financial difficulties and lack of knowledge; and differences in conceptualization of illness.  
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#### DECONSTRUCTING CULTURE: AN ANALYSIS OF CULTURAL ASPECTS OF DEVELOPMENTAL PSYCHOLOGY TEXTBOOKS

Marissa Knoll, Victoria Gonzales  
Sonoma State University

Undergraduate psychology students need to acquire knowledge regarding what culture is and its influence on human development. Textbooks are primary tools for learning; therefore, we conducted content analysis of ten current editions (2004-2005) of developmental psychology books. Only six books (60%) provided a specific definition of culture. Authors conceptualized culture as a system, pattern, or guidelines for behavior that defines what is normal and appropriate. Culture produces intangible (beliefs, values, attitudes, customs) and tangible (physical artifacts) outcomes, and is shared by a group of people who transmit it from one generation to the next. Authors used different labels to address culture—e.g., multiculturalism, race, ethnicity, cross-cultural; and included developmental and health aspects of different ethnic groups in the USA. Other terms focused on processes by which culture is transmitted (parenting, teaching), the socialization agents (people, institutions, tools), issues (bias in standardized testing), and cultural models and theories. This poster will present different levels, components, processes, models, and conceptualization of culture included in the ten textbooks. We will compare the type and amount of information included for White, African-American, Native-American, Latino, and Asian/Pacific Islanders regarding their development and health. Recommendations to readers and authors will be provided.  
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## STEPPING OUT OF THE CLOSET: AN EXAMINATION OF SEXUAL ORIENTATION DISCLOSURE AND PSYCHOLOGICAL WELL-BEING

Sholeh Isabella Miresghi

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This study sought to investigate the psychological well-being of openly gay, lesbian, and bisexual Iranian and American individuals. Psychological well-being comprised measures of self-esteem, stress, and depression that were assessed using Rosenberg's (1965) Self-Esteem scale, the Perceived Stress scale (Cohen, Karmack, & Mermelstein, 1983), and Radloff's (1977) Center for Epidemiological Studies Depression Scale. Participants were also asked to report familial reactions to the disclosure of their sexual orientation. Finally, due to the absence of studies on Iranian homosexuality, Iranian cultural attitudes toward homosexuality and sexual behavior were examined. All utilized scales have shown strong validity and internal consistency and were previously administered to Iranian samples. It was hypothesized that, because of contrasting cultural beliefs of sexual orientation and behavior, Iranian homosexuals and bisexuals would exhibit poorer psychological well-being than their American counterparts. It is suggested that differences in well-being may be accounted for by the less supportive reactions of Iranian family members to participant disclosures of sexual orientation. Implications for ethnic and sexual minority counseling are discussed. (sholeh@sfsu.edu)

## EMOTIONAL INTENSITY DIFFERENCES BETWEEN AMERICAN AND JAPANESE COLLEGE STUDENTS

Katsuki Sakai, Yuna Hayashi and Maureen O'Sullivan  
University of San Francisco

Several authors have reported differences in the emotional intensity ratings that Japanese and American subjects assign to facial expression photographs. Few studies have examined the intensity of the emotion actually experienced by Japanese and American subjects. Japanese college students (N=132) and American college students (n=78) completed Ekman's Emotion Comparison Scale that requires subjects to

describe an example of an extremely intense emotion and then to rate oneself. Each group was tested in their native language (Japanese or English). Japanese women rated their experience of sadness, happiness, and surprise as significantly lower than that of American women. Japanese males, however, rated their experience of disgust as significantly higher than that of the American males. In addition, there were many differences between the two groups in terms of the kinds of stories they told about the cause of the most intense emotion possible. For Americans, stories of extremely intense happiness usually involved love; for Japanese, stories of extremely intense happiness more frequently involved achievement. Other examples of significant differences between the two groups will be discussed. (ksakai@usfca.edu)

## THE EFFECTS OF FEAR ON COPING STYLE AND GENDER

Anne Sorgi

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Fear is a negative emotional response evoked by a relatively specific stimulus. The purpose of this study was to investigate whether there were differences in several fears with regard to coping style and gender. Undergraduate students at CSUF (N=398) were given the Social Desirability Scale (SD), the Trait Anxiety Inventory (TA), and the Geer Fear Survey Schedule-2 (FSS). Four coping styles were formed by combining level of trait anxiety and level of defensiveness. This resulted in four coping styles: True low trait anxious (low TA, low SD), Defensives (low TA, high SD), True high trait anxious (high TA, low SD), and High Defensives (high TA, high SD). Intercorrelations on the Fear Scale and confirmatory factor analysis were used to create three specific fear supervariables: fear of others' evaluation, medical fears, and animal fears. Analysis revealed a significant difference for coping style for fear of others' evaluation,  $F(3,368) = 14.81, r = .33, p < .001$ . Coping style did not differ on medical fears or on animal fears. Coping style showed a strong difference for the 1) True low trait anxious ( $M=2.12, SD=1.08$ ) and True high trait anxious ( $M=2.97, SD=1.15$ ), ( $p < .001$ ), 2) the True low trait anxious and the High Defensives ( $M=2.86, SD=1.86$ ), ( $p < .001$ ), 3) the True high trait anxious and

Defensives ( $M=2.17$ ,  $SD=1.01$ ), ( $p<.001$ ), 4) and the Defensives and High Defensives ( $p<.001$ ). There was no difference between the True low trait anxious and Defensives, or between True high trait anxious and High Defensives. A one-way ANOVA showed significant differences for gender for animal fears,  $F(1,385) = 19.01$ ,  $r=.22$   $p<.001$ . Females endorsed a higher degree of fears ( $M=2.58$   $SD=.09$ ), than males ( $M=1.80$ ,  $SD=.13$ ). Significant differences in gender for medical fears was also obtained,  $F(1,384) = 4.56$ ,  $r=.11$ ,  $p<.05$ . Females endorsed a higher degree of fears ( $M=2.02$ ,  $SD=1.54$ ), than males ( $M=1.67$ ,  $SD=1.42$ ). Gender differences were not found on fear of others' evaluation. These findings show that the perception of fear differs based on coping style and gender. Discussion is focused on the clinical implications of these differences.  
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#### CHILDREN'S GENDER AND ETHNIC IDENTITIES ACROSS INDIVIDUALS AND CONTEXTS

Jennifer Ly

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Ninety-two elementary school children (26 Caucasian, 48 Latino and African American) were included in a study examining children's gender and ethnic identities. First, the salience and centrality of children's ethnic and gender identities were assessed. Next, to explore whether group identities are fluid in response to discrimination, the centrality of group identities were measured after children heard stories in which a child was excluded from an activity because of his/her ethnicity/gender. To determine whether the salience, centrality, and fluidity of gender and ethnic identities are related to individual and developmental differences, children's perspective-taking abilities and gender and ethnic attitudes were also assessed. Results indicate that gender is more central for ethnic majority than minority children and ethnicity is more central for ethnic minority than majority children. In addition, group identities in general are more important to girls than boys. Finally, it appears that gender is a more fluid identity than ethnicity, decreasing in centrality after discrimination.

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#### THE ROLE OF THE FATHER'S POSITIVE INFLUENCES ON AN INDIVIDUAL'S SELF-ESTEEM, EMOTIONAL STABILITY, AND FEAR OF INTIMACY Renae Ryan, Robin Siirila, and Shana DeWater Seattle Pacific University

Our research team investigated how the father-child relationship is related to self-esteem, fear of intimacy and emotional stability in both men and women. Questionnaires measuring all four variables were completed by 92 college students: 61 female and 31 male. Results reveal significant correlations between the father-child relationship, self-esteem and fear of intimacy. Emotional stability was not correlated with father-child relationship overall, but was significantly correlated with the anger subscale of the father-child survey. Multiple regression showed that self-esteem and fear of intimacy are significant predictors of the quality of relationship with father. Our findings did not reveal gender differences. This study adds to current literature about the importance of the father in psychosocial development, while additional research should study levels of emotional stability more thoroughly as influenced by the father-child relationship.  
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#### THE RELATIONSHIP OF COLLEGE DRINKING TO RELIGIOSITY AND SPIRITUALITY, AND EXTRACURRICULAR ACTIVITIES

Michelle Gonzalez

University of San Francisco

Previous literature on how religiosity and spirituality, and extracurricular activities are related to college drinking remains mixed. This study was conducted to replicate and clarify previous findings. One-hundred and two (12 male, and 90 female) undergraduate students from a small, urban, private Jesuit Catholic University completed a questionnaire reporting demographic information, extracurricular activities, religiosity, spirituality, and alcohol consumption. As predicted, religiosity and spirituality were significantly and negatively correlated with alcohol consumption ( $r(102) = -.37$ ,  $p < .01$ ,  $r(102) = -.22$ ,  $p < .05$ ). There was no correlation between extracurricular activities and alcohol consumption. However, participants involved in cultural



organizations reported lower levels of alcohol consumption than those not involved in cultural organizations,  $t(93.14) = 1.99, p = .05$ . Suggestions for future studies will be provided.  
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RECOLLECTION OF QUALITY OF CAREGIVING  
EXPERIENCED BY INMATES DURING CHILDHOOD  
Elisa Velasquez-Andrade  
Sonoma State University

The intergenerational cycle of abuse in inmate populations is robust. However, little is known about positive caregiving experiences during childhood. We identified the type and quality of caregiving experiences recalled by 18 females and 9 males (average age 31) at a jail in Northern California. We used a Likert scale (-5 very negative, +5 very positive) survey with open-ended questions. Positive caregivers provided support, love, spent time together, met basic needs, taught moral values, promoted healthy discipline, and instilled a healthy sense of self and others. Caregivers recalled as negative were abusive, used drugs/alcohol, did not express love, behaved negatively, were unavailable, used harsh discipline or no discipline at all, and indoctrinated their children into drug/alcohol/weapon use. Most participants (68%) rated their caregivers as a very positive influence, (neutral = 18%, very negative = 14%). From all the caregivers mentioned, only a third mentioned their parents as primary caregivers, followed by siblings, grandparents, friends, and extended family. In contrast with previous studies, our data showed that participants overwhelmingly recalled positive caregiving experiences. These experiences endow them with a source of inner strength that needs acknowledgment by professionals, policy makers, and the general public.  
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TRUTHFULNESS BIAS AND CULTURAL CYNICISM  
Josh Martin and Maureen O'Sullivan  
University of San Francisco

Truthfulness bias occurs when people continue to believe that others are telling the truth even when they have been told that a significant percentage of them are, in fact, lying. The widespread evidence of a truthfulness

bias in deception detection research has been reported by many deception researchers for more than 20 years. Recently, Kim and O'Sullivan demonstrated a decrease in this cognitive bias. They hypothesized that the decrease was due to what they termed "cultural cynicism." The present study operationalized cultural cynicism as the number of times per year "lie", "lies", "deception", "deceiving" and related words were mentioned in the New York Times. A Lexus-Nexus count of these terms for each year from 1985 to 2004 showed a continual increase. There was a significant difference between annual frequency of lie/deception words over these years and several neutral comparators. Kim and O'Sullivan also noted a striking change in truthfulness bias rates between 1995 and 1996. Data relevant to the increase in internet use at that time and its relationship with cultural cynicism will be discussed.  
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THE EFFECTS OF MEDIA EXPOSURE ON  
EXCESSIVE DIETING METHODS AND BODY IMAGE  
Jessica Avery  
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To evaluate the effects of media exposure on excessive dieting methods and body image, students from the University of San Francisco completed a self-report questionnaire rating their involvement with a variety of different behaviors. These behaviors included: amount of media exposure, forms of media exposed to, dieting behaviors they engaged in, and self-reported body image of the subjects. It was hypothesized that increased media exposure would be related to more excessive dieting methods and/or a decreased body image. There was no significant relationship, overall, between media exposure and body image or dieting methods. A significant, albeit unpredicted, relationship was found between viewing window displays and reporting feeling fat and/or not feeling thin enough. The effects of window displays showed more impact on body image than other mainstream media variables such as watching television or reading beauty magazines. Possible explanations for this finding will be discussed.  
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## EFFECTS OF VIDEO VIEWING ON BEHAVIOR MIMICRY

Shelina Miranda  
Notre Dame de Namur University

The differences between high and low self-monitors behavior mimicry were investigated. Participants were asked to complete a self-monitoring scale before they were presented with a pretest. The first and second "mimicry" tests have similar situations and choices, but not chronologically presented in the same fashion. In between the presentation of the two tests, participants were asked to view a set of ten video clips depicting various situations. The result showed no significant difference in score between the two tests for participants who are high self-monitors. This study hoped to expand upon previous research on behavior mimicry in personal interaction to video viewing, indicating videos were just as powerful as personal interactions in affecting a person's behavior suggestibility.  
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## PERCEIVED FAMILY INFLUENCES ON ACADEMIC MOTIVATION FOR FIRST, SECOND, AND THIRD GENERATION HIGH SCHOOL STUDENTS

Erin Schoenfelder  
Santa Clara University

This study examines high school seniors' perceptions of how their families influence their academic motivation. It extends the scope of previous research in this area such as that by Wentzel (1998) to consider generational status and ethnicity. Its aims are to identify ways families influenced motivation and how these patterns in these influences differ between students of different generational status and ethnic background. An ethnically diverse sample of 47 first, second and third generation high school seniors were interviewed about their perceptions of family influence on their school motivation. The transcripts were examined and coded for perceived strength, tone, source, and nature of the influence and other prevalent background influences. Several patterns of influence were identified, including family obligation, family pleasing, general support, avoidant family influence, and lack of influence. The prevalence of patterns differs between the generations,

with first and second generation students more frequently expressing family obligation and third generation describing more aversive family influences. Some of the differences can be attributed to trends within specific ethnic groups. This study suggests that students experience a wide variety of family influences on academic motivation and that these influences differ depending on generational status and ethnicity.  
(eschoenfelder@scu.edu)

## Linguistics Courtyard

### PEER EXPOSURE TO DELINQUENCY: EXAMINING LINKS WITH PARENT AND PEER RELATIONSHIPS

Alice Albrecht  
University of San Francisco

Examining links between exposure to delinquent behavior in the peer group and parent and peer relationships can help us understand the causes of delinquent behavior in children. According to Moffitt's (1991) theory of social mimicry, however, the development of delinquency in children does not depend on the quality of their peer relationships, but on the knowledge of the delinquent behavior as a model for behavior. While peer-related factors account for 13 % of the variance in externalizing behavior problems, parental factors do account for up to 6% of the variance in these problems (Van Leeuwen et al., 2004). Children aged 8-11 in 55 twin dyads were interviewed in the home about their exposure to delinquent behavior and their social relationships. A significant negative association between maternal warmth and peer exposure was found for twin 1s,  $r(55) = -.36$ ,  $p < .01$ , but not for twin 2s. No significant associations were found between self-reported popularity and exposure. Maternal warmth appears to be a protective factor in children's lives. Future research may examine actual peer popularity instead of self-reported popularity and may want to explore other variables, such as children's personality characteristics.  
(aralbrecht@usfca.edu)

### MEASURING POST-FORMAL THOUGHT: RELIABILITY, PARAMETERS, AND EDUCATIONAL ATTAINMENT

Veronica Glover

## Towson University

The Post-formal Complex Thought Questionnaire was used in both a personal scenario and a professional scenario to determine adult cognition level. The self report survey was administered using an on-line service to 262 men and women, 18+, with various education levels. Participants were asked to recall a prior professional and personal situation in the past year in which a conflict had been resolved and rate themselves on understanding of the conflict on a scale of one to seven. An initial statistical test indicated that the scale was a reliable measure of postformal complex thought. No significant differences in postformal thought across scenarios were found. Educational attainment was positively correlated to the postformal thought score. The relation between education, learning and post-formal thought will be discussed.  
(vglover@towson.edu)

## RELIGIOSITY AND THE DETERRANCE OF ALCOHOL CONSUMPTION AND SEXUAL ACTIVITY IN COLLEGE STUDENTS

Emily Marsh  
Seattle Pacific University

Millions of students around the country are affected each year from the negative effects of alcohol. This study investigated whether the presence of college campus lifestyle expectations (i.e., codified restrictions on risk behavior) have an effect on alcohol consumption and sexual activity, and whether individual students' religious beliefs play a stronger role in guiding risk behaviors than do lifestyle expectations. It was hypothesized that religiosity would predict alcohol and sexual activity more strongly than lifestyle expectations, though lifestyle expectations would significantly predict sexual behavior. Participants from a large public university with no lifestyle expectations (University of Washington) and from a small private university with lifestyle expectations (Seattle Pacific University) completed short questionnaires on religiosity, sexual activity, and alcohol consumption behaviors. ANCOVAs revealed support for the hypothesis. After controlling for religiosity, the effect of lifestyle expectations on alcohol consumption was not significant. However, while religiosity was the strongest

predictor of sexual activity, the relationship between lifestyle expectations and sexual behavior remained significant after controlling for religiosity. Further research is needed to discover more effective ways in dealing with risk behaviors on campus, and how lifestyle expectations may or may not be useful in managing certain types of risk behavior.  
(marshe@spu.edu)

## DOES ALCOHOL CONSUMPTION MEDIATE THE RELATION BETWEEN DRINKING GAMES INVOLVEMENT AND ALCOHOL-RELATED PROBLEMS IN FEMALE COLLEGE ATHLETES?

Laura K. Leitkowski and Byron L. Zamboanga, Ph.D.  
Smith College

Research indicates that student athletes report higher alcohol-related problems than non-athletes. For many college students (athletes/non-athletes), heavy alcohol use occurs during drinking games (DG). DG are very popular on college campuses, but despite the health risks associated with these games, they appeal to students because they provide opportunities for social interactions through drinking practices and promote a socially sanctioned way to get intoxicated quickly and reduce inhibitions. This study examined whether alcohol consumption mediates the association between DG involvement and alcohol-related problems. Participants were female college athletes (N = 179; Mean age = 19.8, SD = 1.25, range = 18-22) who completed a group-administered, paper-and-pencil questionnaire. Respondents reported on their drinking behaviors (as measured by the AUDIT) and the number of different DG played with teammates during the semester. Findings revealed a direct, positive relation between DG and alcohol-related problems, but dropped to non-significance when the mediator variable (drinking consumption) was added in the model. The Sobel test confirmed a statistically significant influence of this mediation effect. The current findings highlight the need to consider female college athletes' alcohol consumption levels across various drinking contexts.  
(bzamboan@email.smith.edu)

## GEOMAPPING LAPD HATE CRIMES: SEVERITY, CRIME ATTRIBUTION AND COMMUNITY IMPACT

Lindsay Mathews, Heidi Campos, Lindsay Cameron  
University of California, Los Angeles

Crimes with a specific hate element were examined. The impact of hate crimes on the community was examined with LAPD crime reports. This study investigated the severity of hate crime as it affected the community as a whole. We examined the community impact of four elements: message, material, temporal, and threat (Dunbar, 2004). We also examined the mean severity of the crime depending upon the crime attribution. The mean severity of the crime was measured using the Cormier-Lang scale. We geomapped the mean severity and hate elements in relation to census tract information. The geomapping program ArcView allows users to map geographic information and compare the spatial data to demographic information. Hate crime data was compared to demographic information with Los Angeles City census tracts. The following research questions were addressed: (1) what is the relationship between the mean severity and the demographic information for the census tracts? (2) what is the relationship between the crime attribution and the impact on the community? (3) is there a correlation between the impact on the community (message element, material element, temporal element, and threat element) and the census tracts' ethnicity, median income and poverty level? (DejaKali@aol.com)

#### WHAT ARE THE EFFECTS OF CULTURALLY SENSITIVE MENTORSHIP ON AFRICAN AMERICAN STUDENTS' INTERPERSONAL DECISION MAKING ABILITY?

Antonette King  
San Francisco State University

The study will examine the effects of a culturally sensitive mentorship program on African American students' educational achievement and decision making ability. The study consists of eighteen Berkeley High School (BHS) students. The students are required to participate in the Positive Mind (PMG) group by BHS. A paper and pencil survey will serve as quantitative analysis and will be evaluated at the beginning and ending of the PMG to find out whether the intervention had a significant effect on the students self reported:

worth, efficacy, and life satisfaction. A qualitative analysis at the end of the intervention will further examine the rational for the success of some students and the continuous regression of others. Additionally, the attendance and academic records will be analyzed from BHS records to illustrate behavioral change. I hypothesize that the PMG will cause a positive attitudinal shift in way the youth report their self worth, self efficacy, and life satisfaction. Secondly, I hypothesize that the youth who exhibit the most change will have support from an outside source. Finally, I hypothesize that the youth who demonstrate an attitudinal shift from their self reported measures will also have an increase in class attendance and grade point average. (prettyintelligent@gmail.com)

#### BODY IMAGE, ATTRACTIVENESS & ROMANTIC RELATIONSHIPS

Heather J. Powers  
University of California, Berkeley

The relationship between body image, romantic relationship satisfaction and physical attractiveness was examined in a female college student population. Surveys were given to 116 female undergraduates during the fall 2005 semester to obtain body image and relationship satisfaction ratings. Full length and head shot style photographs of each participant were then rated by an independent panel of 40 judges. No statistically significant correlation was found between attractiveness and relationship satisfaction. There was a significant correlation between level of body image and relationship satisfaction. More research is needed investigating the effect of body image on interpersonal relationships. A follow up study is planned examining the connection between body image and relationship satisfaction using an obese population. (hpowers@berkeley.edu)

#### RACE AFFECTS ON ASSIGNING PUNISHMENT FOR ACTS OF CHEATING

Dominic Farris and Rena Singh  
San Francisco State University

To address the epidemic of cheating on college campuses the association between race and severity of

punishment is investigated. There has been scant research in perceptions of adequate punishment for the crime most common on college campuses- cheating. There are diverse determinants of academic dishonesty; research has linked having friends who cheat, involvement in extracurricular activities, lack of institutional affiliation, pressure for good grades, gender, and personality characteristics making it difficult to prevent. Research in educational psychology has yet to determine the role if any race plays in an individual's determination of just punishment for acts of cheating. The current study based on criminal justice literature showing discrepancy across race groups in crime punishment examined the influence that race has on an individual's rating of punishment for engaging in cheating behaviors. Participants rated scenarios using a three-point scale from light punishment to severe punishment. Racial groups were collapsed into two groups: white and ethnic minority. Results in progress with hypotheses that individual's who belong to an ethnic minority group will rate less severe punishment for engaging in cheating behaviors in comparison to whites.  
(wisdom@sfsu.edu)

#### DEATH QUALIFICATION AND GUILT ASSESSMENT IN DIFFERENTIAL COGNITIVE CONDITIONS AND LEVELS OF EVIDENCE

Jared Brown, H. Flowe, and E. Ebbesen  
University of California, San Diego

Subjects (n = 432) were classified for "death qualification" under *Wainwright v. Witt* (1985) standard using pre-existing questionnaires as either death qualified or excludable. Excludable subjects were subdivided into four categories: automatic no-vote death penalty, impaired opposition or support, and automatic vote death penalty (Elliot, 1992). Half of all subjects received a cover story which manipulated how seriously they regarded their guilt assessment (through deception of the purpose of the experiment), in an attempt to approach the mindset of real death penalty jurors. All Ss assessed fictional defendants in a type of written death penalty court case (rape/homicide, "cop killing", robbery/homicide) and a control case (burglary). Cases also included appeals which lowered/raised level of evidence from the original case's medium level of

evidence. Assessments occurred on a Guilt/Innocent scale and on a separate Likert 11 point scale of guilt/innocence. No significant differences in guilt assessment were found on the basis of death qualification status. Cover story condition also had no effect on Ss guilt assessment; however, the cover story manipulation was validated through attention quizzes and post-protocol questionnaires. Results suggest prior lab research may have found a conditionally small effect-size for death qualification status guilt assessment which could not be replicated in the current study. Demographic and opinion surveys were also conducted regarding death qualification and the death penalty.  
(jbro17@hotmail.com)

#### RELATIONSHIP CONTINUITY: ADOLESCENT GIRLS' BEST FRIENDSHIPS AND FAMILY RELATIONS

Kristen Rodriguez  
University of California, Los Angeles

For years, researchers have approached the study of relationships from an attachment perspective, proposing that interactions in infancy are internalized, thereby forming working models that guide subsequent relationships. According to this perspective, there is an association between individuals' relationships with their parents and other relationships, such as those with peers. In this study, we will examine the link between female adolescents' perspectives of parental family relationships and their evaluations of the quality of their best friendships. A sample of 9th and 10th grade females completed an online questionnaire that addressed the nature of their best friendships and perceptions of the positive and negative aspects of their parents' family relationships. It is expected that maternal and paternal family satisfaction and fulfillment will be correlated with positive qualities in girls' best friendships. This study will enhance our understanding of adolescent development and highlight the dynamic interplay between various relationships in girls' lives.  
(krissten@ucla.edu)

#### SIBLING EFFECTS ON EMOTIONAL INTELLIGENCE

Barbara Fischer  
University of San Francisco

Emotional intelligence is the ability to understand and manage the feelings of oneself and others. Previous research suggested that having many siblings was related to increased emotional intelligence. The present study examined the hypothesis that people with sisters would be more emotionally intelligent than those without sisters, since girls are more likely to talk about and be interested in the feelings of others. Participants (66 college students) were classified into four categories: no siblings, only sisters, only brothers, both brothers and sisters. Emotional intelligence was measured using the Interpersonal Perception Task (IPT) and the Social Skills Inventory (SSI). Eight one-way ANOVAs were run. In each, the independent variable was the four levels of sibling status described above. The eight dependent measures were the total score on the IPT, the six subscales and the total score on the SSI. Although participants with sisters and no brothers were significantly more likely to report that they were more emotionally sensitive on the SSI, siblings with brothers and no sisters as well as only children were significantly more emotionally intelligent on other self-reported aspects of emotional intelligence.  
(bfischer@usfca.edu)

#### THE SOCIAL CONTEXT OF PARTICIPATION IN MUSICAL ACTIVITIES

Ayetzi Nunez, Justin Kang, and Christina Chin-Newman  
College of Alameda

This study investigated two related questions: how participating in musical activities can have a positive impact on social relationships, and how social relationships can facilitate the development of musical talent. In this qualitative study, interviews were carried out with adults who are either currently involved in singing or playing an instrument, or who have done so in the past. Questions were asked about how being involved in music affected important relationships in their lives, such as family relationships, friendships, and romantic relationships. Participants were also asked if these relationships influenced their involvement in music, and if their cultural background has influenced their musical activities. Although previous research has often focused on talented young musicians or adult professional musicians, the current study is novel

because most of the adult participants are amateur performing musicians who have not been selected for musical ability. In addition, this study may be one of the first to explore musical involvement and romantic relationships. The goal of this research is to contribute to our understanding of how being involved in musical activities can benefit people's lives. Results are interpreted through a developmental perspective and policy implications of the research are discussed.  
(cchin@peralta.edu)

#### MACHIAVELLIANISM AND EMOTIONAL INTELLIGENCE

Janice Casil  
University of San Francisco

Machiavellianism (Mach) is usually considered to be a personality variable. The present study examines an alternative hypothesis: that Machiavellianism is analogous to a biological deficit like alexithymia. More specifically, that Machiavellianism is not merely a personality variable, but arises from cognitive deficiencies in the area of emotional intelligence. This hypothesis was examined using two different measures of emotional intelligence (EI). The cognitive aspects of EI were measured using the *Interpersonal Perception Task* (IPT); the self-report, personality aspects of EI were measured using the *Social Skills Inventory* (SSI). Sixty-five college students were classified as high or low Mach on the basis of the *Mach IV* and differences between these groups on the IPT and the SSI were examined using t-tests. There was no significant difference between high and low Mach individuals on the IPT, but high Machs were significantly lower than low Machs on Social Control. This suggests that Machiavellianism may be related to deficits in emotional intelligence, but leaves unanswered the question of the basis of the deficiency. Is it a biologically-based cognitive defect or a personality-based limitation in relations with others? These questions will be addressed further in the poster.  
(jacasil@usfca.edu)

## EXPERT TESTIMONY: BETTER FOR THE DEFENSE OR PROSECUTION?

Mabel Alavez and Brooke Conway  
University of California, Los Angeles

Many factors influence jury verdicts, one of which is expert testimony. This experiment studied the effects of eyewitness expert testimony presented by the prosecution or defense and the timing of this testimony on jury decision-making. We manipulated two independent variables, timing (before or after evidence) and adversarial side (prosecution, defense), and defined the dependent variable as percent guilty. We also inquired the level of reasonable doubt and the subjects' opinion of the expert. One hundred and five undergraduates from the University of California, Los Angeles were given short summaries of a criminal case, and provided a verdict. We predicted that expert testimony called by the defense would result in more not-guilty verdicts if it is presented before the evidence. In contrast, expert testimony called by the prosecution would result in more guilty verdicts if it is presented after the evidence. If reliable, these findings could suggest strategies for legal practitioners.  
(m\_1080@yahoo.com)

**Keynote Speaker: Laura Carstensen, Ph.D.**

Dr. Carstensen is Chair of the Psychology Department at Stanford University and Director of the Life-span Development Laboratory. She also served as the Barbara D. Finberg Director of Stanford's Institute for Research on Women and Gender from 1997-2001. Her specialties include socioemotional selectivity theory, emotional development throughout the life-span, the influence of motivation on cognitive processing. Her research is supported primarily by the National Institute on Aging. She received the Richard Kalish Award for Innovative Research, Stanford University's Dean's Distinguished Teaching Award, and was recently selected as a Guggenheim Fellow.

**Invited Talk: Ian H. Gotlib, Ph.D.**

Ian H. Gotlib is a Professor in the Department of Psychology at Stanford University and the Director of the Stanford Mood and Anxiety Disorders Laboratory. He received his Ph.D. in Clinical Psychology from the University of Waterloo. Dr. Gotlib is very active in clinical research, in which he examines information processing, psychophysiology, and patterns of brain activation in depressed children, adolescents, and adults. He also examines the effects of depression on marital and family functioning, and the emotional, behavioral, and biological functioning of children of depressed mothers. Dr. Gotlib is a Fellow of the American Psychological Association, the American Psychological Society, and the American Psychopathological Association.



## Faculty in Attendance

### PROFESSORS

#### Albert Bandura

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

#### Gordon Bower

Gordon H. Bower is an Albert Ray Lang Professor of Psychology. He received his Ph.D. from Yale University in 1959. His research areas include the study of human memory, mnemonic devices, retrieval strategies, recording strategies, and category learning. He is also interested in cognitive processes, emotion, imagery, language, and reading comprehension, especially the way in which these all relate to memory.

#### Michael Ramscar

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

## **Claude Steele**

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

## **LECTURERS**

### **Beverley Hartman**

Ms. Beverly Hartman is a Lecturer in the Department of Psychology. She is also a teacher at the Bing Nursery School. Ms. Hartman supervises a course in the Department of Psychology called Introduction to Developmental Psychology Section. She also guides students in research and training in child development through the Observation of Children course.

### **Jennifer Winters**

Ms. Jennifer Winters is a Lecturer in the Department of Psychology. She is also the Assistant Director of the Bing Nursery School. Along with Professor Jeanne Lepper, the Director of Bing Nursery School, Ms. Winters supervises students working with Bing children through a course in the Department of Psychology called Development in Early Childhood.

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**Information on California Psychology Internship Council (CAPIC)**  
**[www.capic.net](http://www.capic.net)**

One of the primary goals of our conference is to foster the continued dialogue and influence of psychology through increased interaction and involvement in the larger psychology community. For the Fifth Annual Stanford Undergraduate Psychology Conference, we will donate the proceeds to the California Psychology Internship Council.

**History**

The California Psychology Internship Council (CAPIC) is a consortium of clinical psychology doctoral programs representing doctoral students and mental health programs providing internship-level training in the State of California. The internship training centers included in CAPIC's membership represent a broad array of psychology practice settings offering a wide diversity of treatment modalities and services. Founded in September, 1991, the California Psychology Internship Council (CAPIC) is incorporated in California as a non-profit charitable and educational organization. CAPIC's aim is to promote excellence in psychology internship training and service in California.

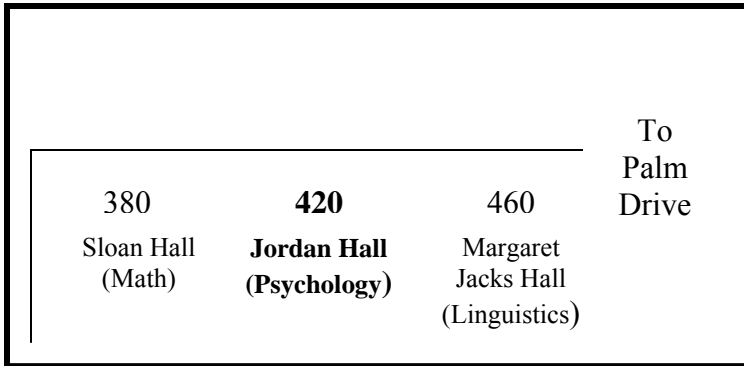
**Mission**

The mission of the California Psychology Internship Council is to promote excellence in professional psychology training and mental health services.

They do this by:

1. Working collaboratively with all the stakeholders and professional psychology organizations in furthering the quality of professional psychology training.
2. Serving as a leader in centralizing predoctoral internship training.
3. Promoting standards and innovation in professional psychology training to provide clinical services to the state's diverse communities.
4. Collaborating and advocating for access to training stipends for psychology interns and training resources for agencies.
5. Developing ethical internship training environments that are sensitive to issues of diversity and culture.

# Map of Jordan Hall



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

