



STANFORD UNDERGRADUATE PSYCHOLOGY CONFERENCE 2009

PROGRAM GUIDE

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OF HUMANITIES AND SCIENCES AT STANFORD UNIVERSITY

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STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

PROFESSOR BRIAN A. WANDELL
PSYCHOLOGY DEPARTMENT
STANFORD UNIVERSITY
STANFORD, CA 94305-2130

WANDELL@STANFORD.EDU
PHONE: 650 725 2466
FAX: 801 409 3254
HTTP://WHITE.STANFORD.EDU

May 3, 2009

Greetings,

The Stanford Psychology Department is delighted to welcome you to the 9th annual Stanford Undergraduate Psychology Conference. We take great pride in this conference, started by our undergraduate majors in 2001. We are particularly pleased that the conference has grown to include outstanding undergraduates from across the nation and around the world.

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

The success of the Stanford Undergraduate Psychology Conference this year is due to the extraordinary efforts of members the Stanford Chapter of Psi Chi. I want to recognize Adriana Miu, the Executive Director of the conference, for her tireless efforts, as well as the Associate Directors, George Slavich, Kyonne Isaac, Tamar Krep, Kittiprapha Jivasantikarn and Jin Yu. Thanks also go to the additional students who helped review the abstracts that were submitted to the conference: Chris Vegas and Margaret Tankard. Finally, many thanks to the following Stanford Psychology Department administrators for their tireless assistance: Pam Jahnke, and Roz Grayson.

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

Sincerely,

Brian A. Wandell

Stein Family Professor and Department Chair



STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

JORDAN HALL, BLDG. 420
STANFORD, CALIFORNIA 94305-2130

May 16, 2009

Dear Presenters, Faculty, and Guests,

It is my pleasure and honor to welcome you to the Ninth Annual Stanford Undergraduate Psychology Conference. Thank you all for participating today to share your ideas and interest with everyone. This conference provides a rewarding experience for participants to present their research findings as well as to learn about the exciting work accomplished by other undergraduates. I look forward to learning from the numerous oral and poster presentations and exchanging ideas for future research, and I hope that you are.

I have been impressed by the innovative ideas and dedication of the presenters just from reading the abstracts. Their strong interest in psychology and determination in doing excellent research inspire me to strive for further excellence in my work. Their works pique my interest in other dimensions of psychology I have not explored. I truly thank you for coming today to share your great work with us.

Besides learning from the presentations today, I hope that you will value this opportunity to meet and interact with other student presenters, who have traveled very far to be here. Furthermore, our distinguished faculty and graduate students are excited to learn about you and your work during lunch and social.

I would also like to acknowledge the efforts and dedication that our team of directors, faculty, and administrative staff put into the conference. With their guidance and assistance, we are able to provide the exciting opportunity of sharing and learning from oral presentations, poster presentation, keynote address, and graduate school talk.

Thank you for coming to SUPC. Make yourself at home. Please take advantage of this opportunity to learn from presenters, faculty, and guests. Enjoy Professor Walton's keynote address and have fun meeting your peers.

Welcome to Stanford!

Sincerely,

Adriana Miu

Executive Director of the

Stanford Undergraduate Psychology Conference 2009

SUPC SPEAKER BIOGRAPHIES

KEYNOTE SPEAKER: GREG WALTON, PH.D.

Dr. Walton has been an assistant professor of Psychology at Stanford University since 2008. He received his Ph.D. in psychology in 2005 from Yale University. His research focuses on self identity, stereotypes, motivation and achievement, and social cognition. He has received numerous research awards, including the National Academy of Education/ Spencer Foundation Postdoctoral Fellowship and dissertation research awards from the American Psychological Association and Society of Psychological Study of Social Issues (SPSSI) in 2004 and 2006.

Professor Walton's talk "The Power of Psychology to Change the World," will discuss the ability to tackle social issues around the world using psychological theories and approaches.

CLOSING SPEAKER: JEFF COOPER

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

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

CONFERENCE SCHEDULE

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| REGISTRATION 8:00 – 8:45 | FRONT OF JORDAN HALL |
| INTRODUCTORY ADDRESS 9:00 – 9:15 | 420-040 |
| PAPER SESSION I 9:30 – 11:00 | 380-380 C, W, X, Y |
| POSTER SESSION I 11:00 – 12:00 | MATH AND LINGUISTICS COURTYARDS |
| LUNCH 12:15 – 1:15 | MATH COURTYARD |
| KEYNOTE ADDRESS BY PROFESSOR GREG WALTON 1:30 – 2:30 | 420-040 |
| PAPER SESSION II 2:45 – 4:15 | 380-380 C, W, X |
| POSTER SESSION II 4:15 – 5:15 | MATH AND LINGUISTICS COURTYARDS |
| GRAD SCHOOL TALK BY JEFF COOPER 5:30 – 6:30 | 380-380 C |
| CLOSING/SOCIAL 6:30 – 7:30 | 420-050 AND SURROUNDING COURTYARD |

PRESENTATION SCHEDULE

PAPER SESSION I 380-380C, W, X, Y 9:30-11:00

| Social Psychology I | 380-380C | Developmental Psychology | 380-380X |
|--|----------|---|----------|
| THE DYNAMIC MEANING OF COLORBLINDNESS David Demres Yale University | | CHILD SEXUAL BEHAVIOR INVENTORY: VALIDITY AND RESPONSE BIAS Bertha A. Nash California State University Northridge | |
| THE LINK BETWEEN BODY TEMPERATURE AND EMOTIONS Brittany Horth University of California, Los Angeles | | THE ROLE OF PRIOR EXPERIENCE ON WORD AND CATEGORY LEARNING Jessica Morales University of California, Los Angeles | |
| DIFFERENCES IN BLACKS' AND WHITES' ABILITY TO DISENGAGE FROM INGROUP AND OUTGROUP FACES Minh NganTran Yale University | | CHILDHOOD COGNITIVE DEVELOPMENT IN THE GLOBAL COMMUNITY Andrew de Jesus, Caitlin Busso California Polytechnic State University, San Luis Obispo | |
| WHY WE JOIN THE GROUPS WE JOIN: THE ROLE OF RESPECT Felix Danbold University of California, Los Angeles | | | |
| Clinical Psychology I | 380-380W | Cognitive Psychology | 380-380Y |
| THE RELATIONSHIP BETWEEN DEPERSONALIZATION DISORDER SYSTEMS AND HYPNOTIC SUSCEPTIBILITY Victor Bereziouk, Thiago Marquez, Aleksandra Irena Sienkiewicz New York University | | THE EFFECT OF WORD TYPE AND MODE OF PRESENTATION ON RECALL Hannah Lois G. Tarroja Miriam College | |
| IMPAIRMENT IN CHILDREN WITH AND WITHOUT ADHD: CONTRIBUTIONS FROM AGGRESSION AND CALLOUS-UNEMOTIONAL TRAITS Whitney A. Brammer University of California, Los Angeles | | LEARNING BY COMPARISON: EXTENDING PERCEPTUAL LEARNING TO VOCABULARY LEARNING Kreshnik Begolli, Sophie Xie University of California, Los Angeles | |
| ENCULTURATION AND DEPRESSION IN MINORITY COLLEGE STUDENTS: THE MEDIATING ROLE OF FAMILY COHESIVENESS Fonda Kim-Tokushige University of California, Los Angeles | | WHAT THE EYES TELL US ABOUT TASK SWITCHING Miranda Rieter University of Oregon | |
| DEPRESSION AND BURNOUT IN UNDERGRADUATE STUDENTS Christina B. Young University of California, San Diego | | | |

POSTER SESSION I

COURTYARDS

11:00-12:00

Math Courtyard

THE SECOND CHANCE WOMEN'S RE-ENTRY COURT:
CREATING A PATHWAY OF SUCCESS FOR WOMEN OFFENDERS

Brittany Horth
University of California, Los Angeles

DRINKING GAME BEHAVIORS AMONG COLLEGE STUDENTS:
ARE THEY ALL JUST FUN AND GAMES?

Kathryne Van Tyne, Sheila M. Riddle, Michelle
Restrepo, Darleen M. Hostetler, Byron L. Zamboanga
Smith College

ATTITUDES TOWARDS INDIVIDUALS WHO SELF INJURE AS
MEDIATED BY GENDER AND EXPOSURE

Julia Revillion Cox
Seattle University

EFFECT OF CORRECTIVE FEEDBACK ON DIFFERENT TEST
FORMATS

Victoria Rodriguez, Monica Kim, Kristina Cho
University of California, San Diego

INDEPENDENT LEARNING VERSUS COOPERATE LEARNING

Deena Brosi, Elisa Chirola
Yosemite High School

THE EFFECTS OF SELF-EFFICACY ON STANDARDIZED TEST
SCORES

Katy Jones, Ariel Campbell
Yosemite High School

ATTACHMENT AND APPRAISALS OF ACADEMIC DEMANDS

Lily Hendlin
University of California, Santa Cruz

EMOTION WORD USE IN MOTHER-CHILD PAST NARRATIVES
ACROSS CULTURES

Thiago C.S. Marques
New York University

SEXUAL SATISFACTION AND ACADEMIC ACHIEVEMENT IN
COLLEGE STUDENTS

Alexandra Carstensen
University of California, Berkeley

VARIATION IN CROSS-RACE IDENTIFICATION: DIFFERENTIAL
FACIAL RECOGNITION FOR DIFFERENT RACES

Sandra Hanesana
University of California, Davis

MATHEMATICS AMONG MALES AND FEMALES: STEREOTYPE
THREAT AND EFFECTS ON STANDARDIZED TESTS

Lisa Obermeit
University of California, Berkeley

INTERACTING STEREOTYPES ABOUT BLACK OLDER ADULTS

Josie Menkin
Northwestern University

BRIDGING THE CULTURAL DIVIDE: SOCIAL INFERENCES
ACROSS CULTURES

Holly Jooyoung Oh
University of Oregon

OBSERVERS' REACTIONS TO FORGIVENESS

Robin Temple, Lev Woolf
Sonoma State University

Linguistics Courtyard

INFANTS AT RISK OF AUTISM: A LONGITUDINAL STUDY

Yun Ti Huang
University of California, Los Angeles

SOCIAL ANXIETY, INTERNET USE, AND SOCIAL OUTCOMES

Lauren Hanover
University of California, Los Angeles

EMOTION RECOGNITION CORRELATES OF COGNITIVE
ABILITIES IN WILLIAMS SYNDROME

Rowena Ng
University of California, San Diego

THE EFFECT OF CARBOHYDRATES ON SPATIAL MEMORY
RECALL

Kristen McLane
Yosemite High School

TESTS CAN OVERCOME THE FAILURE TO LEARN FROM
REREADING

R. Israel Gonzales
University of California, Los Angeles

PARENT-CHILD CONVERSATION AND CHILDREN'S
UNDERSTANDING OF UNUSUAL EVENTS

Kirsten Haigh, Alisa Albee, Nicole Campos,
Cynthia Tam
University of California, Santa Cruz

PARENT HOSTILITY AND CHILD BEHAVIOR

Ashley Berns
University of Oregon

PAPER SESSION II

380-380C, W, X, Y

2:45-4:15

STUDENTS' BELIEFS ABOUT HEALTH, WEIGHT, AND FAST
FOOD CONSUMPTION

Brian Spitzer, Phuong Luu, Kate Corey,
Vanessa Scholfield, Katie Bushmeyer, Daniel Jurado
California State University, Chico

FAMILY SUPPORT, MENTAL HEALTH, AND ACADEMIC
SUCCESS

Marissa McAdow
Blinn College

THE RELATIONSHIP BETWEEN FATHERS' EDUCATION AND
THEIR CHILDREN'S HIGHER EDUCATION GOALS

Jackelin Z. Maldonado
California State University, Northridge

EXTRAVERSION, LIFE SATISFACTION, AND GENDER AS
PREDICTORS OF HUMOR RESPONSE AMONG FILIPINO YOUNG
ADULTS

Jade Elaine R. Flora
Miriam College

SELF-ESTEEM, JOB SATISFACTION, AND EMPATHY AS PREDIC-
TORS OF ALTRUISM AMONG PHILIPPINE NATIONAL POLICE

Versailles C. Tabanda
Miriam College

POLITICAL IDEOLOGY AS A VEHICLE FOR STIMULATING
EMPATHY

Amanda R. Armour
Northwestern University

PUBLIC PERCEPTIONS AND ATTITUDES REGARDING
SCHIZOPHRENIA BASED ON THE PERCEIVED CORRELATION
BETWEEN KNOWLEDGE AND TOLERANCE OF THE DISORDER

Jairus Reddy, Kenneth Foster
Texas Woman's University

Clinical Psychology II

380-380W

THE ROLE OF PARENTAL INTRUSIVENESS IN TREATMENT FOR
ANXIETY IN CHILDREN WITH AUTISM

Loran Hayes
Northwestern University

THE ROLE OF ETHNIC IDENTITY STATUS IN ETHNIC LABELING

Jessica Danial
University of California, Los Angeles

ACCULTURATION, ETHNIC IDENTITY, AND PSYCHOLOGICAL
ADJUSTMENT IN INTERNATIONAL SCHOOL STUDENTS

Tiffany Cheuk, Lisa Liu, M.A., Anna Lau, Ph.D.
University of California, Los Angeles

Social Psychology II

380-380C

ARE GRATEFUL STUDENTS LESS LONELY AND HAPPIER?

Ellen Burcat
University of California, Davis

POWER STATUS AND RELIGIOUS CONTROL

Teng Ma
University of California, Santa Barbara

A COMPARATIVE STUDY ON INTERRACIAL AND INTRARACIAL
MARRIAGES AMONG FILIPINO MEN AND WOMEN

Pamela Paraiso
Miriam College

PHYSICAL EXERCISE AND SOCIAL COMPARISON: DOES IT
MATTER IF YOU EXERCISE WITH SOMEONE WHO IS HIGH FIT
OR LOW FIT FOR PSYCHOLOGICAL BENEFITS?

Sonia Mann, Meghan Madden, Grace
Lee, Allison Hardesty, Allison Terry, Nick Gable
Santa Clara University

LUNCH
MATH COURTYARD
12:15-1:15

KEYNOTE ADDRESS:
"THE POWER OF PSYCHOLOGY TO
CHANGE THE WORLD"
BY GREG WALTON
420-040
1:30-2:30

A DIFFUSION TENSOR IMAGING STUDY OF THE FORNIX IN
BIPOLAR DISORDER

Aditi Ramakrishnan
Yale University

EFFECT OF SENSITIVE PERIOD OF DIM ILLUMINATION ON
JET LAG

David Frank
University of California, San Diego

LARGE-SCALE CORTICAL EXCITABILITY AND COGNITIVE
PROCESSING SPEED: A STUDY OF ALPHA-BAND EEG
ACTIVITY

Chan Y. Park
University of California, Los Angeles

EFFECTS OF EXERCISE ON CONTEXTUAL FEAR CONDITIONING

Kelly Cavanaugh
University of California, San Diego

POSTER SESSION II
COURTYARDS
4:15-5:15

Math Courtyard

DIABETES SELF-MANAGEMENT AMONG LATINOS WITH TYPE
2 DIABETES

Carlos Quintero
San Diego State University

STUDY OF BEHAVIORAL EXERCISES FOR THE FEAR OF CON-
TAMINATION

Ashley White
University of California, Los Angeles

ACTOR AND PARTNER EFFECTS OF ANXIETY AND DEPRESSION
ON MARITAL SATISFACTION: THE CASE OF MEXICAN
AMERICAN NEWLYWED COUPLES

Priscilla Rios, Aruna Patel, Joseph Pipkin,
Lemuel Hidalgo, Donna Castañeda
San Diego State University, Imperial Valley

A SYSTEM FOR STUDYING THE MOUSE ODOMETER

Daniel Greene
Rutgers University, New Brunswick

RISK-BASED DECISION MAKING AND THE SLOPE REVERSAL
EFFECT

10 Sharon E. Alkire
California State University, East Bay

TEMPORAL DISCOUNTING AND THE SLOPE REVERSAL EFFECT

Stephen Hong, Sharon Alkire
California State University, East Bay

DESIGN FLAWS IN INSTRUCTIONAL MATERIAL: SUGGESTIONS
DERIVED FROM USABILITY TESTING

Justin Roberson
California State University, Northridge

FAMILY CONVERSATIONS ABOUT SCIENCE

Vanessa Young, Sarah Smilovic, David Stege,
Juliana Glaser
University of California, Santa Cruz

CULTURAL CONCEPTIONS OF SHY AND WITHDRAWN
BEHAVIORS: HEAD START POLISH IMMIGRANT PARENTS'
PERSPECTIVES

Aleksandra Irena Sienkiewicz
New York University

SOCIETAL ATTITUDES IN THE BRITISH AND UNITED STATES
VIRGIN ISLANDS TOWARDS YOUTHS WITH MENTAL ILLNESS

Keriann S. Malone
University of Virgin Islands

LEVELS OF NEGATIVE SOCIAL STIGMA TOWARD THOSE WITH
ATTENTION DEFICIT DISORDER AND ATTENTION DEFICIT
HYPERACTIVITY DISORDER IN THE COLLEGIATE SETTING

Eric L. Markey
California State University, Chico

"IT'S ALL ABOUT THE COMMUNAL MENTALITY":
ANTHROPOLOGICAL PERSPECTIVES ON LATINO'S VIEWS OF
DEPRESSION AND ANTIDEPRESSANTS

Erika Rivas
University of California, Davis

RELIABILITY OF SELF-REPORT

Jessica Lee Wells
San Diego Mesa College

PROPRIOCEPTIVE INFLUENCES ON JUROR DECISION MAKING

Brian Greeley
California State University, Chico

INTERNATIONAL BACCALAUREATE STUDENTS' ATTITUDES
TOWARDS COLLEGE PREPARATORY STUDENTS WITH AND
WITHOUT SOCIAL NORM ACTIVATION

April Booth, Cati Boyle
Yosemite High School

Linguistics Courtyard

THE IMPACT OF ADHD AND ANXIOUS/DEPRESSED SYMPTOMATOLOGIES IN CHILDHOOD ON FUTURE ADOLESCENT DELINQUENCY IN FEMALES

Minh-Chau Do
University of California, Berkeley

ACTOR AND PARTNER EFFECTS OF ANXIETY AND DEPRESSION ON SEXUAL DISTRESS: THE CASE OF MEXICAN AMERICAN NEWLYWEDS COUPLES

Elsa Carraso, Edgar Vargas, Donna Castaneda
San Diego State University

INVESTIGATING WORKING MEMORY DISTORTIONS IN ALZHEIMER'S DISEASE

Katherine MacDuffie
University of Michigan

MEDITATION, PERSONALITY, AND AWARENESS OF ANOTHER'S PRESENCE

Kelsey Rote, Whitney Broetje, Ben Carson,
Josh Frankland
Seattle Pacific University

THE EFFECT OF TIME ON EYEWITNESS TESTIMONY

Alexandra Grant, Narielle Ayala
Yosemite High School

CHILDREN WITH CHALLENGING BEHAVIORS: UNDERSTANDING THE TECHNIQUES AND STRATEGIES PRESCHOOL TEACHERS USE TO HELP CHILDREN

Blair Dub, Cliff Mettier, Justin Lutterman, Elyse Hunt, Jessica Jimenez, Elisa Velasquez-Andrade
Sonoma State University

MORE THAN "BROADCASTING YOURSELF": THE CREATION OF A SELF IN THE VIDEO SHARING WEBSITE, YOUTUBE.COM

Frances Narvaez
Webster University, Geneva

GRATITUDE FOR FOOD

Emily van Sonnenberg, Tammy Phan
University of California, Los Angeles

THE EFFECTS OF TARGET STATUS MODERATED BY ETHNICITY ON ANGLO-AMERICAN MALES

Adam Takeda
University of Southern California

ETHNIC IDENTITY AS A MEDIATOR OF INGROUP BIAS AMONG ETHNIC MAJORITY AND MINORITY GROUP MEMBERS

Sarah Nadeau, Arturo Rodriguez
San Jose State University

IN-GROUP IDENTIFICATION ENHANCES NEGATIVE EVALUATION OF A TARGET IN-GROUP MEMBER WHO VIOLATES WORLD VIEW

Spenser Hughes, Heather Sheridan
University of California, Santa Barbara

DISCLOSURE OF STRESSFUL EVENTS IN VETERANS

Kevin Wiles
University of Oregon

PERCEPTIONS OF EFFECTIVE COMMUNITY LEADERSHIP AMONG SELECTED FORMER SANGGUNIANG KABATAAN LEADERS

Karla Oracion
Miriam College

GRAD SCHOOL TALK

SPEAKER: JEFF COOPER

380-380C

5:30-6:30

CLOSING / SOCIAL

420-050

6:30-7:30

Paper Session I Abstracts

Social Psychology I

THE DYNAMIC MEANING OF COLORBLINDNESS

David Demres
Yale University

The concept of colorblindness underlines our most important controversies about race in America. The question posed in this research is whether colorblindness helps—by focusing on one’s common humanity, or colorblindness hurts—by ignoring the challenges that accompany group identity in America. While research on colorblindness has grown in sociology (Bonilla-Silva, 2003; Lewis, 2001) and law (Fiske, 2005; Sturm, 2006), there is considerably less research in social psychology about the effect of these perceptions on institutions that adopt colorblind practices. This work specifically focuses on two different ideologies with regards to black-white race relations: “colorblindness”, characterized by the attitude that everyone is and should be treated the same, and “valuing diversity”, characterized by the attitude that everyone is different and should be valued for these differences. The experiments presented show significant differences between blacks’ and whites’ trust and appraisal of corporations that use statements that support either of these ideologies. Further, priming both minority and majority participants with either equality or inequality word searches strengthens the disparity between the two groups. This research could not only help corporations model themselves to different social groups, but also help to define the meaning of colorblindness in American society.

THE LINK BETWEEN BODY TEMPERATURE AND EMOTIONS

Brittany Horth and Naomi Eisenberger, Ph.D.
University of California, Los Angeles

Phrases such as “warm the heart” and “icy stare” suggest a relationship between body temperature regulation mechanisms and emotions related to feeling socially connected or rejected. To investigate the relationship between feeling physically warm or cool and feeling socially connected or rejected, we examined the effect of temperature on the accessibility of and memory for connection (“love,” “hug”) and rejection (“reject,” “abandon”) words. Sixty-five undergraduates were randomly assigned to wear either a warm, cold, or neutral vest and then completed a reaction time task to assess the accessibility of connection and rejection words and a surprise memory test to assess memory for each of these word types. Results revealed a significant temperature by word type interaction on the reaction time task, such that individuals wearing the cool, compared to neutral, vest were quicker to detect social rejection words and slower to detect social connection words. There was also a significant temperature by word type interaction on the memory test, such that individuals wearing the warm, compared to neutral, vest showed increased memory for social connection words. This implies a difference in the mental processing of “warm” and “cold” emotions as well as a possible defense mechanism against “cold” memories.

DIFFERENCES IN BLACKS’ AND WHITES’ ABILITY TO DISENGAGE FROM INGROUP AND OUTGROUP FACES

Minh Ngan Tran, Valerie Purdie-Vaughns, Ph.D.
Yale University, Columbia University

The basis for racial prejudice is the visual perception and processing of racial information, and researchers have recently started to study the intersection of race and visual cognition. However, these have all involved the voluntary processing of racial information; nothing has been done to explore the automatic cognitive processing of ingroup versus outgroup faces. This study employed the Rapid Serial Visual Presentation (RSVP) method to examine whether Blacks and Whites differ on how long it takes them to disengage from ingroup and outgroup faces. Participants identified the direction of rotation in the one rotated natural scene of each series of photos. Preceding this natural scene is always a White, Black, or Indian face. Since faces are more interesting to human beings than natural scenes, they induce attentional blink (AB), and participants may then miss the rotated natural scene that follows the face and identify incorrectly its direction of rotation. The magnitude of the AB induced by the faces significantly depends on the race of the face stimulus (White, Black, or Indian) and the race of the participant (White or Black). Implications for how AB may be used to measure our innate biases for ingroup versus outgroup faces are discussed.

WHY WE JOIN THE GROUPS WE JOIN: THE ROLE OF RESPECT

Felix Danbold and Yuen Huo, Ph.D.
University of California, Los Angeles

The dual pathway model of respect identifies two components of respect: status and liking (Huo & Binning, 2008). This model has shown connections between respect and both individual and group functioning, but not yet across different group types. The diverse population of groups at UCLA was divided between task groups (organizations individuals join to participate in an activity) and intimacy groups (organizations individuals join to meet others). Participants were surveyed online reporting levels of respect within their group, at UCLA, and measures of the individual. As task group members focus more on issues of status attainment, and intimacy group members focus more on issues of belongingness, we expect status evaluations to be a better predictor of group engagement and well-being for task group members than intimacy group members. In contrast, liking should be a better predictor of group engagement and well-being for intimacy group members relative to task group members.

THE RELATIONSHIP BETWEEN DEPERSONALIZATION DISORDER SYMPTOMS AND HYPNOTIC SUSCEPTIBILITY

Victor Bereziouk
New York University

Objective: Trauma can trigger a specific dissociative state in which individuals experience persistent or recurrent experiences of feeling detached from one's own mind or body while maintaining a reality check known as Depersonalization Disorder (DPD). Similarly, trauma can induce a hypnotic state with symptoms paralleling a dissociative state. DPD is the third most common psychiatric symptom and its treatment remains elusive. Given the effectiveness of hypnosis for treating other kinds of dissociative disorder, this study examined whether an individual's perceived experiences of DPD symptoms were associated with characteristics of a hypnotic state.

Method: 80 participants, recruited from an online community of self-identified DPD individuals, completed online surveys which inquired about their background, DPD symptoms, and three hypnotic characteristics: absorption, dissociation, and suggestibility. Of the 80 participants only 24 were eligible, unfortunately. Because of the small sample size, I performed correlation analysis.

Data Analysis: Correlation analysis was performed to predict the three components of hypnosis from scores on the Cambridge Depersonalization Scale (CDS) and DPD symptoms. Higher scores on CDS and the presence of the DPD symptoms are expected to yield higher scores on the components of hypnosis. Demographic variables were examined for their associations with CDS, DPD symptoms and subparts of hypnosis.

IMPAIRMENT IN CHILDREN WITH AND WITHOUT ADHD: CONTRIBUTIONS FROM AGGRESSION AND CALLOUS-UNEMOTIONAL TRAITS

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

Attention-deficit/hyperactivity disorder (ADHD) and aggression are associated with impairment (e.g., academic, social, family), but these relationships may be moderated by callous-unemotional (CU) traits. Children ages 6 to 9 ($n = 73$) were assessed using multiple methods (e.g., structured interviews, rating scales) and informants (e.g., parent, interviewer). The effects of ADHD and aggression on impairment were predicted to be stronger in children with CU traits than without. Controlling age and gender, ADHD ($\beta = -.30, p = .05$) and CU traits ($\beta = -.29, p = .05$) were associated with parent ratings of impairment. Parallel analyses yielded similar results for aggression ($\beta = -.32, p < .05$) and CU traits ($\beta = -.49, p < .01$). Comparable patterns were observed using interviewer ratings of impairment. CU traits did not moderate these relationships, but data collection is ongoing. Possible implications include the identification of youth subgroups who, based on CU traits, exhibit more impairment and the clarification of different pathways to negative outcomes.

ENCULTURATION AND DEPRESSION IN MINORITY COLLEGE STUDENTS: THE MEDIATING ROLE OF FAMILY COHESIVENESS

Fonda Kim-Tokushige,
Lisa Liu, M.A., and Anna Lau, Ph.D.
University of California, Los Angeles

To date it is unclear whether enculturation processes are related to the psychological well-being of minority youth and what underlying processes explain this relationship. Drawing from Asian American ($n=76$), Latino American ($n=128$), and African American ($n=55$) undergraduates across three Cal State Universities (CSU), we measured levels of enculturation, family cohesiveness (FC), and depression using self-report measures. Our study examines whether minorities who experience higher levels of enculturation experience lower levels of depression and whether FC serves as a mediator between enculturation and depression. We predict that families who communicate to their children about their family and cultural background will be more cohesive. We suggest that such communication promotes greater bonding within families, thereby leading to lower levels of depression in college-aged, minority youth. Findings highlight the importance of promoting directed communication about one's family and cultural background in the development of family cohesiveness and the psychological well-being of minority youth.

DEPRESSION AND BURNOUT IN UNDERGRADUATE STUDENTS

Christina B Young
University of California, San Diego

Depression and burnout are important indicators of mental health; those who are at risk for either symptom should be identified to facilitate treatment or life changes leading to better quality of life and well-being. Past research assessing differences in depression severity between Asian Americans and Caucasians have yielded mixed results and ethnic differences in burnout have not been examined in undergraduate students. This preliminary study compares the severity and unique features of depressive symptoms and burnout in Asian Americans and Caucasian undergraduates and is the first to collectively examine both phenomena across the two large ethnic populations. Participants completed the Patient Health Questionnaire-9 and the Maslach Burnout Inventory Student Survey via an anonymous online questionnaire. Asian Americans ($n = 400$) exhibited significantly more burnout in the realm of personal efficacy and greater depression severity than Caucasians ($n = 195$). Asian American females had significantly higher levels of depression than Asian American males and, in general, females experienced more personal efficacy burnout than males. Thus, Asian Americans are at particular risk for experiencing both depression and burnout and females within this population are especially vulnerable. Outreach to female Asian American students may be especially worthwhile.

CHILD SEXUAL BEHAVIOR INVENTORY: VALIDITY AND RESPONSE BIAS

Bertha Nash, Dr. Janet Oh and Stephanie Saliger, LMFT
California State University Northridge

Latinos are the largest and fastest growing population in the United States. Moreover, experiences of trauma among Latino children continue to increase (The National Child Traumatic Stress Network, 2008). Thus, conducting studies with Latino groups is particularly important. In this study, we test the validity of the Child Sexual Behavior Inventory (CSBI; Friedrich, 1996) as it pertains to Latino and Caucasian children. Sixty-eight mothers (32 Latina; 36 Caucasian) reported on their child's sexual behaviors. Since all children in the sample were confirmed victims of sexual abuse, they should show similar reports on the CSBI. It was found that Latino and Caucasian caregivers report similar scores on family sexual knowledge and permissiveness. However, total score reports on the CSBI were significantly higher for Caucasian caregivers than for Latina caregivers ($t = -3.239, p < .05$). In fact, Latina caregivers report non-clinical sexual behavior for their children, although all children in the study were victims of sexual abuse. Together, these results highlight the importance of norming clinical measures for different ethnic groups. In addition, findings support previous work that has found culture influences how parents respond to questions of sexual matters (Conradi, Hendricks, Merino, & Chadwick, 2008).

CHILDHOOD COGNITIVE DEVELOPMENT IN THE GLOBAL COMMUNITY

Andrew de Jesus, Caitlin Busso
California Polytechnic State University, San Luis Obispo

Children under 5 years old in developing countries face multiple risks, such as poverty, malnutrition, and lack of adequate stimulation, during development that can cause long-term cognitive deficits. Early growth stunting has been found to correlate with cognitive deficiency and translates into educational and economic potential loss that can produce severe economic losses for developing countries. An accurate measure detailing factors of the home environment that contribute to health childhood development could provide families in developing countries information on more effective means of producing positive developmental outcomes in their children. Using SPSS data provided on UNICEF's Child Info website, representative countries were chosen from Southeast Asia, Central Europe, and Africa. Height-for-age z-score (HAZ) was used as a proxy for cognitive development and was run in correlation tests against child care variables, such as mother's education level, sum of family activities with the child, and number of times the child was read to. Each variable showed significant correlations to HAZ, with mother's education and reading books showing the strongest correlations, $R = .172$ and $R = .158$, respectively. We conclude that parental education and stimulating activities are correlated to positive childhood developmental outcomes that are significant across all socioeconomic groups.

THE ROLE OF PRIOR EXPERIENCE ON WORD AND CATEGORY LEARNING

Jessica Morales,
Haley Vlach, and Catherine Sandhofer, Ph.D.
University of California, Los Angeles

Although past research has documented that prior experience can promote learning, much of this work has focused on the increased use of strategies with gains in experience. However, few studies have investigated the relationship between past experience and implicit learning in which strategy choice is less likely to be a factor. In this study, we examined the role of varying degrees of prior experience on children's ability to learn novel words and categories. Two-year old children were in one of three conditions: one-week, one-day, or no prior experience. Participants were exposed to novel textures and were later tested on their ability to learn the words and categories. Preliminary data suggest that participants with more prior experience with categories were better able to learn and generalize novel labels. The results of this study contribute to a growing body of literature on the role of experience in word learning.

THE EFFECT OF WORD TYPE AND MODE OF PRESENTATION ON RECALL

Marie Angelyn C. Cabuquit, Anna Isabella A. Cruz,
and Hannah Lois G. Tarroja

A series of study further explored the way in which mode of presentation and word type affects recall of words presented in the auditory, visual and audio-visual mode. The hypotheses is that mode of presentation affects recall, word type affects recall and both mode of presentation and word type affects recall was tested. Twenty-three female Psychology students in Miriam College between 17-21 years of age participated in the experiment. The experiment showed that mode of presentation affects recall significantly [$F(2, 27) = 7.370, p = .003$]. The experiment also showed that recall is affected by word type significantly [$F(1, 27) = 101.144, p < .001$]. However, there is no significant interaction between Mode of Presentation and Word Type [$F(2, 27) = 3.098, p = .061$]. These results were reconciled with studies on audio and visual stimuli and studies on pseudo words in which real and nonsense words are associated in performing lexical decisions.

LEARNING BY COMPARISON: EXTENDING PERCEPTUAL LEARNING TO VOCABULARY LEARNING

Kreshnik Begolli, Sophie Xie, Everett Mettler and Philip J.
Kellman, Ph.D.

University of California, Los Angeles

We explored methods of using learning technology to improve GRE word learning. We tested whether comparison tasks, used in perceptual learning of visual stimuli, can extend to word learning. On each trial, participants saw a GRE word on the screen and two ordinary words presented below, one of which was a correct choice and the other a distractor. Participants chose either the synonym or the antonym of the GRE word, depending on condition. Participants chose only synonyms, only antonyms, or both synonyms and antonyms mixed across trials. In addition the distractor was either an antonym of the correct choice or an unrelated word. We predicted that learning would be strongest when comparisons were mixed, and when word choices were antonyms. This study demonstrates how comparison strategies can benefit vocabulary learning and suggests ways that learning by comparison could be used to teach in other domains.

WHAT THE EYES TELL US ABOUT TASK SWITCHING

Miranda M. Rieter, Ulrich Mayr, David Kuhns

University of Oregon

We used eye-tracking to test a two-stage model of task switching (e.g., Mayr & Kliegl, 2003) that proposes a first state during which external cues are used to load relevant rules into working memory, a process that can occur proactively, prior to stimulus presentation. During the second stage, these rules are used to filter out task-irrelevant information once the stimulus is presented. It has been difficult to decide between this and alternative models on the basis of behavioral data alone (e.g., Logan & Bundesen, 2003). Eye-tracking provides fine-grained temporal information and therefore potentially more direct evidence about stages of task selection. We asked subjects to select between responding to the color or the gap position of objects on the basis of visual cues. Each task feature was present in one of three equidistant objects (one object was neutral, object locations were randomized). Consistent with the working-memory stage we found the eye's trajectory to the task-relevant object was delayed by 150 ms on switch trials, but only if there was no opportunity to prepare. Consistent with the filtering stage, there was a persistent tendency of the eye to return to the irrelevant task feature on switch trials, and this tendency was resistant to effects of preparation.

Poster Session I Abstracts

Math Courtyard

THE SECOND CHANCE WOMEN'S RE-ENTRY COURT: CREATING A PATHWAY OF SUCCESS FOR WOMEN OFFENDERS

Brittany Horth

University of California, Los Angeles

Research has shown that substance abusing woman offenders present different issues than their male counterparts in terms of the severity of their drug abuse, history of past sexual and physical abuse, and psychological disorders. As a result, women have unique needs that must be addressed during the re-entry process in order to break the cycle of addiction and crime. In 2007, the California Department of Corrections and Rehabilitation, Division of Community Partnerships, provided funding for a 3-year program, entitled Second Chance Women's Re-Entry Court. The primary mission of the re-entry court program is to divert women from a state prison sentence to a comprehensive community support system providing wrap-around services, while adapting service delivery techniques to reflect an understanding of gender and diversity between and within cultures. Preliminary findings show that 81% of the women in this program have been diagnosed with at least one mental health problem. The relationship between the various psychological disorders within the population and respective drug use/treatment retention will be investigated. The unique comprehensive nature of this program addresses mental health, so non-responsive participants will provide insight into mental disorders that require more specialized attention in drug treatment.

DRINKING GAME BEHAVIORS AMONG COLLEGE STUDENTS: ARE THEY ALL JUST FUN AND GAMES?

Kathryne Van Tyne, Byron L. Zamboanga, Sheila M. Riddle,
Brigette McCracken, Emma Ben-Avi, Michelle Restrepo,
and Darleen Hostetler

Smith College

Participation in drinking games (DG) has been identified as a common health-risk behavior among college students. However, research suggests that frequency of DG participation alone may not pose a significant health risk, but the amount of alcohol consumed while gaming is an important consideration. The present study was designed to examine specific DG behaviors and their relevance to negative drinking outcomes and known correlates of heavy alcohol use (e.g. drinking motives, alcohol expectancies). The analytic sample consisted of students enrolled in eight U.S. colleges (N=339). Participants completed self-report questionnaires about their drinking attitudes and behaviors. Based on their responses to DG questions, we created four groups of student gamers: low frequency/low consumption, low frequency/high consumption, high frequency/low consumption, and high frequency/high consumption. One-way ANOVAs indicated significant group differences between the high frequency/high consumption group and

the other three groups in negative drinking consequences, motives for gaming (competition/thrills; fun/celebration) and alcohol expectancies. No significant differences on these variables emerged between the high frequency/low consumption and low frequency/high consumption groups. High frequency/high consumption gaming behavior poses the greatest risk for negative drinking outcomes among college students. Implications for research and intervention efforts will be discussed.

ATTITUDES TOWARDS INDIVIDUALS WHO SELF INJURE AS MEDIATED BY GENDER AND EXPOSURE

Julia Revillion Cox

Seattle University

The primary aim of this study is to ascertain the attitudes of the general population towards individuals who engage in self-injury (SI). SI is a troublesome public health concern that is prevalent in adolescent girls and young women (Klonsky, 2007) but some argue that self-injuring men are often overlooked (Laye-Gindhu & Schonert-Reichl, 2005). Mental illness stigma is often mediated by the gender of the observer and men are more likely to endorse negative attitudes (Corrigan & Watson, 2007). Participants (n=182) were asked, via online survey, about their attitudes towards and exposure to SI. We hypothesize that female participant responses were generally more positive and participants of both genders endorsed more negative attitudes towards male self-injury. Individuals with greater exposure to SI are expected to endorse more positive attitudes. The results may inform the formulation of educational programs to combat negative stigma, and prompt individuals who self-injure to seek treatment.

EFFECT OF CORRECTIVE FEEDBACK ON DIFFERENT TEST FORMATS

Kristina Cho, Monica Kim, Victoria Rodriguez

University of California, San Diego

Feedback, a corrective mechanism that improves poor initial performance, is known to enhance the testing effect. However, is feedback truly different from mere re-study of correct answers? Can we improve our performance solely by knowing that our previous response was incorrect? The current study explores the effectiveness of corrective feedback without restatement of answers on different test formats. Subjects were given passages to read. They were tested across trials with multiple choice (MC) or short-answer (SA) questions, either with or without feedback. Each subject received an Initial Test, Test #2 (with or without feedback), and an Immediate Final Test. One week later, a Delayed Final Test was administered to investigate differences in retention across conditions. Upon receiving feedback, answering questions in the MC format led to the greatest increase in performance from the initial test to Test #2, even without the restatement of answers. However, our current data suggests that feedback without restatement does not benefit performance when tested in SA format or following Test #2. As the current study progresses, additional data collection and analyses may indicate the benefit of feedback for both MC and SA test formats.

INDEPENDENT LEARNING VERSUS COOPERATE LEARNING

Deena Brosi and Elisa Chirolo
Yosemite High School

This experiment explores the effects of cognitive synergy on education. The participants used in the experiment to are Caucasian, 16-18 year old high school juniors from a rural setting in the central area of California. The experiment occurred simultaneously in two separate classrooms, both classrooms using the same test. The simulation, Lost at Sea, presents a situation where the reader is stranded on an island with certain items and the reader must order the importance of the items from most important to least. This simulation was specifically designed to investigate the effects of cognitive synergy and cooperative learning. In one class, the control group, students worked individually on the test, and in the other class, the experimental group, students worked on the test in groups of three. The independent variable was whether or not the students worked individually or in a group setting and the dependent variable was the test scores of the students. When the t-test was used the results concluded that the difference between the two groups was not significant. Therefore the researchers concluded that there was no difference in test scores between the students who worked individually and those who worked in groups.

THE EFFECTS OF SELF-EFFICACY ON STANDARDIZED TEST SCORES

Katy Jones and Ariel Campbell
Yosemite High School

This experiment is an investigation of the effects of self-efficacy due to a certain ordering of questions o. a test (easy-to-hard and hard-to-easy). The test consists of math questions taken directly out of an SAT practice book. The participants were in two separate higher-level classes of 16-17 year females and males in the eleventh grade in a high school from a predominantly Caucasian, rural neighborhood in northwestern United States. The researcher tries to identify the difference between self-efficacy on test scores ordered in two different ways and attempts to show that if questions in a test are ordered from easy-to-hard, the self-efficacy will be higher resulting in higher test scores, than that of a person taking the test with questions ordered hard-to-easy.

The first group, which was the control group, took the originally ordered test (easy-to-hard), and the second group, the experimental group, took the modified version (hard-to-easy). Each question was placed on the overhead for sixty seconds. Directly after the test, they were given a survey asking questions about how they felt about the test in order to measure if it impacted their self-efficacy.

The design of the experiment is that of comparison of means (using the t-test) of two independent opportunity samples. The independent variable is the ordering of the test questions given to the participants and the dependent variable was the level of self-efficacy caused by the range of difficulty in each test. By using the t-test it was found that there was a significance to the

.05 level of confidence, meaning the difference between the two test groups was not random, and the different orderings of the test affected the participants scores due to their self-efficacy.

ATTACHMENT AND APPRAISALS OF ACADEMIC DEMANDS

Lily Hendlin
University of California, Santa Cruz

This study examined the relations between college students' appraisals of academic demands, adult attachment and academic stress and wellbeing. The purpose was to test and expand Blascovich's challenge threat appraisal theory through the investigation of its relations to attachment and stress. The sample consisted of 164 undergraduate students enrolled at a major California public university. Participants completed measures of demographics, adult attachment patterns, appraisals of academic demands, and psychological wellbeing and stress. Results indicated that appraisals of academic demands and attachment patterns were related to stress and wellbeing. Specifically, threat appraisals of academic demands, high attachment avoidance and high attachment anxiety were related to high stress and low wellbeing. Post-hoc analyses indicated that secure individuals had significantly higher well-being scores than fearful individuals. Furthermore, fearful and preoccupied individuals perceived significantly more stress than secure and dismissive individuals. Moreover, individuals with low attachment anxiety and low attachment avoidance were likely to appraise academic demands as a challenge. In contrast, individuals with high attachment anxiety and/or high attachment avoidance were likely to appraise academic demands as a threat. The discussion focused on predictors of stress and wellbeing in college students and the extension of Blascovich's model to include the role of attachment.

EMOTION WORD USE IN MOTHER-CHILD PAST NARRATIVES ACROSS CULTURES

Thiago C.S. Marques
New York University

Daily conversations between adults and children about past experiences have a profound effect on children's cognitive and social-emotional functioning. For example, emotion word use has been associated with empathic and prosocial behaviors in young children. Existing research suggests that the inclusion of emotion words in narratives varies across genders and cultures. The current study examined the gender and cultural patterns of emotion word use during talk about past experiences in Brazilian, Peruvian, and U.S. American mother-child dyads. Twenty-four middle-class monolingual mothers and their 5-year-old children were asked to engage in a conversation about six past experiences. Narratives were audio-taped and later transcribed using a standardized system. Emotion words were then coded for (a) type of emotion word (e.g., pleasure, sadness), (b) representation of emotion (i.e., state; behavioral), and (c) conversational context (i.e., nonsocial; interpersonal). Preliminary analyses suggest that across all three cultural 17

groups, pleasure was the emotion most frequently discussed. Moreover, emotion states (e.g., being sad) were discussed more often than were behaviors (e.g., crying). Girls talked about emotion states interpersonally more so than boys. Additionally, among Brazilian and Peruvian dyads, mothers initiated talk about emotions, whereas U.S. American children were more likely to initiate emotion talk than their mothers.

SEXUAL SATISFACTION AND ACADEMIC ACHIEVEMENT IN COLLEGE STUDENTS

Alexandra Carstensen, Dayana Medevsky, Sally S. Kim,
Grace Austin, and Frédéric Theunissen, Ph.D.

University of California, Berkeley

This study examines the relationship between sexual behavior and grade point average (GPA). Previous research has identified sexual activity as a predictor of decreased GPA, suggesting that sexual behavior negatively influences academic performance. The relationship between sexual activity and GPA is investigated with regard to gender and the previously untested factor of sexual satisfaction. Information concerning self-reported sexual satisfaction and GPA was obtained from a survey of 280 UC Berkeley undergraduates. The study finds no significant correlation between sexual satisfaction and GPA. However, significant associations are found to relate the broader factor of sexual activity and GPA in females. Findings imply an overall positive effect of sexual activity on female GPA, independent of sexual satisfaction, while reverse trends appear to exist amongst males. It is suggested that sexual activity promotes academic performance among females, perhaps by providing social support or stress reduction.

VARIATION IN CROSS-RACE IDENTIFICATION: DIFFERENTIAL FACIAL RECOGNITION FOR DIFFERENT RACES

Sandra Hanesana

University of California, Davis

Numerous studies document the cross-race effect (CRE): that facial recognition is more accurate for same-race (SR) faces than for cross-race (CR) faces. One explanation is that differing levels of group contact result in differing levels of expertise in encoding race-specific faces. Another explanation is motivational, suggesting people may be motivated to individuate in-group members as distinct persons by attending to features that distinguish faces as individuals, while categorizing out-group members by attending to features that categorize the group as a whole. The CRE has legal implications, and mistaken eyewitness testimony has resulted in many false convictions. Understanding the circumstances in which eyewitness testimony is more likely to be accurate or inaccurate is crucial. The present study investigates how identification and exposure affect the CRE, and whether a recognition advantage exists for recognizing certain ethnic groups relative to others. A survey was administered to assess participants' levels of out-group exposure and an Implicit Association Test (IAT) was used to measure the extent to which people feel associated with different social groups. A recognition task assessed recogni-

tion memory for one CR compared to another CR, along with whether social categorization of facial stimuli affected facial processing and subsequent facial recognition.

MATHEMATICS AMONG MALES AND FEMALES: STEREOTYPE THREAT AND EFFECTS ON STANDARDIZED TESTS

Lisa Obermeit

University of California, Berkeley

This study examines whether the presentation of positive images can alleviate the negative effects of stereotype threat. Previous research in this field has found solutions to this problem, but rarely are those solutions applicable to real life. This research tests a realistic solution that can be applied in the real world. The study examines whether positive images presented on mathematics tests alleviates the negative effects of gender stereotypes on mathematic performance. The hypothesis is that by presenting the positive images of the negatively stereotyped group, the negative stereotype that has been made salient in their mind will then have less of an effect, therefore removing the effects of stereotype threat. This research also discusses implications on standardized testing as well as broader implications of image presentation on stereotypes in society as a whole.

AGEISM V. RACISM: AN EXPERIMENTAL EXAMINATION OF INTERACTING STEREOTYPES ABOUT BLACK OLDER ADULTS

Josephine A. Menkin, Meghan G. Bean,
and Jennifer A. Richeson

Northwestern University

Research suggests that Black Americans are associated with crime and threat while older adults are seen as warm but forgetful. The present work examines how these conflicting stereotypes affect perceptions of older Black adults. Participants read a scenario about either a young or old, Black or White female target who leaves a store without paying for a hat; when confronted by the store manager, the target claims she forgot she was wearing the item. Participants rated how believable the woman's story was as well as how angry the manager should feel. Participants who read a scenario featuring an older target felt the excuse was more believable than did participants who read about a younger target. There was also an effect of race, however, such that Black targets were seen as less believable than White targets. Additionally, participants thought the store manager would feel less angry toward older targets but would be angrier at the older Black target than the older White target. These results suggest that age and race stereotypes both impact how older Black individuals are perceived, but the warmth and forgetfulness associated with older adults is applied more readily to older White adults than to older Black adults.

BRIDGING THE CULTURAL DIVIDE:
SOCIAL INFERENCES ACROSS CULTURES

Holly J. Oh, Steve Guglielmo, and Bertram F. Malle, Ph.D.
University of Oregon, Brown University

INFANTS AT RISK OF AUTISM:
A LONGITUDINAL STUDY

Yun Ti Huang
University of California, Los Angeles

We examined whether people's ease and speed of making social inferences from behavior (e.g., about intentionality, goals, and personality) differs by people's own cultural background and the level of cultural familiarity with the observed behavior. European American students and students from mainland China, Japan, and South Korea were recruited during their first term in college. Participants watched videos designed to be culturally specific for each cultural group and were probed, after each video, for one of the social inferences (e.g., intentionality, goal) or asked whether they could identify the video character's cultural origin. People's frequency of making inferences of each type and their speed of doing so were analyzed as a function of perceiver culture and behavior familiarity. Results showed that people were faster to identify the character's culture than the character's mental states or personality traits. Most important, however, people's social inferences from behaviors that were culturally familiar to them were no faster than those from culturally unfamiliar behaviors (and this was true across all groups of participants). These results suggest that processes underlying social inferences are highly consistent across culturally familiar and novel behaviors, which points to some common ground, not another divide, in intergroup perception.

Shared affect is impaired in children with autism. Earlier diagnosis is needed to help prevent social impairment children face later in life. Previous research has indicated that shared positive affect is one component that is deficit in autistic child. We conducted a longitudinal study and followed siblings of children with autism (N=190) and typical developing controls (N=45) from 6 to 36 months of age. Participants were seen at UCLA and UC Davis M.I.N.D. Institute. This study examined how often the child sibling of autism coordinated positive emotion with intentional communication of an unfamiliar person. Positive affect and joint attention were coded separately and combined to create a measure of shared affect. Each participant was assessed with Early Social-Communication Scales (ESCS). We hypothesized that sharing positive emotion would distinguish 12-month-olds later diagnosed with autism from children who are not on the autism spectrum and that children later diagnosed with autism would demonstrate less positive affect than the control group during a semi-structured interaction with an unfamiliar person. Finally, we expected that infant siblings of children with autism who are not diagnosed with autism at 36 months of age would share affect and exhibit positive affect less than typically developing controls.

OBSERVERS' REACTIONS TO FORGIVENESS

Robin Temple, Lev Woolf, Heather Smith
Sonoma State University

SOCIAL ANXIETY, INTERNET USE,
AND SOCIAL OUTCOMES

Lauren Hanover
University of California, Los Angeles

One might assume that the most socially desirable reaction to infidelity is to forgive. Anecdotal evidence, however, suggests that observers do not always see the victim's forgiveness of a perpetrator as positive or desirable.

The purpose of this project is to investigate two individual difference constructs that might shape observers' reactions to forgiveness of a public infidelity. The first individual difference measure is the need for structure. People may have a vested interest in not forgiving infidelity because they view the transgression as violation of an accepted rule and it could require a continuation of an unpredictable relationship. The second individual difference measure group identification.

To test these possibilities, 114 women read a scenario in which a female politician learns, as part of a front page news story, that her husband has been unfaithful. Women who reported a greater need for structure and higher group identification also rated her less favorably in comparison to women who reported a lesser need for structure. As far as we know, this is the first study to examine how people's perception of forgiveness to transgressions might be affected by the need for structure and group identity.

The present study aims to investigate the link between social anxiety and internet use, and the consequences of online social interaction (defined by quality of relationships and social support). Participants will include undergraduate students, who will be assessed with online questionnaires that measure social anxiety, internet use, preference for online versus face-to-face interaction, quality of friendships, social support, and demographic information. We predict that individuals rating high in social anxiety will be more likely to prefer online social interaction and will use the internet more for communication-based purposes over other purposes. We also predict that the consequences of online social interaction among individuals rating higher in social anxiety will be positive for moderate internet users, but negative for excessive users who maintain little offline social contact. Consequences of online social interaction have potentially serious implications, but have not been explored in depth. Greater insight into the consequences of internet use among socially anxious individuals may help clinicians develop better treatment programs for this debilitating condition.

EMOTION RECOGNITION CORRELATES OF COGNITIVE ABILITIES IN WILLIAMS SYNDROME

Rowena Ng, Kiley Hill, M.A., Anna Jarvinen, Ph.D.,
Ursula Bellugi, Ed.D.

University of California San Diego

The purpose of the present study was to assess whether cognitive abilities affect emotion identification in Williams Syndrome individuals and whether these participants are more sensitive to social stimuli. The influence of cognitive abilities on emotion recognition was assessed by comparing the proportion of correct affect identification among Williams Syndrome participants, age-matched normal controls, and cognitively-matched developmentally delayed individuals. Sensitivity to social stimuli (upright face) versus nonsocial stimuli (inverted face) was further examined by comparing accuracy of emotion identification for these images. Results suggest that cognitive abilities affect the accuracy of emotion recognition among the subject groups, and individuals with Williams Syndrome may be more sensitive to directionality of facial images relative to other participants.

THE EFFECT OF CARBOHYDRATES ON SPATIAL MEMORY RECALL

Kristen McLane

Yosemite High School

This experiment investigates the effects of carbohydrate intake on spatial memory recall. The participants used in the experiment were male and female eleventh and twelfth graders from a rural high school in the northwest United States, all between the ages of 16 and 18. The intent of the experiment is to identify a positive relationship between carbohydrate intake and the ability to recall word placement. It attempts to prove that the higher the intake of carbohydrates, the more likely the participant will remember the placement of different words.

The experimental design compares the means of two independent opportunity samples using the t-test. The independent variable in this experiment is whether or not the participants received carbohydrates prior to testing. The dependent variable is the number of correctly placed words. The t-test did not show significance at the .05 level because the experiment needed to meet the critical value of 1.684. Therefore, the null hypothesis was accepted: There will be no relationship between participants who consume carbohydrates and those who do not when tested on their ability to recall word placement. This determines whether consuming carbohydrates prior to testing improves participation and therefore may be applied to improve testing abilities.

TESTS CAN OVERCOME THE FAILURE TO LEARN FROM REREADING

R. Israel Gonzales, Nate Kornell, Ph.D., Matt Hays,
and Elizabeth Bjork, Ph.D.

University of California, Los Angeles

In their study on prose passage learning, Fritz et al. (2000) found that students fail to learn from restudying a passage if they have already taken a previous test on the passage. They refer to this failure to learn from restudying material as the “failure-of-further-learning effect” (FFL). We investigated the cause of the FFL effect. Participants were presented with and tested on several audio passages across two different learning sequences and were then tested one week later. Preliminary results suggest that taking a test entrenches information in memory and prevents further learning—unless the further learning is followed by another test, which allows the further learning to be entrenched and retained on a delayed final test. These findings provide a way of understanding why errors persist and how they can be overcome.

PARENT-CHILD CONVERSATION AND CHILDREN’S UNDERSTANDING OF UNUSUAL EVENTS

Alisa Albee, Maureen Callanan, Nicole Campos, Kirsten Haigh, Charlotte Reyes, Chandan Shergill, Cynthia Tam

University of California, Santa Cruz

Shtulman and Carey (2007) investigated how children reason about impossible events (which defy physical laws) and improbable events (which are possible, but highly unlikely), by asking children, ages 4-8, to judge pictures in storybooks depicting both improbable (e.g., eating pickle ice cream) and impossible (e.g., walking on water) events. They found that children denied both impossible and improbable events, and suggested an underlying inability to imagine how the event would happen. In our study we asked whether children vary in these abilities, and focused on ways that parents guide their children in making distinctions between these types of events. Basing our materials on Shtulman and Carey’s, we observed how 4 and 6-year-old children discussed the pictures with their parents, and then answered questions about similar events with the researcher. We predicted that parents who ask for or provide causal mechanisms for strange events are likely to have children who are more likely to entertain the events as possible. Preliminary results reveal a positive correlation ($r = .41, p < .05$) between parents’ requests for mechanisms during book reading and children’s later possibility judgments of improbable events, suggesting that children’s developing understanding of possibility may be importantly linked to their experiences in everyday conversation.

PARENT HOSTILITY AND CHILD BEHAVIOR

Posner, Rothbart, and Ashley Berns.

University of Oregon

This study examined the role of the child in hostile interactions with the parent. This experiment used data from a longitudinal study conducted with sixty-one children at ages 2 and 4. Data included a videotaped parent-child interaction (coded with the NICHD Maternal Sensitivity Scale), child temperament questionnaires (ECTQ at age 2, CBQ at age 4), parenting quality questionnaire (parent self report), and genetic information. We hypothesize that between ages 2 and 4 there will be a decrease in observed parental hostility, an increase in the child's persistence, a decrease in the child's negativity, and that children high on the risk-taking scale (combined activity level, high intensity pleasure, and impulsivity scales) will be more likely to experience hostile interactions at age 2. Finally, that those high on the risk-taking scale with the 7 repeat allele of the DRD4 gene will show a larger improvement in observed behavior between ages 2 and 4 than those without the 7 repeat allele. Results analyzed so far show there is a significant decrease in observed parental hostility and an increase in the child's persistence between ages 2 and 4.

STUDENTS' BELIEFS ABOUT HEALTH, WEIGHT, AND FAST FOOD CONSUMPTION

Brian Spitzer, Phuong Luu, Kate Corey, Melissa Virrueta,
Vanessa Scholfield, Daniel Jurado

California State University, Chico

Obesity is one of the leading preventable causes of death worldwide. With rates of childhood and adult obesity increasing, it is considered to be one of the biggest public health problems. A close-ended survey was created and administered to 233 college students at CSU Chico. The sample included 30% men and 70% women and the average age was 22 years. Survey topics included physical activity, BMI, fast food consumption, demographics, and beliefs about health, weight, and diet. Results showed that 25% of the participants were overweight or obese. Surprisingly only 45% of surveyed students reported eating fast food once, or more, a week. There were no sex differences regarding BMI or fast food consumption, however males reported spending more time participating in vigorous physical activity. Interestingly, more women (86.2%) than men (75%) preferred to be perceived as underweight as opposed to overweight. Additionally, overweight and obese people (65.9%) were more likely than normal weight people (47.9%) to think that it is healthier to be overweight than underweight. Ultimately, this research may help researchers understand why certain people are more vulnerable to the dangers of obesity.

FAMILY SUPPORT, MENTAL HEALTH, AND ACADEMIC SUCCESS

Marissa McAdow

Blinn College

Past research has found that college students with family support and good health are more likely to succeed in college (Hall, et al., 2008, DeBerard, et al, 2004). This study applied those findings to a community college sample by looking at perceived familial support and mental health as predictors of academic success and self-esteem. Participants were 352 students currently enrolled in at least one community college course who replied to an online survey. The study concluded that students who rated their family as not supportive were more likely to rate themselves as less competent academically, have fewer advanced courses coming into college, and were more likely to have received a diagnosis of mental illness (such as depression, OCD or ADD). Looking at those who self-identified as having a mental illness, they were just as likely as those not identifying to hold a job and have average academic self esteem. However, they were more likely to admit to using illegal drugs on a regular basis and predicted a lower GPA for the current semester. The results of this survey mirrors prior finding that support and health predict academic success, but indicates that they may do so for very different reasons.

THE RELATIONSHIP BETWEEN FATHERS' EDUCATION AND THEIR CHILDREN'S HIGHER EDUCATIONAL GOALS

Jackelin Z. Maldonado

California State University, Northridge

Fathers are recognized as major contributors to children's social, emotional, and cognitive development (Parke, 2004). Therefore, it is important to understand the individual, family, and school-level characteristics that influence the paradoxical relationship (Steward, 2007). A relationship that has not previously been considered is the level of education of the parents and how far the student believes he/she will progress in higher education. We examine, in particular, relations among fathers' highest level of education, student gender, as well as students' minority/ majority status. Our data was from the United States Department of Education, participants were sophomore high school students. Our results showed if the father did not finish high school then female minorities wanted to pursue higher education whereas the majority females did not, nor did the males. Conversely, if the father had a Ph.D., or other advanced degree, the male minorities were less likely to pursue higher education, whereas the male majority was more likely to pursue higher education. However, females for both categories had the same amount of interest to pursue higher education. Our study is important based on the contributing factor that parents' degree of education, specifically fathers could impact the students' pursuit of higher education.

EXTRAVERSION, LIFE SATISFACTION,
AND GENDER AS PREDICTORS OF HUMOR RESPONSE
AMONG FILIPINO YOUNG ADULTS

Jade Elaine R. Flora, Gabriela Maria Erica D. Gonzalez,
Anne Kathleen F. Santos

Miriam College, Philippines

The humor responses of 208 Filipino young adults were explored through their extraversion, life satisfaction, and gender. Ages of the young adult participants ranged from 19-35, who are either studying or employed within Metro Manila. Relationships of the factors were examined to determine if they were able to predict a person's humor response toward a neutral stimulus. The Situational Humor Response Questionnaire, adapted Personal Style Inventory, and the Satisfaction with Life Scale were administered to female and male participants to measure their humor responses, extraversion or non-extraversion, and life satisfaction. Results revealed that the predictor variables have significant but very low effect sizes suggesting existence of other principal predictors. The low effect size of each factor showed that extraversion, life satisfaction, and gender had little influence on a person's humor response, and the combination of the three also had little influence on humor response.

SELF-ESTEEM, JOB SATISFACTION, AND EMPATHY
AS PREDICTORS OF ALTRUISM AMONG PHILIPPINE
NATIONAL POLICE

Vanel Andrea T. Beltejar, Versailles C. Tabanda

Miriam College, Philippines

This study investigated self-esteem, job satisfaction, and empathy as predictors of altruism. Two hundred twelve (212) commissioned and non-commissioned police officers from several police districts participated in this quantitative study. The participants answered four scales: Rosenberg Self-esteem Scale (RSE), Job Satisfaction Survey (JSS), The Empathy Scale (TES), and Self-report Altruism Scale (SRA). The data gathered were analyzed using descriptive statistics and linear regression. Results showed that the variables do not predict altruism individually but the combination of the three variables explained 15% of the variance in altruism, ($R^2 = .150$, $F = 12.222$, $p = .000$). In addition, police officers' altruism scores approached the average level of altruism. These findings may be helpful to the Philippine National Police in implementing trainings that will inculcate true altruism or traits like honesty and service-orientedness among their police force.

POLITICAL IDEOLOGY AS A VEHICLE FOR
STIMULATING EMPATHY

Amanda R. Armour

Northwestern University

Modern social psychologists have identified social dominance orientation (SDO) as the degree to which one prefers their own social group to dominate others (Pratto, Sidanius, Stallworth & Malle, 1994; Sidanius & Pratto, 1999). Stronger social hierarchy preference has been shown to support political ideologies that promote social hierarchy rather than egalitarianism (e.g., politico-economic conservatism), oppose public policies intended to attenuate group-based social inequality (e.g., civil rights, women's rights, gay and lesbian rights), and seek societal roles that reify dominance hierarchy within social institutions (e.g., law enforcement rather than social work) (Pratto, Sidanius, Stallworth & Malle, 1994; Sidanius & Pratto, 1999). Notably, empathy is an important attenuator of preference for social hierarchy (Pratto, Sidanius, Stallworth & Malle, 1994). Using social psychological priming techniques and fMRI, I examine how priming political attitudes affects empathic neural response. Recent neuroimaging evidence from my lab indicates that a person's preference for human social hierarchy or egalitarianism predicts neural response within brain regions associated with empathy, such as the anterior cingulate cortex and bilateral insula (Chiao, Mathur, Harada, Lipke, in press). My hypothesis is that priming either a hierarchical or egalitarian orientation will modulate empathic neural response within anterior cingulate cortex and bilateral insula regions.

PUBLIC PERCEPTIONS AND ATTITUDES REGARDING
SCHIZOPHRENIA BASED ON THE PERCEIVED
CORRELATION BETWEEN KNOWLEDGE
AND TOLERANCE OF THE DISORDER.

Jairus Reddy, Kenneth Foster, Valerie Smith,
and Jennifer O'Coughlin-Brooks

Texas Woman's University

Social stigmas targeting those who behave "abnormally," have been around for centuries. Many of these stigmas revolve around persons with psychological disorders. Though stigmas are indeed real, relatively little research has been conducted on the public's perception of the mentally ill and possible reasons why this stigma exists. A sample of 330 undergraduates self-administered the Scale of Social Distance and the Schizophrenia Knowledge, Attitude and Perception Survey (SKAPS). Results suggest that knowledge of schizophrenia is positively correlated with tolerance. While these results cannot be generalized to all psychological disorders, they serve as a foundation for future studies. Other implications are discussed.

Paper Session II Abstracts

Clinical Psychology II

THE ROLE OF PARENTAL INTRUSIVENESS IN TREATMENT FOR ANXIETY IN CHILDREN WITH AUTISM

Loran Hayes, Cori Fujii, Kelly Decker, MA, Bruce Baker, PhD, and Jeffrey Wood, PhD

University of California, Los Angeles

Autism spectrum disorders (ASD) are frequently comorbid with other Axis I disorders, with comorbidity prevalence as high as 72% (Leyfer, et al., 2006). Most prevalent among these comorbid diagnoses are anxiety disorders, especially in children, with prevalence estimated at 35% in the ASD population (Sze & Wood, 2007). Newly developed cognitive-behavioral therapy (CBT) programs have been shown successful in treating anxiety in this population, specifically in obsessive-compulsive disorder (OCD), separation anxiety (SAD), social phobia (SAP), and generalized anxiety disorder (GAD) (Sofronoff, et al., 2005; Sze & Wood, 2007). Parental intrusiveness is linked to child anxiety, especially separation anxiety disorder (Wood, 2006). The current study examines parental intrusiveness before and after a CBT program for anxiety in the high functioning ASD population (Vineland Adaptive Behavior Scale [VABS], 70). We expect to find that reductions in parental intrusiveness, measured using a child-report questionnaire of parental intrusion in daily routine, over the course of treatment will predict levels of anxiety reduction in this population.

THE ROLE OF ETHNIC IDENTITY STATUS IN ETHNIC LABELING

Jessica Danial,
Oscar Baldelomar M.A., Andrew J. Fuligni, Ph.D.

University of California, Los Angeles

Ethnicity is an ascribed trait, offering a narrow range of available identity options to explore. Ethnic identity statuses, categories representing identity formation outcomes, may influence how individuals label themselves and others. Thus, this study examines how individuals' ethnic identity statuses are related to ethnic labeling: how many labels are chosen from the available range and whether their choices are explicated with culturally sensitive justifications. Through questionnaires and structured interviews, we obtained 35 undergraduates' ethnic identity statuses, labels of themselves and others, and reasons for their labeling choices. We expect that participants with identity statuses exhibiting strong ethnic exploration will choose a greater number of labels for themselves and others, and prefer more cultural-based explanations for their choices than their non-exploring counterparts. These results may illuminate how exploration occurs within the narrow range of ethnic identity options, and how individuals with distinct identity statuses have different views of themselves and others.

ACCULTURATION, ETHNIC IDENTITY, AND PSYCHOLOGICAL ADJUSTMENT IN INTERNATIONAL SCHOOL STUDENTS

Tiffany Cheuk, Lisa Liu, M.A., Anna Lau, Ph.D.

University of California, Los Angeles

This exploratory study examines patterns of acculturation and ethnic identity development among international school students, an understudied population with unique immigration experiences. Given research that acculturation and ethnic identity development have been found to be related to psychological adjustment among ethnic minority youth in North America (e.g. Kuo and Roysircar, 2004), this study examines whether these findings hold true for international school students with various patterns of immigration, acculturation, and ethnic identity. This study surveyed 65 international high school students in Hong Kong (68% female) on demographics, ethnic identity, acculturation, personality, and sense of coherence. We hypothesize that acculturation and ethnic identity will vary by students' immigration experiences, and that acculturation towards the host culture and ethnic identity development will predict positive psychological adjustment. Findings will help us better understand how immigration experiences and cultural orientation may influence mental health among a growing yet understudied population.

Social Psychology II

ARE GRATEFUL STUDENTS LESS LONELY AND HAPPIER?

Ellen Burcat

University of California, Davis

Many young adults leave home each year to attend college, and this transition can be a lonely time. Loneliness is particularly prevalent in 18-25 age group, and is associated with poor mental health. On the other hand gratitude, a sense of appreciation for a benefit received, is a strong predictor of happiness and subjective well-being. Grateful people are more alert, energetic, enthusiastic, and experience frequent positive emotions. Although research has been done showing that loneliness is associated with poor mental health, no research prior to this study has examined whether grateful people experience less loneliness. My research project is designed to find the correlation between gratitude, happiness, and loneliness among students at the University of California, Davis (UCD). A uniform survey was administered to 133 UCD undergraduates that included gratitude, happiness, and loneliness scales. I predict that grateful students will be less lonely and happier than less grateful students. After completing my research project, I plan to develop an intervention strategy for college students suffering from loneliness.

POWER STATUS AND RELIGIOUS CONTROL

Teng Ma, Anja Schanbacher, and Heejung Kim, Ph.D.

University of California, Santa Barbara

Our proposed research examines the relationship between religion and system justification for people with different amounts of power. Specifically, we investigated when people use control from social institutions such as religion to contribute to social change versus preservation of the status quo. Research suggests that people tend to believe that they have adequate personal control in pleasant situations (Kay et al., 2008). However, when people are made to believe they do not have personal control, they rely on external sources of control such as religion to compensate for their lack of personal control (Kay et al., 2008). However, the function of religion is far from monolithic. Historically and culturally, the interpretation of religious teaching has been subjective (Wolfe, 2005). People can infer different messages from the same religion. Thus, how people use this sense of control from religion may differ depending on a person's perception of personal control or power. We hypothesize that when people in positions of power use religion, they strive to keep the existing status quo. However, people of low power will strive for social change. This study investigates how power may moderate the effects of external sources of control on social change versus the maintenance of the status quo.

A COMPARATIVE STUDY ON INTERRACIAL AND INTRARACIAL MARRIAGES AMONG FILIPINO MEN AND WOMEN

Maria Vilma Angcanan, Maria Alyzza Pamela Paraiso,
Marie Jiselle Pascual

Miriam College, Philippines

Cultural intermarriage is becoming a common trend in today's contemporary society. Nevertheless, this subject matter still remains very much understudied. This study looked at the role of culture and gender on adaptation and marital satisfaction. Forty (46) couples that are interracial and intraracially married, with ages ranging from 25-62 years old participated in the study. Results revealed that there were no differences in marital satisfaction and preferences for the six (6) cultural adaptation patterns among males and females. There were differences in marital satisfaction between intra- and interracial couples, with interracial couples reporting higher marital satisfaction. Finally, length and type of marriage were found to be significant predictors of marital satisfaction.

PHYSICAL EXERCISE AND SOCIAL COMPARISON: DOES IT MATTER IF YOU EXERCISE WITH SOMEONE WHO IS HIGH FIT OR LOW FIT FOR PSYCHOLOGICAL BENEFITS?

Thomas Plante, Sonia Mann, Meghan Madden, Grace Lee,
Allison Hardesty, Allison Terry, Nick Gable

Santa Clara University

Social comparison theory was used to examine if exercising with a research confederate posing as either high fit or low fit would enhance or hinder the benefits of exercising. Eighty-three college students were randomly assigned to one of three conditions: biking alone, biking with a same gender confederate who acted in a high fit manner, or biking with a same gender confederate who acted in a low fit manner. All participants were instructed to complete 20 minutes of exercise at 70% of their maximum target heart rate. Prior to and following exercise, participants completed the Activation-Deactivation Adjective Check List measuring state levels of mood and several stress and enjoyment measures. Results failed to demonstrate significant mood differences between the groups. However, results indicated that participants in the high fit condition worked significantly harder than those in the low fit condition when evaluating heart rate scores. Additionally, participants enjoyed their exercise more if they were alone ($p < .05$) and tended to be more relaxed when alone ($p = .09$). Results suggest that social comparison theory predicts exercise outcome such that participants gravitate towards the exercise behavior (hi fit or low fit) of those around them.

A DIFFUSION TENSOR IMAGING STUDY OF
THE FORNIX IN BIPOLAR DISORDER

Aditi Ramakrishnan
Yale University

The fornix, the main white matter (WM) tract connecting the hippocampus to various sub-cortical structures, may be involved in verbal episodic memory encoding and recall. Diffusion Tensor Imaging (DTI) studies have found decreased WM integrity of the fornix in patients with schizophrenia. As schizophrenia and bipolar disorder (BD) share common cognitive characteristics including episodic memory deficits, and neuroimaging studies have provided increasing evidence of hippocampal and WM abnormalities in BD, this study investigated the association between fornix WM integrity and BD, and fornix integrity and verbal memory, as measured by California Verbal Learning Test (CVLT) scores. DTI scans and CVLT scores of thirty-four individuals with BD (ages 18 – 56 years) and 71 healthy comparison (HC) individuals (ages 18 – 56 years) were analyzed using region-of-interest (ROI) methods. A significant difference in verbal recall scores was found between BD and HC groups. No significant group difference in mean FA of the fornix was observed. Within the age group 18 – 26 years, a larger difference in FA of the most anterior region of the fornix analyzed was found between the two groups, suggesting that this anterior region of the fornix is more implicated in BD, particularly in younger adults.

EFFECT OF SENSITIVE PERIOD OF
DIM ILLUMINATION ON JET LAG

David W. Frank
University of California, San Diego

Bright light is the most potent mammalian zeitgeber and will produce robust phase shifts when pulsed at night. When traveling across time zones, bright light exposure at the appropriate times will help shift the body to the new light schedule. Additionally, research shows dimly lit night periods (<0.05 lux) help the circadian pacemaker shift to a new time more rapidly than completely dark night periods. The purpose of this study was to determine if a sensitive period existed during the night where dim illumination had a robust influence on entrainment to a new light schedule. No effect of the speed of entrainment was found after a simulated eastward trip. After a simulated westward trip dim light over the entire night period resulted in faster entrainment than complete darkness over the entire night period. These results suggest that after a phase delay dim illumination has a summative effect on the circadian system over the course of the entire night period.

LARGE-SCALE CORTICAL EXCITABILITY AND
COGNITIVE PROCESSING SPEED: A STUDY OF
ALPHA-BAND EEG ACTIVITY

Chan Y. Park, Peter Bachman Ph.D.,
and Cindy M. Yee-Bradbury Ph.D
University of California, Los Angeles

Electroencephalography (EEG) measures large-scale neural activity. In particular, signal in the alpha frequency band (8-12 Hz) is thought to reflect excitability of underlying cerebral cortex. For example, relatively lower alpha power is associated with increased excitability and more active cortex. Digit Symbol-Coding (DSC) is a widely used behavioral measure of cognitive processing speed (CPS). In light of evidence that behavioral efficiency on tasks like DSC depends on excitation of large-scale neural assemblies, we measured EEG data in undergraduates at rest (state-like alpha power measure) and during the performance of a computerized DSC task (trait-like alpha power measure). Trait characteristics, such as resting alpha power, are stable over one's lifetime, whereas the state characteristics are variable, depending on factors like current cognitive demands. We hypothesized that individuals with lower trait alpha power would correlate moderately with decreased state alpha power. We also hypothesized that decreased alpha power in both trait and state measure of EEG, reflecting more active cortex, would correlate with and better performance on DSC, reflecting greater CPS. Findings may contribute to better understanding the brain networks supporting CPS, and their characteristic impairment in vulnerability for and expression of schizophrenia and other neurocognitive dysfunctions.

EFFECTS OF EXERCISE ON
CONTEXTUAL FEAR CONDITIONING

Kelly Cavanaugh
University of California, San Diego

Memory consolidation is an intricate process that is dependent upon the rate of neurogenesis in the hippocampus and the strength and plasticity of the new cells to form stable synapses. Physical activity can enhance these processes as demonstrated using a voluntary running paradigm. The present study was designed to examine the effects of exercise on learning and memory in both young and old mice. Exercise wheels were introduced to the cages when the mice were weaned (20 d) or were in adulthood (70 d). Learning was measured using contextual fear conditioning. There was no effect found that exercise increased learning in the older mice, however, there was an effect found in the younger mice. Taken together, these results indicate that while physical activity may enhance hippocampal processes, they may not be robust enough to counter the effects of aging.

Poster Session II Abstracts

Math Courtyard

DIABETES SELF-MANAGEMENT AMONG LATINOS WITH TYPE 2 DIABETES

Carlos Quintero

San Diego State University

Active diabetes management is required to achieve glycemic control, and prevent serious health complications. Because lower socioeconomic status poses unique health challenges to individuals with chronic illness, we hypothesized that unemployed individuals would manage their disease less effectively than their employed counterparts. One hundred thirty Latinos were recruited from community clinics in San Diego County. Participants ranged in age from 20-71 years old ($M = 50.89$, $SD = 10.11$); 61% were female, and 86% were born in Mexico. Consistent with previous research, social-environmental support was a significant predictor of disease management, $r = .49$; $r^2 = .24$, $p < .001$. Unemployed and employed individuals reported equivalent amounts of social-environmental support ($p = .18$); however, contrary to our prediction, unemployed individuals reported better disease management (i.e., blood-glucose monitoring, diet, exercise, and foot care) than their employed counterparts, $t(128) = 3.25$, $p = .001$. Consequently, the association between social-environmental support and disease management was slightly weaker in employed individuals ($r = .47$, $p < .001$), compared with unemployed individuals ($r = .53$, $p < .001$). Interventions aiming to improve disease management should target social-environmental support. In addition, special consideration should be given to stressors and time constraints inherent to the workplace that may interfere with individuals' ability to manage their disease.

STUDY OF BEHAVIORAL EXERCISES FOR THE FEAR OF CONTAMINATION

Ashley White, Arezou Mortazavi, Michelle Craske, Ph.D.

University of California, Los Angeles

Exposure therapy is a well-documented means of reducing symptoms of Obsessive-Compulsive Disorder (OCD), yet little is known about what makes an exposure effective. Traditionally, clinicians have relied on Blocked and Massed (BM) exposure, utilizing one feared item per therapy session to lead subjects through tasks of increasing difficulty for set lengths of time. Recently, research has shown the Random and Varied (RV) approach, randomizing the feared item used and the task order and length within a single therapy session, may improve long-term anxiety reduction. This study compared the relative effectiveness of the two therapies in undergraduate students with heightened fear of contamination, a common symptom of OCD. Participants were randomly assigned to

either RV or BM treatment conditions, and self-report OCD symptoms were measured before, immediately after, and two weeks after treatment using the Yale-Brown Obsessive-Compulsive Scale UCLA Revised (YBOCS UCLA Revised). We hypothesize that RV exposure will lead to greater retention of symptom reduction as compared to BM. Results will give insight into improving exposure for OCD and anxiety disorders.

ACTOR AND PARTNER EFFECTS OF ANXIETY AND DEPRESSION ON MARITAL SATISFACTION: THE CASE OF MEXICAN AMERICAN NEWLYWED COUPLES

Priscilla Rios, Aruna Patel, Joseph Pipkin, Lemuel Hidalgo, and Donna Castañeda

San Diego State University-Imperial Valley

Depression and anxiety have been consistently and negatively associated with marital satisfaction in European American married couples (Chambless, et al 2002; Culp & Beach, 1998; Fincham, Beach, Harold, Osborne, 1997; Whisman, 2007; Whisman & Uebelacker, 2003; Whisman, Uebelacker, & Weinstock, 2004). Few studies on marital satisfaction and mental health among Mexican Americans are available and normative data for Mexican American couples that can be used when evaluating and intervening in distressed marriages is sparse. Furthermore, among Mexican American couples, how a partner's level of depression and anxiety may influence one's own marital satisfaction is currently unknown. To address this gap in the literature, this study applied the Actor-Partner Interdependence Model (APIM) (see Kenny, Kashy, & Cook, 2006) to estimate the influence of a partner's mental health on one's own marital satisfaction scores.

A total of 75 Mexican American heterosexual couples (150 participants) aged 18 or older and married 12 months or less participated in this study. All participants were recruited from the community. Results demonstrated that, among wives, both actor and partner effects of anxiety and depression were significantly related to marital satisfaction, in that with greater depression and anxiety wives reported less marital satisfaction. Among husbands, only actor effects were significant, in that with greater depression and anxiety they reported less marital satisfaction. Results from this study may be useful in development of interventions for distressed Mexican American couples in the early stage of marriage.

A SYSTEM FOR STUDYING THE MOUSE ODOMETER

Daniel Greene, Alan Daniel, Charles R. Gallistel

Rutgers University New Brunswick

Odometry, or "dead-reckoning", is the estimation of one's change in position over time without the use of landmarks. Animals use odometry to locate themselves and other objects in space. Odometry can be observed using multiple methods in a variety of species, and the computational methods required to instantiate odometry are well-understood (Gallistel 1990).

However, practical constraints such as space limitations and the potential use of sight and odor landmarks has held back the behavioral and genetic investigation of odometry in the mouse. We aim to circumvent these problems through the use of a self-contained living system that uses an enclosed mouse wheel to simulate the experience of running through a tunnel. We have trained mice to use the wheel in order to distinguish two locations in a matching-based reward task. We hope to show that mice remember predetermined rotational positions of the wheel corresponding to entrances and exits, and that they notice when these positions are changed. If successful, this system can be used as a platform for further behavioral and genetic manipulations.

RISK-BASED DECISION MAKING AND THE SLOPE REVERSAL EFFECT

Sharon E. Alkire

California State University, East Bay

This is a study of decision-making processes used in gambling tasks. In order to analyze participants' responses to risky gains and losses, a set of tasks using attractiveness ratings and strength of preference ratings were used. The results revealed a systematic change in processing for negative outcomes for the preference task. The steepest slope across outcomes is associated with the smallest probability instead of the largest probability. This shift is termed a slope reversal effect. Individual differences related to the subjective weighting of probability and amounts were examined to determine conditions that produce this effect. The focus of the hypothesis was whether gambles with a low probability of losing were processed in terms of the winning probability, resulting in the slope reversal effect.

TEMPORAL DISCOUNTING AND THE SLOPE REVERSAL EFFECT

Stephen Hong

California State University, East Bay

Temporal discounting occurs when individuals discount events in the future. Positive events in the future tend to be less valued, while negative events have less impact. Using two distinctly different decision tasks, attractiveness ratings and strength of preference ratings, a systematic change in processing has been found to occur for negative outcomes when they are compared. The discounting weight for losses is greater for long delays than short delays. This effect is termed a slope reversal effect. A set of tasks were used to investigate the conditions that produced the slope reversal effect. Individual response characteristics were assessed and compared across tasks to determine how delay and the magnitude of gains and losses affect the rate of discounting.

DESIGN FLAWS IN INSTRUCTIONAL MATERIAL: SUGGESTIONS DERIVED FROM USABILITY TESTING

Justin Roberson & Robert Youmans

California State University Northridge

Finding good sources of information for troubleshooting computer problems is difficult because many guides don't simplify instructions enough for an average computer user to apply them. This study conducted a usability test on a popular website to determine how accessible the information was. Five participants between the ages of 14 and 57 undertook four tasks using the information provided and were surveyed on their perceptions of the instructional material via questionnaire after completion. Suggestions for improvement were based on observations taken during testing and from participants' comments. Proficient usage of jargon and a lack of useful illustrations reduced the instruction's usefulness despite an otherwise well-organized guide. Further simplification of technical terminology and images of hardware components would increase the accessibility of these kinds of guides to the population at large.

FAMILY CONVERSATIONS ABOUT SCIENCE

Vanessa Young, Sarah Smilovic, Juliana Glaser, David Stege

University of California, Santa Cruz

Children's understanding of how evidence is used is important for the development of critical thinking skills and logical thinking. We know relatively little, however, about how young children begin to develop these skills. This research project examines the role parents may play in guiding conversations with their children about science in informal settings. We explored conversations about evidence and explanation that were videotaped at Children's Discovery Museum in San Jose. Participants included 56 families who were invited to participate from among visitors to the museum. Participants were asked to read a science book designed to elicit talk about evidence. Parents overall focused more on evidence than explanation, but it varied by science topic and age of child (between 4 and 9). In discussions about how we know germs exist, parents focused more on evidence. In discussions about the extinction of mammoths, they focused more on causal explanation. Also children 6 and older heard more evidence than younger children, especially on the mammoth page. There were some hints that parents with more scientific background focused more on disconfirming evidence. These findings suggest that children at a very early age begin to engage in conversations that are relevant to later science understanding.

CULTURAL CONCEPTIONS OF
SHY AND WITHDRAWN BEHAVIORS: HEAD START
POLISH IMMIGRANT PARENTS' PERSPECTIVES

Aleksandra Irena Sienkiewicz

New York University

Shy and withdrawn behaviors are perceived and valued differently in various cultures, immigrants carry over these values to their host country in turn influencing their children's social and cognitive development. The study used an emic approach to explore the values held by Polish immigrant parents on shy and withdrawn behaviors in preschool children. Eleven Polish immigrant parents discussed their views on children's behaviors through semi-structured interviews. Through open coding, parents' values on these behaviors were extracted, and the data suggests that shy and withdrawn behaviors are considered conducive to learning and familiarizing oneself with people, situations, and working in a group.

SOCIETAL ATTITUDES IN THE BRITISH
AND UNITED STATES VIRGIN ISLANDS TOWARDS
YOUTHS WITH MENTAL ILLNESS.

Keriann S. Malone

University of the Virgin Islands

This research examines popular attitudes found among societal members, including stakeholders within public institutions of both British and United States Virgin Islands societies, concerning mentally ill youths and public policies taken to address their needs. The hypothesis states that despite governmental differences, there is no significant difference in socio-cultural views on mental illness among youths between the British and United States Virgin Islands societies. Without a body of literature in the Virgin Islands to provide theoretical constructs, seminal works on relevant societies have been selected to examine the possible impact of colonial structures and socio-cultural influences on dependent societies. The research uses both a quantitative and qualitative analysis: stakeholders in both societies have been interviewed and a combined total of 90 societal members have been surveyed. The initial findings suggest irrespective of governmental structure, there is no significant difference in socio-cultural views on mental illness among youths between the British and United States Virgin Islands societies.

LEVELS OF NEGATIVE SOCIAL STIGMA TOWARD
THOSE WITH ATTENTION DEFICIT DISORDER
AND ATTENTION DEFICIT HYPERACTIVITY DISORDER
IN THE COLLEGIATE SETTING

Eric L. Markey

California State University, Chico

Disability awareness is an important issue being addressed by professors, administrators, and college students. Many disabled students face levels of negative social stigma related to their impairment. Those with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) are no exception. The current research has focused on mea-

suring levels of negative social stigma toward students with ADD or ADHD on the CSU, Chico campus. My hypothesis is that college students who are educated about ADD or ADHD will self-report lower levels of social stigma compared to college students with no such education. The levels of stigma will be assessed using a social desirability measure designed to identify stigma toward ADD and ADHD individuals. First, using a pretest-posttest condition (N=74), a measure will be taken to identify the variability of stigma levels exhibited by college students who have been educated about ADD and ADHD by taking courses in abnormal psychology. This will be followed by measuring stigma levels of students (N=73) who have not received education regarding ADD or ADHD. The second part of this experiment will compare the data collected from the two research groups to identify the degree of change education had on negative stigma.

"IT'S ALL ABOUT THE COMMUNAL MENTALITY":
ANTHROPOLOGICAL PERSPECTIVES ON LATINO'S
VIEWS OF DEPRESSION AND ANTIDEPRESSANTS

Erika Rivas

University of California, Davis

Latinos have been found to seek mental health services and to take antidepressant medication in lower numbers than do white Americans. In order to explore possible reasons for this, I conducted a pilot study, examining a small convenience sample of Latinos' views of depression and antidepressants in northern California: 12 Latino members of the community and 3 mental health providers. Participants were asked open ended questions for a period of half an hour to an hour. The interviews were recorded and transcribed. The preliminary results show that the participants viewed depression as a severe condition that few identified with. None of the participants viewed depression as a disease and few stated that it should be treated with medication. The results also indicated that participants' views of antidepressants were negative because of fear of addiction, loss of personal autonomy, and unwillingness to deal with a problem. Reported notions of stigma and knowledge of depression and antidepressants were based on rumors, the experience of friends and family, and the news. Mental health providers and members of the community stressed the importance of the community in treating distress and in reinforcing cultural views about depression and antidepressants. My final paper will suggest ways to improve survey questions regarding Latino mental health seeking and attitudes toward antidepressants.

RELIABILITY OF SELF-REPORT

Jessica Lee Wells

San Diego Mesa College

The accuracy of data collected by the survey method appears to often be questionable as a result of our inconsistency in objectively reporting on our own attitudes and behaviors. A vast amount of literature can be found stating attitudes are not reliable indicators of behavior and still the self-report method of collecting data seems to be widely used. The literature finds at least three dozen factors to consider when making the distinction of when self-reports are and are not credible. Self-monitoring, adhering to the social norm, and the results of striving to maintain an optimum level of self-esteem often interrupt our evaluation and decision process creating a discord between attitude and behavior. An observational study was conducted with the expectation that even a relatively benign survey question would elicit unreliable reports. The survey data was gathered from previous research and compared with a current observation study encompassing hand washing behavior prior to exiting a public restroom. Interestingly the findings were in contradiction with the hypothesis. Further study would suggest a closer look at this discrepancy to not only address the limitations of the study but to research an area of particular interest to the author; focusing on how self-awareness increases behavior in accordance with beliefs and attitudes.

PROPREIOCEPTIVE INFLUENCES ON JUROR DECISION MAKING

Brian Greeley

California State University, Chico

Confidence inflation, the increase of an eyewitness's confidence over time, is a problem in the judicial systems. Though, confidence inflation can be perceived as an inconsistency and overall indicator of an inaccurate eyewitness, jurors that attribute confidence inflation to an epiphany, disregard it as an inconsistency.

Research has shown that unobtrusively manipulating posture in either a slumped or erect position can vary confidence and performance. In an upright posture, performance and levels of confidence are greater in males, than in males in a slouched position. Conversely, it is the opposite in women.

This study looks at the interaction between proprioceptive manipulation and confidence inflation. Varying the height of desks, groups of subjects were randomly assigned to either a slumped or upright condition. They were given a court transcript with three alternative endings (no inflation, memory confidence inflation, and epiphany confidence inflation), then asked to answer a questionnaire after each ending. Results are pending, however, I hypothesize males in the slouched, epiphany confidence inflation condition, will rate the eyewitness as less favorable compared to the control group. On the other hand, females in the slouched epiphany confidence inflation condition, will rate the eyewitness as more favorable compared to the control group.

INTERNATIONAL BACCALAUREATE STUDENTS' ATTITUDES TOWARDS COLLEGE PREPARATORY STUDENTS WITH AND WITHOUT SOCIAL NORM ACTIVATION

April Booth and Cati Boyle

Yosemite High School

This is an experiment looking at the effect of social norm activation on International Baccalaureate (IB) student's attitudes towards college preparatory students. This experiment incorporated 16 through 18-year-old males and females in an eleventh grade IB history class in the northwestern portion of the United States. The research will attempt to show that social norm activation has a significant increase on IB student's positive attitudes toward college preparatory students.

The experiment is designed to compare the means of two independent opportunity samples through a parametric statistical test, a t-test. The independent variable is social norm activation and the dependent variable is whether or not social norm activation via a confederate will cause a significant increase in positive attitudes in IB Students towards College Preparatory Students. Using a t-test, the results showed that there was no significant difference at the .05 level of confidence, showing that social norm activation did not have a significant difference in IB students' attitudes towards college preparatory students. The researcher found that some implications of the experiment were IB student's attitudes were so deeply ingrained that a social norm activator could not change their beliefs.

Linguistics Courtyard

THE IMPACT OF ADHD AND ANXIOUS/DEPRESSED SYMPTOMATOLOGIES IN CHILDHOOD ON FUTURE ADOLESCENT DELINQUENCY IN FEMALES

Minh-Chau T. Do and Stephen P. Hinshaw, Ph.D.

University of California, Berkeley

Extant research suggests that both ADHD and internalizing behaviors independently predict delinquent behavior. Most of this research, however, has been done on male populations. Thus, the current study uses data from Dr. Stephen Hinshaw's ongoing longitudinal study of ADHD in 228 females to examine whether these relationships hold in female populations as well. More specifically, we explore whether the interaction of anxious/depressed symptomatology and ADHD symptomatology during childhood can predict future adolescent delinquency and deviant peer association. Namely, we hypothesize that these delinquent behaviors will vary continuously as a function of this interaction, and that there will be an additive effect in that girls high in both symptomatology in childhood will engage in the most adolescent delinquency. Measures from multiple informants will be used to examine this research question. Results are pending, but are expected to help illuminate the antecedents of delinquency, and thus contribute to the literature on preventive measures and intervention approaches that can be used on delinquent females, an understudied population.

ACTOR AND PARTNER EFFECTS OF ANXIETY AND DEPRESSION ON SEXUAL DISTRESS: THE CASE OF MEXICAN AMERICAN NEWLYWEDS COUPLES

Elsa Carrasco, Edgar Vargas, Donna Castaneda

San Diego State University

Mental health functioning, such as level of depression and anxiety, is related to sexual distress and sexual dysfunction (Bodenman, 2007; Minnen & Kampman, 2000; van Lankveld & Grotjohann, 2000), but almost no research investigating this relationship among Mexican American couples is available. Furthermore, how a partner's level of depression and anxiety may influence one's own sexual distress is little understood. This study applied the Actor-Partner Interdependence Model (APIM) to estimate the influence of a partner's mental health on one's own sexual distress scores (see Kenny, Kashy, & Cook, 2006) for the first time in a Mexican American sample. Thus, this study investigated:

1) the extent of sexual distress, depression, and anxiety in Mexican American newlywed couples 2) whether one's own depression and anxiety, a partner's, or both, were related to sexual distress in wives and husbands

A total of 75 Mexican American heterosexual couples (150 participants) aged 18 or older and married 12 months or less were included in this study. All participants were recruited from the community. The study was part of a larger, two-wave longitudinal investigation to determine the relationship between marital satisfaction and mental health over time among Mexican American married couples.

Overall, partners in newly married Mexican American couples reported low sexual distress, low depression, and moderate anxiety levels. The actor effects of anxiety and depression on sexual distress were significant in that an individual's own level of anxiety or depression was significantly related to her or his sexual distress. Neither gender, partner, nor the interaction between the two was significant. Results in this study suggest the need to include an assessment of the individual's own psychological functioning to understand sexual distress in early marriage for Mexican American couples.

INVESTIGATING WORKING MEMORY DISTORTIONS IN ALZHEIMER'S DISEASE

Katherine MacDuffie, Alexandra S. Atkins,
Patricia A. Reuter-Lorenz

University of Michigan

This study examined memory for semantically-associated word lists in patients with Mild-to-Moderate Alzheimer's disease (AD; MMSE \geq 16) and age-matched, healthy control subjects. In the working memory task (Atkins & Reuter-Lorenz, 2008), 4 words were presented and recalled after a brief interval. The long-term memory version (Roediger & McDermott, 1995) tested recall memory for 12-word lists. Both memory tests produced the same results: a) Subjects with AD have reduced veridical recall and an elevated non-semantic error rate compared to control subjects; b) controls subjects report more semantically-related errors than patients with AD; and
30 c) proportion of false memories, computed as a propor-

tion of total recall, does not differ between the groups. Working memory impairment with preserved semantic processing is evident in AD. We discuss the similarities in working memory and long-term memory performance by considering the relative integrity of verbatim and gist memory in Alzheimer's disease (Brainerd & Reyna, 2005).

MEDITATION, PERSONALITY, AND AWARENESS OF ANOTHER'S PRESENCE

Whitney Broetje, Ben Carson, Josh Frankland, Kelsey Rote

Seattle Pacific University

This study tested the effects of meditation and personality type on how well a person could sense another person in the room under conditions of sensory deprivation. Previous research indicates that meditation creates a heightened sense of awareness of one's surroundings and internal experience (Kostanski & Hassed, 2008). Carl Jung (1921) theorized that extroverts were more aware of other's personal "energy," but this has not been empirically studied. Forty undergraduate students participated in this study, 30 women and 10 men. After being placed in sensory deprivation conditions, participants were asked to raise their hand if they thought another person was in the room; at two times during the trial an experimenter entered the room. In a second trial, participants experienced five minutes of guided meditation and were tested again. Participants then completed the NEO-FFM (Costa & McCrae, 1985) as an index of introversion-extroversion. Meditation significantly increased the awareness of another's presence, and a non-significant trend in the data suggested that introverts were more sensitive than extroverts to the presence of others, in contradiction to Jung's theory. Potential mediators of the link between meditation and heightened perceptual abilities are discussed.

THE EFFECT OF TIME ON EYEWITNESS TESTIMONY

Alexandra Grant and Narielle Ayala

Yosemite High School

This is an experiment to investigate the effects of time delay in Eyewitness Testimony. The experimental (n=21) and control groups (n=26) consisted of 16 and 17 year old, predominately Caucasian male and female students, from a rural high school in Central California. The research states that there is a negative relationship between time delay and its effect on the accuracy of eyewitness testimony. The independent variable was time, while the dependent variable was the number of details the participants recalled. The design of the experiment is comparative because it uses a t-test to compare the means of two independent opportunity samples. A t-test demonstrated that there was significance at $p > 0.05$, showing that there was a significant decrease in details remembered with more time elapsed. The study confirmed that with more time passed after an event, the more difficult it will be for a witness to recall details from the event.

CHILDREN WITH CHALLENGING BEHAVIORS:
UNDERSTANDING THE TECHNIQUES AND
STRATEGIES PRESCHOOL TEACHERS USE
TO HELP CHILDREN

Blair Dub, Cliff Mettier, Justin Lutterman, Elyse Hunt,
Jessica Jimenez, Elisa Velasquez-Andrade

Sonoma State University

Research shows that approximately 20% of preschool-age children have significant behavioral difficulties and are three times more likely to be expelled than children in K-12. However, there is limited research on the specific techniques preschool teachers use and their effectiveness. Participants in this study were teachers who referred 99 preschool-age children with emotional and behavioral problems to the Consultation Project. Teachers completed a pre-test and post-test on which a total of 716 techniques were listed as strategies used to change problematic behaviors. Using Grounded Theory, we identified 7 major categories and 42 subcategories. We compared the frequency and type of strategies reported and found the following changes from pre-test and post-test correspondingly: Teacher centered solutions increased from 72.9% to 77.8%; Family centered, 3.7% to 6.4%; Professional Services centered, 0% to 2.2%; and Teacher Child Interaction Training skills, 2.7% to 9.6%. Additionally, teachers' reports of children's behavioral problems decreased by 15%. Our findings contribute to the understanding of the multiple techniques and strategies preschool teachers use to help children with challenging behaviors. Overall, our preliminary findings indicate that teachers take great ownership and responsibility in their role to improve children's behavior.

MORE THAN "BROADCASTING YOURSELF":
THE CREATION OF A SELF IN THE VIDEO SHARING
WEBSITE, YOUTUBE.COM

Frances Narvaez

Webster University, Geneva

In recent years, there has been an increasing amount of literature focusing on the psychological impact and social dynamics of Internet activity among its users. Waskul and Douglass (1997) proposed that a "computer-mediated" environment constructed by society enables the emergence of "personally meaningful identities" as individuals intermingle with each other online. This research, which is grounded on the sociological social psychology theory of the creation of a self, examined how individuals are able to construct an "online self" in the context of the video sharing network, Youtube.com. Youtube.com, as with similar social networking websites such as Facebook.com, is unique among other forms of communities in the World Wide Web as it does not promise anonymity, thereby encouraging its members to present themselves in the best possible light. This would then lead Youtube.com members to create an online self that is different from the one created in other online communities such as chat rooms or message boards. Employing a participant-observation method, the study examined and interpreted

the creation of the "Youtube self" in light of Erving Goffman's notion of the self as a product of his social role, of Charles Cooley's proposition of "the looking-glass self" (1902), and of Leon Festinger's Social Comparison Theory (1954).

GRATITUDE FOR FOOD

Emily van Sonnenberg, Ayako Janet Tomiyama, Traci Mann,
Cleopatra Abdou

University of California, Los Angeles

Gratitude, a key component of the Mindfulness-Based Stress Reduction (MBSR) intervention, has been shown to have positive effects on health and well-being. In this study, we hypothesized that gratitude expressions recited before meals would (a) increase individuals' self-esteem and body image; (b) decrease eating disorder pathology; (c) improve macronutrient composition of diet; and (d) decrease BMI. 125 undergraduate participants were randomly assigned to one of three conditions: assigned gratitude expression; self-written gratitude expression; and control. Participants completed a series of questionnaires and were weighed. They then completed a 2-day food diary, followed their assigned condition for 14 days, completed another 2-day food diary, and finally, returned to the lab to complete post-manipulation questionnaires. We expect that the gratitude expression conditions will be beneficially affected in the variables described above. If so, gratitude expressions may be an inexpensive, less-burdensome intervention compared to MBSR while still improving key mental and physical outcomes.

THE EFFECTS OF TARGET STATUS MODERATED BY
ETHNICITY ON ANGLO-AMERICAN MALES

Adam Takeda, Norman Miller, Ph.D.

University of Southern California

Anglo-American males respond more unfavorably to negative evaluations from Anglo-American males of high status than they do to Hispanic-American males of high status. Previous research focused on either status or ethnicity differences on interpersonal attitudes. The results of this study will demonstrate how the effects of target status moderate the effects of ethnicity, with concentration on judgments of target's respect. Participants (Anglo-American males) are led to believe they are working on tasks with a male partner that is either an equal-status Anglo-American, high-status Anglo-American, equal-status Hispanic-American, or high-status Hispanic-American. They will then receive negative task evaluations from their partner. Afterwards, respect for the partner and participant mood will be measured. We are predicting that participants will exhibit the highest level of respect and report the most negative mood when interacting with high-status Anglo-Americans, followed by (in order) high-status Hispanic-Americans, equal-status Anglo-Americans, and equal-status Hispanic-Americans. Findings should advance the knowledge of attitudes towards differing ethnicities and statuses in society, with possible practical applications to the organizational sector.

ETHNIC IDENTITY AS A MEDIATOR OF INGROUP
BIAS AMONG ETHNIC MAJORITY AND MINORITY
GROUP MEMBERS

Katie Stokes-Guinan, Dr Arlene Asuncion, Sarah Nadeau,
Arturo Rodriguez

San Jose State University

This study addressed questions of ingroup ethnic bias in Asians, Hispanics, and Whites, and also looked at ethnic identification as a possible factor to explain contradictions in the literature regarding whether minorities display ingroup bias or outgroup bias. Fifty Asian, 44 Hispanic, and 38 White undergraduate psychology students participated in an implicit measure of ingroup bias based on work by Perdue, Dovidio, Gurtman, and Tyler (1990) that primes people with ingroup and outgroup designators outside of conscious awareness. This was followed by a measure of ethnic identification using the Multi-group Ethnic Identity Measure (Phinney, 1992). Results show no differences in ingroup bias between members of minority groups and members of the majority group. Contrary to our hypothesis, strength of ethnic identification was not related to ingroup bias. Reaction times to outgroup designators indicated a degree of outgroup derogation, but this finding did not reach statistical conventional levels of significance.

IN-GROUP IDENTIFICATION ENHANCES NEGATIVE
EVALUATION OF A TARGET IN-GROUP MEMBER WHO
VIOLATES WORLDVIEW

Spenser Hughes, Heather Sheridan

University of California, Santa Barbara

Previous research has examined the results of worldview violations on individuals' self-esteem and self-perceptions. These studies expand upon the literature by examining the results of worldview violations on interpersonal relations; specifically by demonstrating that individuals may reject others whose life experiences violate their meritocracy worldviews. Two studies explored how individuals perceive a member of their ingroup or outgroup who violates their worldview (or violates an experimentally primed worldview). Latino-American and European-American participants, who previously completed a measure of meritocracy beliefs, read a vignette about a Latino-American individual who either confirmed a meritocracy worldview by working hard and succeeding or disconfirmed a meritocracy worldview by working hard but failing to succeed because of discrimination. Participants evaluated an individual who violated their meritocracy worldview more negatively than an individual who confirmed their meritocracy worldview. This effect was stronger among Latino-American participants than among European-American participants. We hypothesize that this is because the Latino-American vignette character is more self-relevant for Latino-American participants.

DISCLOSURE OF STRESSFUL EVENTS
IN VETERANS

Kevin Wiles

University of Oregon

Disclosure of stressful events, such as those experienced by veterans, has been linked to psychological health (Pennebaker & Susman, 1988). Although current research on veterans' disclosure emphasizes disclosure to close others or in group settings, few studies have directly explored the relationships between veterans and the people to whom they disclose. In a non-veteran sample, Stinson and Ickes (1992) showed that greater objective understanding was demonstrated between people who had deeper specific knowledge of each other's life experiences. Another study found that while veterans rely highly upon family and partners, veterans tend to not discuss past traumatic military related events with them (Hunt & Robbins, 2001). Using a sample of 48 veterans, we explored whether veterans would be more likely to disclose specific military service related traumatic events to a fellow veteran than to a non-veteran, based on the idea that shared experiences will play a key role in disclosure. As hypothesized, results showed veterans were likely to disclose more to other veterans with similar experiences, followed closely by disclosure to close others. This study suggests the need for disclosure targets to have knowledge of the veterans' experiences, and the potential importance of therapist-client matching policies for clinicians treating veterans.

PERCEPTIONS OF EFFECTIVE COMMUNITY
LEADERSHIP AMONG SELECTED FORMER
SANGGUNIANG KABATAAN LEADERS

Karla Marie Oracion, Jesus Patricia Suerte-Felipe,
Krystle Ann Bernardo and Cielo Orense

Miriam College, Philippines

Sternberg's Wisdom, Intelligence and Creativity Synthesized (WICS) Model of Leadership asserts that the interplay of wisdom, intelligence, and creativity is significant in a leader's effectiveness. This study attempted to apply Sternberg's WICS Model in community leaders from selected Philippine communities. Eight community leaders were selected for this study. They were observed and interviewed of their own perception of leadership, wisdom, intelligence, creativity and other factors that contribute to effective leadership. Results reveal that although one's possession of wisdom, intelligence and creativity are important in a leader's effectiveness, emotional intelligence, accountability and Filipino values related to family and kinship were important for the leaders. Consequently, early exposure to leadership experiences and immersion in community activities contributed to a leader's potential and sense of responsibility.

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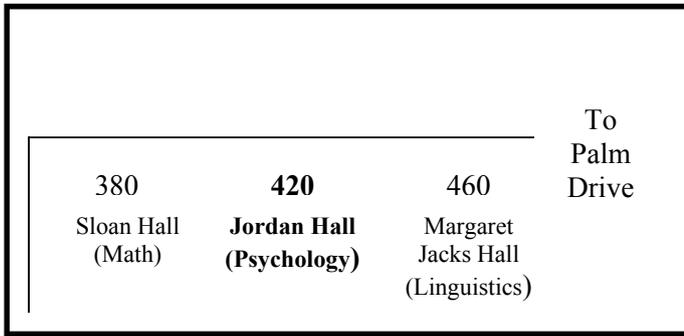
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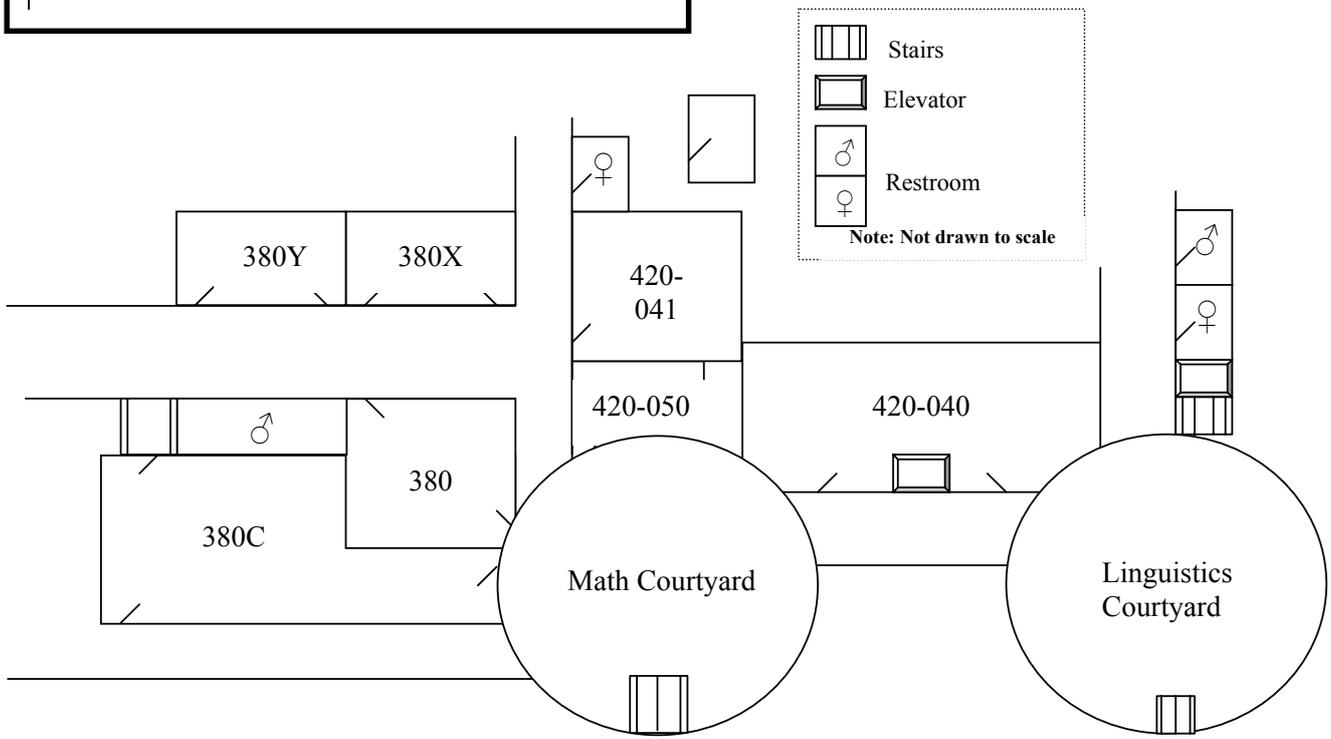
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