THE **Thirteenth** ANNUAL

STANFORD UNDERGRADUATE PSYCHOLOGY CONFERENCE

MAY 17 –18, 2013

Table of Contents

STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

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

IAN H. GOTLIB, PH.D.
DAVID STARR JORDAN PROFESSOR
CHAIR, DEPARTMENT OF PSYCHOLOGY

(650) 725-9216
(650) 725-5699 Fax
IAN.GOTLIB@STANFORD.EDU
HTTP://MOOD.STANFORD.EDU

May 14, 2013

Welcome!

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

Conference like the SUPC serve an important function by allowing young scientists to engage in all facets of the processes involved in creating and disseminating knowledge. The undergraduates who organize and participate in this meeting will each have the opportunity to acquire new scientific skills, both directly and through facilitating the work of other young scientists. This conference will provide an opportunity to present and discuss research findings, to leverage the benefits of diverse perspectives from a community of scholars, and to form networks that will serve as the foundation for future discussions and collaborations.

The success of the SUPC this year is due to the extraordinary efforts of Michelle Okereke, the Executive Director of the conference, Victoria Kalumbi, Associate Director of the conference, and the Board of Directors, consisting of the Abstract Review Chair Karina Schumann, the Department Outreach Chairs Charles Stotz and Abhilasha Belani, Marketing Chair Marisa Messina, Financial Chair Victoria Sienczewski, and Abstract Reviewers Ifath Casillas, Devika Patel, Roberto Salcido, Danny McKay, Uyhun Unq, Monica Lowe, Carly Leininger, and Sona Sulakian. Thanks also go to our administrative coordinator Roz Grayson, and to the conference founder George Slavich, for their continued support and effort each year.

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

Sincerely,

Ian H. Gotlib, Ph.D.
David Starr Jordan Professor and Chair

[4]

Dear Presenters, Faculty, and Guests,

We would like to welcome you to the Thirteenth Annual Stanford Undergraduate Psychology Conference! We look forward to an exciting weekend as students from across the country and world share, discuss, and present their innovative and fascinating research. Psychology research contributes to our vast understanding of nearly every aspect of the human experience. It has implications that affect how we view ourselves, society, and the world at large. Psychology has and will continue to change individuals, societies, and cultures. None of the change and growth in psychology would be possible without the dedication of researchers. This year's conference includes incredibly diverse and exceptional research done at the undergraduate level. We are continually impressed with the quality, innovation, and creativity of the research.

This year's conference will begin with a banquet Friday evening followed by the keynote presentation by Dr. Lee Ross. The next day will consist of the poster and oral presentations. We hope everyone will take the opportunity to converse and network with the presenters, graduate students, and professors in attendance. This conference would not have been possible without the work our Board of Directors, who worked extremely hard to organize all aspects of the conference. We would like to thank our wonderful Abstract Review Chair, Karina Shumann, Marketing Director Marisa Messina, and Department Outreach Chairs, Finance Chair, and Abstract Reviewers for their work. Additionally, we would like to thank Roz Grayson, Office Coordinator and Receptionist for the Psychology Department, for her continued support and many hours of work to help make the conference happen, as well as Dr. George Slavich, who founded the conference and continues to help with it today.

We hope that you enjoy the conference and all it offers. Converse with graduate students, speak with Dr. Ross about his research and incredible contributions to psychology, and share your ideas for future research with extremely intelligent and passionate peers from around the globe. Welcome to Stanford, and thank you for being a part of the 13th Annual Stanford Undergraduate Psychology Conference.

Best,

Michelle Okereke   Victoria Kalumbi
Executive Director, SUPC 2013   Associate Director, SUPC 2013

Friday May 17th, 2013

4:30 pm
Registration…………………………….. Basement of Jordan Hall (Building 420), by Room 041

5:15 – 6:15 pm
Banquet Dinner……………………………..…………….……………Math Courtyard

6:30 pm
Keynote Speech: Dr. Lee Ross...420-040
Introduction by Dr. George Slavich, SUPC Founder

Saturday May 18th, 2013

8:00 am
Registration & Breakfast…………………...Basement of 420 (by Room 041) & Math Courtyard

9:00 am
Introductory Address…………………………………………………………….......420-040
Michelle Okereke & Victoria Kalumbi, 2013 Directors

9:30 – 10:50 am
Oral Presentation Session I……………………….….......Jordan Hall/Math Corner Basement

11:00 am – 12:00 pm
Poster Presentation Session I…………..…………………………………………Math Courtyard

12:15 – 1:15 pm
Lunch…………..………..…………….………………………………………….Math Courtyard

1:30 – 2:30 pm
Graduate Student Panel…………..…….……………………………………………….....420-040

2:45 – 4:05 pm
Oral Presentation Session II………………..………........Jordan Hall/Math Corner Basement

4:15 – 5:15 pm
Poster Presentation Session II..………..……………………………………………Math Courtyard

Speaker Biographies

Dr. Lee Ross earned his Ph.D. in social psychology from Columbia University in 1969, and is currently is a professor at Stanford University. He was the first to coin the term "fundamental attribution error" and has since made numerous contributions to the study of psychology, as well as its application to real world problems. Currently, he teaches courses in the application of social psychology to bargaining, negotiation, conflict resolution, and broader public policy issues. He is a co-founder of the Stanford Center on Conflict and Negotiation and the co-author (with Richard Nisbett) of the books "Human Inference" and "The Person and Situation," and nearly 100 journal articles and book chapters. His research focuses on biases in human inference, judgment, and decision making, especially on the cognitive, perceptual and motivational biases that lead people to misinterpret each other's behavior and that create particular barriers to dispute resolution and the implementation of peace agreements.

Dr. George Slavich works for the Department of Psychiatry and Biobehavioral Sciences at UCLA. He founded the Stanford Undergraduate Psychology Conference as a student in 2001. Dr. Slavich completed undergraduate coursework in psychology and communication at Stanford, and received his Ph.D. in clinical psychology from the University of Oregon. After graduate school, he was a clinical psychology intern at McLean Hospital and a clinical fellow in the Department of Psychiatry at Harvard Medical School. He then completed three years of postdoctoral training in psychoneuroimmunology. His research examines *why* and *how* social experiences affect health. In addition to SUPC, he founded the Western Psychology Association Student Council, and co-founded the Society of Clinical Psychology's Section on Graduate Students and Early Career Psychologists.

Michelle Okereke is a sophomore at Stanford, majoring in Psychology. Recently, she worked in the Mind, Culture, and Society Lab as a Research Assistant on the Inequality and Well-Being project. Previously, she worked as a Social Psychology Abstract Reviewer for the 2012 Conference. Outside of psychology research, Michelle is the Financial Officer for the Black Psychology Student Association and the Director of Advertising for FLiCKS, a group that brings recently released movies to campus. After college, Michelle plans to apply her knowledge of psychology to a career in marketing within the film industry.

Victoria Kalumbi is a sophomore at Stanford, majoring in Human Biology, with a focus on adolescent development and education. Last year, she worked as the Logistics Director for the conference. After graduating, Victoria plans on applying for a co-terminal degree at the Graduate School of Education. Victoria is very passionate about child development and issues of justice. She has taken coursework on working with children at the Bing Nursery School, is a panelist for the Judicial Panel Pool, and serves as a member of the Nominations Commission for the ASSU, nominating undergraduate and graduate students to serve on university committees.

Panelists: Karen LaRoque (*Neuroscience*), Kode Manke (*Social*), Rodolfo Cortes (*Developmental*), Tamara Sims (*Affective*), Toni Kenthirarajah (*Social*)

8:00 – 8:45	Registration & Breakfast Basement of 420

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

9:30 – 10:50	Oral Session I *420-041, 380-380C,* *380-380D, 380-380W,* *380-380X, 380-380Y*

Room 420-041

Life Experiences of Role Reversal of Husbands with Overseas Filipino Working Wives
Mara-ninel Deganos, Sheel Gabrielle Lamar, Abigayle Mari Peralta, Micah Ydonna San Andres, & Michelle Renee Silungan

Testing The Predictive Validity of The Sexual Double Standards Scale in Undergraduate Women
Alexa R. Paynter, Campbell Leaper.

In the Blink of an Eye: Rewards Magnify Attentional Capacity Limits in Impulsive Individuals
Ann L. Carroll & Joshua W. Buckholtz

Examining Whether Terror Management Processes Lead to Wiser Food Choices
Ariel J. Mosley, & Dr. Lisa A. Harrison

Room 380-380C

Suicide Opinion, Negative Life Events, and Suicide Ideation: Cultural Difference between Japan and America
Mika Moriwaki, Carolyn M. Pepper, Itsuki Yamakawa, & Shinji Sakamoto

Environmental Influence on Infants' Cross-Race Preferences
Jill Chanley, Anantha Singarajah, Lauren Burakowski, & Scott P. Johnson

Framing Nature: How Mindsets About Nature Impact Environmental Concern
Caroline W. Hodge, Gregory M. Walton

Test Anxiety and Cognitive Processing during Multiple-Choice Tests
Meng Huo, Yingchao Hao, Renlai Zhou

Room 380-380D

Worth a Thousand Words: Visual Depiction and Candidate Impression Formation in the 2012 Presidential Election
Jude Baldo, Colleen M. Carpinella, Kerri L. Johnson

The Effect of Tinychat® Instant Messaging on Reading Comprehension
Michael Leath

The Influence of Ethnic Group Membership and School Ethnic Composition on Social Status in Middle School
Carlos Sandoval, Eunyoung Cho, Lisa Echols, & Jaana Juvonen

Winning the White American Vote: How President Obama is Using Implicit Motives to Appeal to the Majority
Nikita Prabhakar, Ruth Ditlmann, Valerie Purdie-Vaughns

Room 380-380W

Disney Effects on Perception of Relationships and Gender Roles
Amelia C. Morley

Less Is More: Tailoring Help to Situational Needs
Katherine Zee, Justin Cavallo, & E. Tory Higgins

Retrieval-Induced Forgetting In Generalized Anxiety Disorder: Failure to Inhibit Threat-Relevant Material?
Maria A. Mateen, Katharina Kircanski, & Ian Gotlib

Creativity Assessment in Identical and Fraternal Twins Reared Apart: Pilot Analysis
Jaime A. Munoz & Nancy L. Segal

Room 380-380X

Toddlers' Cognitive Representation Effects on Change Blindness
Linn Chung, Zehyoung Ken Huang, & Scott P. Johnson

Combining Cognitive and Social psychological interventions to improve educational outcomes
Lucie Vosicka, & Joseph J. Williams

Stereotyping Aggression: How Stereotype Threat and Expectation States Affect Aggression in Males
Louis L. Weimer, Paul C. LePore

The Effect of Acculturation on Substance Use and Depression Among Latino Day Laborers
Melissa Avila, Guadalupe Bacio, M.A., & Lara A. Ray, Ph.D

Room 380-380Y

A Cross-Cultural Study of Smartphone Internet Dependency between the U.S. and Korea
Luke Y. Shin

The Effect of Positive School Events on Children's Mood and Expression of Positive Emotion at Home
Boyang Fan; Sunhye Bai-Koh; Jacqui Sperling, Ph.D; and Rena Repetti, Ph.D.

Role of the Src family of tyrosine kinases in the dorsal hippocampus in the reconsolidation of instrumental cocaine memories in rats
Megan A. Blanton, Audrey M. Wells, Xiaohu Xie, Rita A. Fuchs

Walking in Your Shadows: Parasocial Relationships and the Self-Esteem of Filipino Youths
Adora Carmel M. Espares, Viktoria Nicole V. Lualhati, Kissha Ann Peddy, Tamara Janelle A. Subido

11:00 – 12:00   Poster Session I
                       Math Courtyard

Clinical

Differences in Adolescent Social Independence by Diagnostic Status and Ethnicity
Elina Veytsman, Elizabeth Baker, Jessica Kianmahd, Ruth Ellingsen, & Dr. Bruce Baker

Internalizing Problems Among Adolescents with Autism Spectrum Disorders, Intellectual Disability, and Typical Development
Dana Saifan, Ruth Ellingsen, and Bruce L. Baker, Ph.D.

Parental Attitudes on Childhood Sexual Behaviors
Chritine Campo, & Ronald Moglia

The Effects of Neuroticism and Marital Satisfaction on the Frequency of Positive Emotion Expression in Couples
Dana Derakhshannia, Tina Wang, Sunhye Bai-Koh, Jacqueline Sperling, & Rena Repetti

Cognitive

Causal Contrasts and Self-Explanation in Mathematical Teaching
Jian Ping Ye, Patricia W. Cheng, & Jessica M. Walker

Differential Effects of Left Hemisphere Activation on Information Processing in Psychopathic Offenders
Conrad J. Gudmundson, Arielle R. Baskin-Sommers, David S. Kosson, and Joseph P. Newman

Directed Daydreaming: An Inoculation Against Spontaneous Daydreaming
Charlotte S. Yoon, Natalie E. Redberg, Veronica X. Yan, & Robert A. Bjork

Do the Nature and Complexity of Cellphone Conversations Affect Distracted Driving?
Goerlitz, D. S., Hosseini, C. R., & Seymour, T. L.

Effects of a Refined Diet on Performance on a Progressive Ratio Schedule of Reinforcement in Rats
Ekatherina Telminova, Matthew Yan Lam Lau, Hwee Cheei Lim, Boyang Fan, Aaron P. Blaisdell

Happy to be Black: Effects of Intelligence versus Creativity Frames on Black Identity

Akanksha Kalia, Liz Scharnetzki, & Avi Ben-Zeev

Manipulation of Display: Changing People's Bias for Blocking
Alison Tsai, Michael Garcia, Elizabeth Bjork, Ph.D., & Robert Bjork, Ph.D.

Relationship Between Waking Emotion and Dream Emotion Among Women Entering Peri-menopause
Christina Schreiner, Kelly Doudell, Fiona Baker, Tracey L. Kahan, Ian Colrain

Switched-at-Birth: How Children Reason About Social Categories
Alaa Alhomaizi, & John D. Coley

The Effect of Audio Video Asynchrony on Viewer Opinion of Positive Attributes
Christopher Grant

The Effects Distinctive Visual Information on False Recognition
Alexander Statkus

The Effects of Traditional Printers' Black Ink and Electronic Ink as used on a Kindle on Reading Comprehension
Kylie Johnson

The Misconception of Flow
Courtney M. Vendetti, Seth A. Wagerman

Working Memory Training Improves Inattention in Kindergarteners
Lianna Zannis, Erica Medina, Caitlyn Handy, Natalie Hejran, Jenny Scheller, Nicole Froidevaux, & Dr. Judith Foy

Developmental

Maternal Alexithymia and the Relationship to Socio-Emotional Development in Children
Brandi Santa, Guido Urizar, Ph.D., & Ricardo Munoz, Ph.D.

Mentors, Academic Self-Efficacy, Grades, and Persistence In First Generation College Students
Berenice Castillo

Parental style and psychological adjustment in college: examining social support as a moderator

Catherine Teotico, Zoua Lee and Alexandra Dupont, M.A.

The Effect of Ethnic Socialization on the Relationship between Ethnic Identity and Academic Outcomes
Angie Bolanos

The Effects of Early Life Stress on Cognitive Stress Appraisal
Alissa Der Sarkissian, Ji Min Jun, Holly Pham, Anthony Portolesi, Larissa Dooley, Alexandra Dupont M.A.

The Role of Generation Status on the Relation Between Discrimination Stress on Academic Disengagement in Latino Adolescents
Alfredo D. Novoa, Andrew C. Greene, Kara M. Duca, David Hittson, & Selcuk Sirin

Neuroscience

Does Sleep Influence Neural Responses to Social Stress?
Christie K. M. Fung, Keely A. Muscatell, Katarina Dedovic, Michael R. Jarcho, George M. Slavich, Michael R. Irwin, & Naomi I. Eisenberger

Personality/Affective

Dimensions of Wisdom in a Diverse College Student Sample
Alicia K. Gunderson, Allison R. Keuning

Holding on or letting go: Emotion regulation strategies and forgiveness in close relationships
Gerald R. Young & Heike A. Winterheld

Personal Points of Strength and Weakness in the Work Context: A Knowledge and Appraisal Personality Architecture (KAPA) Analysis
Arielle Rothenberg, Daniele Artistico, Juliya Bondar, Otilia Rowe
predicted everyday problem solving.

Spirituality and Positive Affect Among College Students
Rose Breeskin, Quyen Tang, & Erin Carnes

Social

An Examination of the Affective Dimension of Wisdom
Kendrick J. Calvert, Caysha R. Borchert, Autumn J. Kampman, Alicia A. Gaida, & Allison R. Keuning

Belonging Needs and Perceived Similarity as Moderators of Social Projection
Irina Kuzmina, Chris Valentine, Karyn Lewis, Sara Hodges

Cognitive Gender Schemas and the Assimilation of Ambiguous Information
Linda Nguyen, Naomi Fa-Kaji, & Michelle Hebl

College Success in Relation to a Student's Involvement in Extracurricular Activities and Quality of Interpersonal Relationships
Angela M. Peterson & Kayla R. Spring

Cultural Effects of Happiness
Kaiping Peng, Mohammad Afsar

Culture and Executive Functioning: The Advantages of Cultural Mindset Primes on Related Cognitive Tasks
Kirsten N. Koseck, Daphna Oyserman

Does he really love her? If so, why didn't he propose?: Investigating Views about Couples who Either Violate or Adhere to Marriage Traditions
Lauren Seidel, & Rachael Robnett

From Long Term Reduction in Racial Bias to Reducing Sexual Stigma: How Do People Reduce Their Own Prejudice?
Jonathan Ryser-Oatman

Gender Differences in Stress Reduction During Shared Experience of Threat
Jasmine Ho, Erica Hornstein, Naomi Eisenberger Ph.D

Indonesian Youth Micro Expression on Premarital Sexual Behavior Topic
Annabelle Wenas, Christ Billy Aryanto, Okky Dwiana

Interview Method and Mock Juror Gender Influence Perceptions of Alleged Child Sexual Abuse Victim Accuracy and Culpability
Alexandra E. Shelley, Jonni L. Johnson, & Gail S. Goodman

Is Stressful Childhood Home Environment Associated with Lower Psychosocial Resources in College?
Amanda Guzikowski, David Perlman, Kevin Huynh

Love and Laughter: Attachment Style and the Use of Humor When Emotionally Supporting a Relationship Partner
Jia Y. Chong & Phillip R. Shaver

Middle School Students' Perception of Transgender Peers: Understanding Risk and Resilience Factors
Jeannine M. Ryman, Judy Chiasson, & Negin Ghavami

Peer pressure on physical stress
John Frederick Rice

Predicting Reporting Thresholds of Inadequate Elder Care: A Comparative Study of Japanese and American College Students
Mika Moriwaki, Stephannie Walker, Narina L. Nunez, and Shinichi Sato

Sleepless in Middle School: The Relationship between Sleep Patterns and Academic and Social Adjustment
Cynthia Vidal Guzman, Gabriela Carrera, Dr. April Taylor, PhD

The Behavioral and Psychological Effects of Exposure to Graphic Footage of Factory Farming Practices
Emily M. Cohodes

The O.J. Simpson Effect:How Celebrity Reputation Impacts Eyewitness Credibility
Andrew M. Earle, Nora T. Mansfield, Jennifer Brooks, Ainsling L. Cassidy, Allison E. Block, & Judith G. Foy (Advisor)

12:15-1:15	Lunch
	Math Courtyard

1:30 – 2:30	Graduate Student Panel
	420-040

Room 420-041

The Influence of Rejection and Social Confidence on Interpersonal Sensitivity
Noor Baker, Yanine Hess M.A., & Cynthia L. Pickett Ph.D.

Family Functioning and Stress as Predictors of Self-efficacy among College Students in Metro Manila
Czarina R. Abergas, Eliza Joyce S. Layug, Chang Hie Lim, & Jamie Ruth R. Mazo

Alternating Training with Another Task Enables Visual Perceptual Learning
Sarit F. A. Szpiro, Young A Lee, Beverly A. Wright & Marisa Carrasco

An Interpretative Phenomenological Analysis of Filipino Male Prostitutes
Dean Marco R. Dizon, Iris Jasmin A. Perez, Ma. Beatrice Camille V. Gaviola

Room 380-380C

The Role of Belonging and Academic Self-Efficacy in First Generation of College Students' Persistence and Mental Health
Dustin S. Goerlitz, Margarita Azmitia

Simplicity is Key: Effect of Simple learning instances on Category Generalization
Xiaoya Qiu, Eileen An, Khanh-Phuong Thai, Ji Y. Son, Philip J. Kellman

Olfactory Cues and Competitive Responses in Women
Savannah Woodward, Steve Gangestad, & Randy Thornhill

The Influence of Proximity and Roles on the Safety Perception of Individuals in a Flood-Stricken Community and its Impact on Preventive Measures

Karina Viola L. Bulong, Ma. Elizha Rose D. Corpus, Alleana Micaela M. Fuentes, Maria Regina S. Valera

Room 380-380D

The Impact of a Positive Perspective versus a Negative Perspective on Temporal Discounting of Losses
Juan R. Cabrera Jr., Mary Kay Stevenson

Beliefs About Sexual Etiology and Their Consequences for Homophobic Bullying
Eric M. Gomez, Jennifer L. Eberhardt, Rebecca Hetey, Cynthia S. Levine

Selection Biases that Emerge When Age Meets Gender
Enrica Ruggs, Michelle Hebl, Sarah Walker, & Naomi Fa-Kaji

Ruminative Responses to Stress in Adolescent Daughters of Mothers with Recurrent Depression
Elaine V. Patten, Daniella J. Furman, Ian H. Gotlib

Room 380-380W

Family Environment, Classroom Environment and Self-Determination Theory as predictors of Academic Achievement
Cyrene B. Ganzon, Maria Josefina Carmela L. Villalon, Monyna L. Vergara, Syrah P. Recina, Sooyeon Lee

Motionese: Subject to Preference?
Natalie G. Brezack, Dare A. Baldwin, Jenny Mendoza

Spanish-English Bilingualism, Age of Acquisition, and Negated Inference
Irina P. Petkova, Russell Revlin

The Effects of Birthright on Students' Views of Arabs
Adam B. Whitlatch, Ella Ben Hagai, Eileen Zurbriggen

Room 380-380X

A Meta-Analysis of the Effectiveness of Trauma-Focused Cognitive-Behavioral

Therapy and Play Therapy for Child Victims of Abuse
Michael K. Slade

Publicly Acknowledging Obstacles Reduces Stereotype Threat
Gabriel Camacho, Kelly M. Hoffman, Sara Driskell, Jenessa R. Shapiro, & Sophie Trawalter

Crossing the Boundary: Children's Understanding of the Causal Impermeability Between Fictional and Real Worlds
Sierra Eisen, Caren Walker, Patricia Ganea, and Alison Gopnik

The Effect of Twitter© use in an Educational Setting on Introverted and Extroverted Student's Engagement in Class Discussion
Robin Meister

Room 380-380Y

An Ecological Push: Environmental Attitudes and Environmental Behavior as Predictors of Environmental Behavior
Seneca Kim T. Cabrera, Maria Arielle T. Ildefonso, Stephanie Alexandra C. Tendero & Micky P. Vergara

Categorization Learning Transfer from Explicit to Procedural Systems
Helie, S., Ashby, F.G., Barrington, N.

Kasalanan, Kahihiyan, o Okay Lang? : A Discourse Analysis of Teenage Pregnancy in Filipino Urban Poor Communities
Katrina T. Liwag, Fawn Justine S. Yap, & Louisse Lynn Antoinette V. Young

The Effect of Learning to Sew on Self-Esteem, Self-Efficacy, and Optimism in Adolescent Girls
Chiarra M Arpaia, Marjorie Taylor

4:15 – 5:15   Poster Session II
                    Math Courtyard

Clinical

Associations between Different Types of Cumulative Life Stress and Biological Aging in Healthy Adults

Grant S. Shields, Elizabeth H. Blackburn, Elissa S. Epel, George M. Slavich

Development of the General Causality Orientation Scale for use with Clinical Populations
Lindsey M. Lavaysse, Shanna Cooper, David E. Gard

Relationship between School Enjoyment and Social Relations in Adolescents with TD, ID, or ASD
Lisa Scully; Jamie Crisostomo; Lauren Berkovits, M.A.; & Bruce Baker, Ph.D.

Spirituality and Everyday Life: Crossing Cultures
Kelsey K. Timm, Allison R. Keuning

The Effects of ADHD and Study Schedule on Learning from Text Passages
Kate Krasileva, Carole Yue, Elizabeth Bjork, Ph. D

Cognitive

Categorization and Transformation: The Effects of Social Status on Group Membership
Jordan M. Seliger, Avi Ben-Zeev

Is Direct Personalization Necessary for Optimal Learning in Multimedia Lessons?
Mariam Yavari, Carole L. Yue, & Elizabeth Ligon Bjork

Of Intelligent Black Men and Powerful Women: ERP Correlates of Counter-Stereotypic Expectancies
Sierra P. Niblett, Eric D. Splan, Avi Ben-Zeev, and Mark W. Geisler

Phenomenal Features of Lucid and Non-Lucid Dreams
Shannon Thomas & Tracey Kahan, Ph.D.

Reoccurring Goal Monitoring Display Design: Effects on Completion Rates, Motivation, and Emotional Affect
Molly C. Martini

Reward and Salience: The Competition For Attentional Selection
Kyle R Puhger, Beth Stankevich, & Joy J Geng
.

Structural Neuroanatomical and Cognitive Correlates of ADHD in Neurofibromatosis I
Yoo J. Kim, Eric Jung, Nicole Enrique, Maria Jalbrzikowski, Rachel Jonas, Arati Patel, Shan Aggarwal, Carolyn Chow, Carrie E. Bearden

Temporal Order Memory Deficits in Huntington's Disease
Savanna M. Tierney, Ashley Emami, Diane Nicoll, Jody Corey-Bloom, & Paul E. Gilbert.

The Effect of Reading Fiction on Level of Affective Empathy
Margaret Mae Brewer

The Effects of Sustained Inattentional Blindness on Detection of Dynamic Events
Matthew Baker Whitecotton
Yosemite High School

The Effects of the Exposure of the Interpreter and Three Sign Language Approaches on the Understanding of Deaf Students
Kristine B. Agravante, Ma. Angela Cassandra M. Bocobo, Rhea Pauline I. Raymundo, Therese E. Sahagun, & Karoline M. Santiago

The Influence of Dose and Mixer on Drinking Decisions and Cognitive Performance Measures
Manilka de Pinto, & Mark Van Selst (advisor)

Verbal Cues of Lying
Wendy Francis, Victor Siqueiros

What's wrong with you?: Dehumanization as a social repercussion for the Childless by choice.
Monica E. Mendoza, Lann K. Chan, Eric D. Splan, & Avi Ben-Zeev.
San Francisco State University

Developmental

Adolescent Girls' Expected Responses to Sexist Discrimination: Gender-role Beliefs and Coping
Chaconne V. Tatum-Diehl

Intellectual Engagement in Parent-Child Scientific Learning
Veronica Hamilton & Maureen Callanan

Parent-Child Relationship and Parental Authority as Predictors of the Psychological-Well Being Among Filipino Adolescent Children with Middle-Aged Parents
Mary Louise H. Florencio, Jennifer A. Nojara, Sarahbeth Mari V. Revil, & Erika Patricia DJ. Villon

Parental Roles, Parenting Styles, and Child-rearing Practices of Seven Lesbian Couples
Kristine M. Alvarez, Janna Victoria G. de Guzman, Jan Christine S. Perez, & Emerle Dianne R. Ponciano

Psychological Wellbeing and Self-Esteem as Predictors of Warmth, Conflict, and Rivalry in Sibling Relationships
Janessa Czarina A. Barcelona, Maria Rossan A. Cabello, & Fatima R. De Mesa

Social Identity Complexity and Adolescents' Health
Rocio Burgos

The Role of Loneliness and Extraversion in Digital Unplugging Experiences
Julie Adams, Ryan Butler, Virginia Thomas, & Margarita Azmitia

Neuroscience

Comparing Odor Identification and Odor memory Performance in Dementia with Lewy Bodies, Alzheimer's Disease, and Healthy Controls
Patricia C.

Personality/Affective

Exploring Temporal Distancing Effects on Purchase Satisfaction and the Mechanisms Behind Consumer Behavior
Lea M. Lunden, James McGraw, Ryan T. Howell, & Avi Ben-Zeev

Materialistic Exclusion: On the Tendency to Ostracize Materialistic Compared to Experiential Individuals
Nicholas K. Harsch, Jessica A. Lam, Darwin A. Guevarra, Jia W. Zhang & Ryan T. Howell

Multiple Impressions in Perfection: Fear of Negative Evaluation, Self-esteem, and Age as Predictors of Perfectionistic Self-Presentation among Filipino Adolescents and Young Adults
Sharmaine Anne Juan, Jin Kylie Roxas, Emilee Grace Sanvictores & Joanna Mae Siababa, Rachel Ann Parr, MA

Social

Productive and Counterproductive Work Attitudes and Behaviors of Household Help or Maids
Louie S. Lao, Issi Eliza Monica S. Santos, Keith Patrick R. Sta. Ana
Ateneo de Manila University

Social Well-Being and Social Interaction of Single and Married Female Prisoners
Rizzia Kristine B. Cocjin, Barbara Anne R. Ditching, Dominique Joyce V. Guzman, Mary Louvette K. Yee

Effects of Childhood Maltreatment on Subjective Stress Reactivity and Social Network Quality
Olivia L. Ribera, Katarina Dedovic, Keely A. Muscatell, Naomi I. Eisenberger
University of California, Los Angeles

Encounter-Point: Predictors of Positive and Negative Contact Between Jewish and Arab Communities on College Campuses
Nadya R. Tannous, Ella Ben Hagai

Examining the Shift Towards Tolerance: An Analysis of the Frames Heterosexuals Employ to Justify their Support for Same Sex Marriage
Ella Ben Hagai, Sophia Y. Hill

Exploring Relaxation on Empathy: A Study on Induced Relaxation and Empathic Feelings.
Wesley M. Tierney

F.A.E. in Politics: Hypocrisy is Relative
William Kidd, David Sherman

Forgiveness and Race in a Diverse Collegiate Sample
Rebekah A. Carrizales & Allison R. Keuning

Sexual Satisfaction & Relationship Status
Emily R. Prah, Seth A. Wagerman

Social Perception of Promiscuity and Gender
Alyssa M. Brandt, Brian Clawson, & Kathleen Cook (Adviser)

Temporal Discounting: A Comparison of Judgment and Decision Processes
Raymond P. Gerardo & Mary Kay Stevenson*

The Eyes Don't Lie -- Predicting Your Decisions Before You've Made Them
Farhan Sareshwala, Eve Isham, & Joy Geng

The Gun Debate from a Moral Foundations Perspective
Jonathan M. Muro, Andrew Pilecki, & Phillip L. Hammack

The Influence of Stereotype Vulnerability and Perceived Teachers' Expectations on Black Students Relational Engagement
Andrew C. Greene, Alfredo D. Novoa, & Kara M. Duca

The Relationship of Childbirth Complications on Maternal and Mood Self-efficacy
Yvette Melogza, Guido G. Urizar Jr., Ph.D., Ricardo Muñoz, Ph.D.
California State University, Long Beach &

The students we produce: University identification as predictors of engagement
Melissa Nelson, Desiree Ryan, Sarah Eagan, Hayley Vargas-Elkhouri

Room 420-041

Life Experiences of Role Reversal of Husbands with Overseas Filipino Working Wives
Mara-ninel Deganos, Sheel Gabrielle Lamar, Abigayle Mari Peralta, Micah Ydonna San Andres, & Michelle Renee Silungan
Miriam College

This study sought to explore life experiences of role reversal of 8 husbands with overseas Filipino working wives from Metro Manila under the concepts: self-esteem, locus of control and social support. A semi-structured interview protocol gathered the data content analysis uncovered themes. Being a househusband is an obligation but all have slowly accepted changes in role reversal. Social support is the starting point that influences the rest of the concepts. When the social support system is strong, the husband views his new role as a househusband with pride. Acceptance from significant others in spite of traditional concepts brings about a positive self-perception of himself as a househusband strengthening his self-esteem. Locus of control interlinks to the previous concepts because the husband takes responsibility for the household and children now that he has a stable support system and a healthy self-esteem. Within decision-making, the househusband is in control for the budgeting and household management, affirming that he is still the head of the household in some aspects. This is the overlapping of concepts under life experiences of role reversal of househusbands.

Testing The Predictive Validity of The Sexual Double Standards Scale in Undergraduate Women
Alexa R. Paynter, Campbell Leaper.
University of California, Santa Cruz

Double standards refer to different standards of sexuality for women and men. They are seen as reflecting and perpetuating sexism. To correct problems with older scales, a new measure of attitudes toward double standards was designed for the present study. Participants consisted of 204 undergraduate women ages 18-25 from diverse ethnic backgrounds. Strong psychometric properties for the double standards scale were attained with 20 items (α = .71). The following factors were tested as possible predictors of sexual double standards: background and social experiences (age, parent's education, television viewing, and parents' and friends' sex talk), personal beliefs (religiosity, political attitudes [liberal vs. conservative], social desirability), gender-role attitudes and self-concepts (ambivalent sexism, modern sexism, feminist self-identification, gender-role contentedness), and adjustment (body shame, internalizing symptoms). Endorsement of double standards was significantly associated with religiosity, political ideology, sexist attitudes, and feminist identity. The findings provide strong evidence for the predictive validity of the double standards scale.

In the Blink of an Eye: Rewards Magnify Attentional Capacity Limits in Impulsive Individuals
Ann L. Carroll & Joshua W. Buckholtz
Harvard University

The amount of information present in our environment at moment is enormous, but our capacity to attend to this information is limited. This capacity limit dictates that we have automatic mechanisms to prioritize stimuli - especially, motivationally relevant stimuli - for further in-depth processing. The attentional blink phenomenon, in which directing attention to a stimulus prevents processing of stimuli presented shortly thereafter - is an example of such a mechanism. Prior studies of the attentional blink have employed neutral or negatively valenced targets. Here, we examine the impact of positively valenced targets on attentional capacity and its relationship to impulse control. Using an instrumental conditioning paradigm, we associated varying levels of monetary reward to arbitrary visual stimuli. These reward-conditioned cues were subsequently used as targets (T1) in an attentional blink paradigm. Contrary to expectation, high-reward cues facilitated target (T2) detection. However, more impulsive participants showed a more pronounced attentional blink. Further, distinct aspects of impulse control predicted sensitivity to reward value in modulating blink magnitude. This suggests that individual differences in personality and impulsivity affect attentional capture and control, and further research is necessary to better parse out which specific types of impulsivity mediate the relationship between reward and attention.

Examining Whether Terror Management Processes Lead to Wiser Food Choices
Ariel J. Mosley, & Dr. Lisa A. Harrison
California State Univesity Sacramento

Terror Management theory suggests reminding people of their physicality generates anxiety which they are motivated to reduce by adhering to cultural worldviews . If images of overweight women remind us of the body's limits TMT processes will be activated. The current research examined whether priming images of scantily clad fat women influenced participants' tendency to adhere to cultural ideals concerning healthy food choices. Thirty-two participants completed the Affective Misattribution Procedure (AMP) as a measure of implicit weight attitudes. Each AMP presented images of woman wearing revealing or modest clothing followed by pictographs that participants rated. Next, participants were instructed to select an appetizer, entrée, and dessert they would be likely order if they were given a free meal. This task was completed immediately after the AMP or after a delay task. Exposing participants to fat primes did not significantly influence total calories consumed, $F(1, 3) = 2.31$, $p > .05$, suggesting that implicit weight bias does not link to terror management processes. However, a trend emerged in the no delay condition in which higher calorie meals were chosen when participants were primed with images of thin women (M=2476) rather than fat women (M=2053.92). Implications of health-related behaviors are discussed.

Room 380-380C

Suicide Opinion, Negative Life Events, and Suicide Ideation: Cultural Difference between Japan and America
Mika Moriwaki, Carolyn M. Pepper, Itsuki Yamakawa, & Shinji Sakamoto
University of Wyoming & Nihon University

We examined cultural differences between Japan and America on suicide opinion and its relationship with negative life events and suicide ideation. We tested the hypothesis that acceptable attitudes toward suicide would moderate the link between negative life events and levels of suicide ideation in both cultures. Japanese (n=109) and American (n=99) undergraduates completed questionnaires on suicide opinion, negative life events, and suicide ideation. Results of independent-samples t-tests replicated those of Onose and colleagues (1991);

Japanese participants had more acceptable attitudes toward suicide than American participants, $t(205) = 4.84$, $p < .001$. A hierarchical multiple regression partially supported our hypothesis. Negative events predicted suicide ideation only in the Japanese sample ($\beta = .221$, $p = .014$). A significant interaction between negative life events and suicide opinion predicted increased suicide ideation within Japanese ($\beta = .257$, $p = .004$), but not American ($\beta = .876$, ns) participants. Results suggest Japanese view suicide as more acceptable than American participants. For Japanese, favorable views of suicide interact with negative life events to predict suicide ideation.

Environmental Influence on Infants' Cross-Race Preferences
Jill Chanley, Anantha Singarajah, Lauren Burakowski, & Scott P. Johnson
University of California, Los Angeles

Previous studies have shown that infants can better differentiate between own-race faces than between other-race faces (e.g. Ferguson et al., 2009). Moreover, infants as young as 3 months exhibit an own-race face preference (Kelly et al., 2007), and such preference appears to be shaped by one's social environment (Bar-Haim et al., 2006). In the present study, we plan to replicate and extend this finding to Latino infants, an emerging population that is rapidly becoming a larger part of American society. A demographic questionnaire will quantify infants' exposure to racial groups. Latino infants ranging from 8.5- to 12.5-months old will be presented with a series of side-by-side female Caucasian, Latina, and African American faces. Infants' eye movements will be recorded by an eye tracker, and longer looking times to a specific face will suggest a visual preference. We predict infants will look longer at the race of faces they are most exposed to—most likely their own—which supports an environmentally influenced construction of racial preference. Additional analysis of scanning patterns of specific facial features will provide new mechanistic knowledge of how infants process faces.

Framing Nature: How Mindsets About Nature Impact Environmental Concern
Caroline W. Hodge, Gregory M. Walton
Stanford University

People think about nature and the proper relationship between people and nature in many ways. The present study compares two such

mindsets. In the separate mindset, the environment is understood as something separate from people that ought to be preserved and protected. In the interconnected mindset, the environment is seen as something with which humans are interdependent. We test how different types of outdoor experience affect people's endorsements of these mindsets, and how these mindsets affect people's concern about environmental issues. We found that participants who had just volunteered on an organic farm were more likely than their counterparts who had just hiked in nature to endorse the interconnected mindset. Moreover, we found that inducing the interconnected mindset (rather than the separate mindset) motivates significantly greater levels of concern about environmental issues, especially among people who do not hold already hold pro-environmental beliefs. This work extends previous work on the importance of connectedness to the environment in shaping environmental attitudes (c.f. Mayer & Frantz, 2004). It also extends previous work on psychological mindsets (cf. Blackwell, Trzesniewski, & Dweck, 2007) by applying the concept of mindsets to a new domain.

Test Anxiety and Cognitive Processing during Multiple-Choice Tests

Meng Huo, Yingchao Hao, Renlai Zhou
University of California, Los Angeles, & Beijing Normal University

The cognitive-attentional theory (Sarason, I. G., 1972; Wine, J. D., 1980) of test anxiety posits that those with high test-anxiety focus not only on task-relevant stimuli but on self-relevant stimuli and thus we assumed they would perform more cognitive processing and bear a higher cognitive load during tests than their non-anxious counterparts. To investigate this hypothesis, cognitive processing as reflected in eye movements was measured as 14 high test-anxious and 15 low test-anxious participants completed a bias-free intelligence test, the Raven's Advanced Progressive Matrices. Fixation duration and count, which reflect the amount of cognitive processing, were measured by an eye tracker. Results indicated that a) the high test-anxious participants displayed both significantly longer average and total fixation durations of the stem and options parts, and yet the two groups didn't differ on the blank parts; b) The two groups showed a difference on fixation count of the stem parts but not the blank and options parts. These remarkable differences between the two groups were consistent with hypotheses while also

confirming impaired attentional disengagement from test-related stimuli.

Worth a Thousand Words: Visual Depiction and Candidate Impression Formation in the 2012 Presidential Election

Jude Baldo, Colleen M. Carpinella, Kerri L. Johnson
University of California, Los Angeles

From the face, voters form reliable impressions of factors that influence vote choice (e.g., trustworthiness, competence). We examined the visual portrayal of 2012 presidential candidates in prominent media outlets during the two months prior to the election. We obtained every photograph of either President Obama or Governor Romney (N=3,042) from nine online news sources. Each source was coded for the political ideology of their readers (i.e., liberal/conservative), and each image was coded along 23 dimensions of character traits (Grabe & Bucy, 2009). Overall, liberal sources displayed more Romney than Obama images, but the visual portrayals differed by the political leanings of the source. Conservative sources tended to depict Romney as a statesman (e.g., image with an entourage, campaign hoopla and paraphernalia), yet depictions that demonstrated broad community appeal (e.g., informal attire) increased with his favorability ratings. As Obama's favorability increased, liberal sources portrayed him more frequently, and both conservative and liberal sources portrayed him as a statesman (e.g., formal attire). Implications for impression formation are discussed.

The Effect of Tinychat® Instant Messaging on Reading Comprehension

Michael Leath
Yosemite High School

The aim of this study is to find evidence to support the claim that instant messaging while reading decreases reading comprehension. The hypothesis is that students with access to the instant messenger Tiny Chat® will score significantly lower on the reading comprehension test of a non-fiction SAT® reading passage than the students that did not have access to Tiny Chat®. The null hypothesis of this experiment is that there will be no significant difference between the scores of the control group (no access to social media) and the experimental group (usage

of Tiny Chat®) in the reading comprehension test of the nonfiction SAT® reading passage. Two groups of participants from a high school junior-level class were used. Both groups read the same story, however, participants in the experimental group received instant messages every 30 seconds while reading. The two groups took an English Language Arts comprehension test to check for reading comprehension. Results of the experiment were analyzed using a between samples t-test. The t-test found the results of this experiment were not significant at the 95% confidence level; therefore the researcher accepted the null hypothesis stating that instant messaging did not have a significant decrease in reading comprehension.

The Influence of Ethnic Group Membership and School Ethnic Composition on Social Status in Middle School
Carlos Sandoval, Eunyoung Cho, Lisa Echols, & Jaana Juvonen
University of California, Los Angeles

Previous research among adolescents suggests that bullying may be associated with increased social status (being "cool") during the middle school years. Given the negative outcomes associated with bullying, it is important to understand when this relationship may be more or less likely to occur. Because being in the ethnic majority at school has also been shown to relate to social status in adolescence, the purpose of our study is to examine the conjoint influence of bullying and ethnic group status on being "cool" in middle school. Using multiple regression with an ethnically diverse sample of nearly 6,000 students, we found that increases in bully status from the beginning to the end of 6th grade were associated with increases in cool status. For White students, in particular, this relationship was strongest when they were in the ethnic minority, suggesting that being a bully may be one way these students try to improve their social status when they're not in the majority group. In other words, while bullying is a way to improve social status during the first year in middle school among all youth, it may be particularly potent strategy for the societal majority group when their relative representation in the school is small.

Winning the White American Vote: How President Obama is Using Implicit Motives to Appeal to the Majority
Nikita Prabhakar, Ruth Ditlmann, Valerie Purdie-Vaughns
Columbia University, Barnard College

As an African American president of the United States, Barack Obama faces a unique dilemma where he governs a majority White American nation – a population that continues to feel threatened by the fear that they will be viewed as more prejudiced (Frantz, Cuddy, Burnett, Ray, & Hart, 2004). As a consequence, Whites place greater importance on being liked and being seen as moral during communication with African Americans (Bergseiker, Richeson, 2010). Past research has shown that individuals who have an implicit desire to impact others are extraordinarily persuasive and unsurprisingly this is a trait we find in President Obama (Schultheiss & Brunstein, 2002; Winter, 2011). It has been shown that African Americans who have this desire to impact will affiliate significantly more when speaking to Whites in order to communicate more successfully (Ditlmann, Dovidio & Purdie-Vaughns, 2012). We therefore hypothesize that President Obama will also use an affiliative framework in his speeches to White Americans in order to meet their need to be viewed as moral and liked. In an archival study of 40 speeches made to White American and African American audiences we show that when President Obama speaks about race he significantly affiliates more only when he is addressing Whites. Finally, we present high and low affiliation speeches to participants. We hypothesize that only White American participants will rate those speeches that are highly affiliating significantly more positively.

Room 380-380W

Disney Effects on Perception of Relationships and Gender Roles
Amelia C. Morley
University of California, Los Angeles

This two-phased study investigates Disney animated films, the feministic qualities of their female protagonists, and their impact on viewers' perceptions of relationships and gender roles. Based in the theoretical underpinnings of Priming, Cultivation, and Social Cognition, the researcher predicts that the subjects' satisfaction in their personal relationship statuses will be lower when they are primed with Disney-affiliated icons than when they are primed with non-Disney icons. The first phase of the study, an experiment, randomly assigns UCLA undergraduates to priming conditions with Disney-affiliated or non-Disney-affiliated couples and brand logos. Then

participants are asked about brand familiarity, brand loyalty, and their views of their own romantic relationships. The second phase, a content analysis, investigates the feministic qualities portrayed by female protagonists in Disney animated films of over 80 years. Preliminary data suggest more progressive feministic traits have emerged over time and markedly over the last two decades. The two phases of the study will be brought together to provide a more meaningful understanding of Disney-affiliated branding and female characters, and their impact on young women's perceptions of gender roles and their own romantic relationships. UCLA IRB#13-000195 App. 2/19/13

Less Is More: Tailoring Help to Situational Needs
Katherine Zee, Justin Cavallo, & E. Tory Higgins
Columbia University & Wilfrid Laurier University

Previous research has identified a discrepancy between the benefits of perceived social support and the negative outcomes that can stem from support that is unresponsive. This work speaks to how the goal pursuit strategies of those providing social support impact recipients. Regulatory Mode Theory (RMT) posits that people chronically use one of two self-regulatory orientations to pursue goals. The first, assessment, involves analytical thinking, evaluation between options, and doing things "the right way." The second orientation, locomotion, emphasizes movement and change, either physical or psychological; action, in contrast to contemplation, is stressed. Results indicate that people with a chronically high assessment orientation provide help that is tailored to the specific needs of support recipients. In contrast, those chronically high in locomotion provide quantitatively more help, but that help is less sensitive to recipients' needs. Despite the fact that high locomotion helpers may seem more helpful and that they rate their help as responsive, their help appears to have no effect on recipients. Those helped by high assessment helpers, though, report greater mood improvement after receiving their help. These results demonstrate that both assessment and locomotion uniquely influence helping and suggest that their respective helping styles may ultimately impact relationship quality.

Retrieval-Induced Forgetting In Generalized Anxiety Disorder: Failure to Inhibit Threat-Relevant Material?
Maria A. Mateen, Katharina Kircanski, & Ian Gotlib

Stanford University

The present study was designed to examine whether clinically anxious individuals experience a deficit in inhibitory control during the processing of threat-relevant information. Twenty controls with no history of psychiatric illness and twenty individuals diagnosed with Generalized Anxiety Disorder (GAD) served as participants. We used a modified form of the Retrieval Induced Forgetting paradigm. RIF refers to the finding in which retrieval of partial list items (words) through practice inhibits subsequent retrieval of semantically associated items from an unpracticed portion of that list. Participants completed a modified version of the RIF task (Anderson et al., 1994) where exactly half of the semantically related but unpracticed words were threat-relevant. We hypothesized that never-disordered control participants would exhibit RIF for both neutral and threat-relevant words, whereas participants with GAD would exhibit RIF only for neutral words and not for threat words, indicating inhibitory impairments specific to threat material. Preliminary findings (n = 30) support this hypothesis, showing a significant within subjects three-way interaction between word type, group and category (p = 0.032).

Creativity Assessment in Identical and Fraternal Twins Reared Apart: Pilot Analysis
Jaime A. Munoz & Nancy L. Segal
California State University Fullerton

The present study will use a drawing task to assess individual differences in creativity. The main study will examine the environmental and genetic contributions to creativity using drawing data gathered from identical (MZA) (n=81) and fraternal twins reared-apart (DZA) (n=56) from the Minnesota Study of Twins Reared Apart (MISTRA). However, a preliminary study was conducted to evaluate the reliability of the method for main study. Lab staff created "mock" drawing data. A total of 40 House (20) and Person (20) drawings were evaluated using Amabile's (1982), Consensual Assessment Technique that involves having judges evaluate creativity within their domain of expertise. Raters scored creativity levels of drawings using Bouchard & Segal's (2013) Artistic Quality Rating Scale (AQRS) form, which measures aesthetic features of creativity. Three artists and one non-artist raters established AQRS reliability. Results showed high interrater agreement with intraclass correlations ranging from .875 to .931. The main study hypothesizes

that (1) creativity will be more similar in MZA twins than DZA twins, due to the MZA twin's genetic identity and (2) Artist raters' judgments will have higher agreement than those of non-artist raters. Findings from the pilot study support our chosen method to be used in our main study.

Room 380-380X

Toddlers' Cognitive Representation Effects on Change Blindness

Linn Chung, Zehyoung Ken Huang, & Scott P. Johnson
University of California, Los Angeles

Change blindness has been traditionally studied using real-life object and human interactions; therefore, eye tracking would be a unique approach to better understanding this phenomenon. The aim of this study is to test the hypothesis that object relevancy, operationalized as the subject's familiarity, has an effect on change blindness due to cognitive representation. We are testing 18-24 month old toddlers in a 3x2 within-subjects design, manipulating object relevancy in three conditions: relevant, semi-relevant and novel, while also manipulating the type of change that occurs (e.g. color, location). Subjects' parents answer an abbreviated MacArthur-Bates Communicative Development Inventory, which assesses the subjects' familiarity with the stimuli. Subjects are shown a static scene with objects, a brief "attention-getter" and either a scene with a changed object or the original scene again (control). With eye tracking data for each object's Area of Interest, we can quantify looking behavior and compare differences across conditions. Preliminary results (n = 3) suggest that relevancy may help cognitive representations (e.g., encoding), as supported by a one-way ANOVA (P < .05).

Combining Cognitive and Social psychological interventions to improve educational outcomes

Lucie Vosicka, & Joseph J. Williams
University of California, Berkeley

Student outcomes have been improved by both teaching study strategies (Palinscar & Brown, 1994) and teaching students that intelligence is malleable (Dweck, 2007; Paunesku et al, in prep). The present study investigates the interaction between these cognitive and motivational interventions in improving learning, metacognitive accuracy and educational outcomes. Benefits of teaching study strategies (Palinscar & Brown, 1994) require extensive exposure and students often do not use them, which we hypothesize is due to insufficient belief that students can use these to improve their own learning. On the other hand, while the impact of teaching students that personal characteristics are malleable increases challenge-seeking behavior and improves academic performance (e.g. Dweck, 2007), these benefits are less robust for students who are not failing. We hypothesize that increased motivation could be more beneficial if students are given specific strategies to implement. The current study delivers short videos we have developed, independently providing mindset training (or not) x study strategy training (or not). After the videos, students read excerpts from a mathematics textbook and solve corresponding problems. We predict a superadditive interaction that benefits memory and understanding of the text, and increased problem-solving accuracy and more calibrated metacognitive judgments about accuracy.

Stereotyping Aggression: How Stereotype Threat and Expectation States Affect Aggression in Males

Louis L. Weimer, Paul C. LePore
Arizona State University

Do stereotype threat and expectation states affect aggressive behavior in males? Stereotype Threat, an offshoot of expectation states research, is a phenomenon in which individuals feel anxiety about confirming a negative stereotype, thus increasing the likelihood of said confirmation. Ninety-two male subjects were split into three groups; groups received no primes, half primes, and full primes, respectively. Primes consisted of questions intended to make subjects aware that aggression pertained to the experimental situation. Subjects then played two rounds of a prisoner's dilemma game. Each subject was partnered with a confederate whose decisions were predetermined by the experimenters. Half of each group had "partners" who testified against them, while the other half had "partners" who remained silent. Testifying was considered aggressive behavior, while remaining silent was coded as nonaggressive behavior. No significant difference in levels of aggression (decisions to testify) between prime and no prime groups was found. However, there was a highly significant difference (p<0.005) between prime and no prime groups in the number of subjects who switched from remaining silent to testifying after being

[21]

testified against. These results suggest there is a strong link between Stereotype Threat and/or expectation states and certain types of aggression (most likely affective aggression).

The Effect of Acculturation on Substance Use and Depression Among Latino Day Laborers
Melissa Avila, Guadalupe Bacio, M.A., & Lara A. Ray, Ph.D
University of California, Los Angeles

On any day there are as many as 117,600 people in the United States (U.S.) looking for day labor—a type of temporary employment that is characterized by dangers and lack of usual workplace benefits. Some evidence indicates that migrant Latino Day Laborers (LDLs) use substances as a coping strategy in hostile labor settings. This study seeks to examine how acculturation affects alcohol use, nicotine use, and depression among LDLs. For this purpose, 86 male LDLs affiliated with a community health organization were surveyed about alcohol consumption, emotional health, acculturation, and time in the U.S. Acculturation was measured along three dimensions: Language Use, Media, and Social Relations. It was hypothesized that increased acculturation and time in the U.S. would predict high alcohol and nicotine use and symptoms of depression. Contrary to expectations, preference for English in media sources and language use, which is interpreted as increased acculturation, significantly decreases the likelihood of risky alcohol consumption and lifetime nicotine use. Interestingly, time in the U.S. and indicators of acculturation were not related to depression. The findings suggest that time in the U.S. and acculturation may measure distinct outcomes in LDLs, which may assess diverse aspects of exposure to U.S. culture.

Room 380-380Y

A Cross-Cultural Study of Smartphone Internet Dependency between the U.S. and Korea
Luke Y. Shin
Georgia State University

The introduction of the smartphone illuminated the prevalence of the mobile Internet. The media has frequently talked about 'nomophobia', a fear of being without mobile phones. This study explored mobile Internet dependency of Korea and U.S. smartphone users and investigated how severe the smartphone Internet dependency is and which factors influence the smartphone Internet dependency. In the overall combined data set, it found that Korean users have a higher smartphone Internet dependency level than US users do and females, students, unemployed users, and younger generations, are more susceptible to smartphone Internet dependency. Comparing the two countries as separate data sets, in Korea, females and the unemployed have higher levels of smartphone Internet dependency. In the U.S., students and younger generation groups have higher smartphone Internet dependency levels. In the regression analysis, frequency of smartphone Internet access has a higher association with smartphone Internet dependency than usage hour length does and the origin of country and age are significantly related with smartphone Internet dependency.

The Effect of Positive School Events on Children's Mood and Expression of Positive Emotion at Home
Boyang Fan; Sunhye Bai-Koh; Jacqui Sperling, Ph.D; and Rena Repetti, Ph.D.
University of California, Los Angeles

Children's self-reported mood and school experience are important constructs for understanding children's coping and emotional adjustment (Lehman and Repetti, 2007). However, few studies have examined the relationship between children's report of mood and their everyday behavior at home. In the present study, 31 children, ages 8-12, and their families were video-recorded in their homes on one weekday and children's expression of positive emotion (e.g., smile, vocalization, singing, physical affection) were objectively coded. The participants also reported their mood at four different time points and school events, at two time points during the day, through daily diary reports. Preliminary analyses show that children who reported higher positive mood in the evening at home also showed more expression of positive emotion when their parents were present at home on the same day. However, children's report of positive mood at school is not correlated with their expression of positive emotion at home. The finding provides empirical evidence for children as early as age 8 can accurately report their mood through daily diaries.

Role of the Src family of tyrosine kinases in the dorsal hippocampus in the reconsolidation of instrumental cocaine memories in rats
Megan A. Blanton, Audrey M. Wells, Xiaohu Xie, Rita A. Fuchs

University of North Carolina at Chapel Hill

Environmental context-elicited relapse depends on associations between a drug-taking context, the drug-taking response, and the reinforcing properties of the drug. The functional integrity of the dorsal hippocampus (DH) is critical for the reconsolidation (i.e., restabilization following retrieval) of memories that trigger cocaine seeking. Thus, a greater understanding of the molecular signature of reconsolidation in the DH is desired from a relapse prevention perspective. The Src family of tyrosine kinases (SFKs) has been implicated in spatial learning, synaptic plasticity, and long-term potentiation in hippocampal slices. A previous study conducted by our lab indicated that SFKs are necessary for the expression of context-induced cocaine seeking. Thus, the present experiment utilized a rodent extinction-reinstatement model of relapse to test the hypothesis that SFKs are critical in the DH for the reconsolidation of context-response-cocaine memories, which drive context-induced cocaine seeking. We show that administration of an SFK inhibitor, PP2, into the DH of rats following brief re-exposure to a previously cocaine-paired context (i.e. cocaine-memory reactivation), but not following exposure to a novel context (no-reactivation control), significantly attenuates cocaine-seeking behavior relative to vehicle (VEH). These results indicate that SFK activation in the DH is required for the reconsolidation of context-response-cocaine memories.

Walking in Your Shadows: Parasocial Relationships and the Self-Esteem of Filipino Youths
Adora Carmel M. Espares, Viktoria Nicole V. Lualhati, Kissha Ann Peddy, Tamara Janelle A. Subido
Miriam College

Parasocial relationship is the one-sided relationship between an individual and a media persona (Horton & Wohl, 1956). Based on Derrick, Gabriel, and Tippin's (2008) research, our study explores parasocial relationship in the Filipino setting. It hypothesizes that parasocial relationship is a predictor of (1) self-esteem, (2) the degree of similarity in attributes between the Filipino youth's favored media persona and actual self, and (3) the self-discrepancy between the Filipino youth's ideal and actual selves. Two hundred ten participants, who were conveniently sampled from schools and informal groups in Metro Manila, answered the adapted Audience-Persona Interaction scale, the combination of the Markus and Nurius Technique and the adapted Inclusion of Others in the Self scale, and the Rosenberg Self-esteem scale. Results, which were analyzed using linear regression, suggest that parasocial relationship is a weak predictor of similarities between the actual self and the media persona. That the participants choose to emulate only certain characteristics of their favorite media persona because of cultural differentiation, and that they do not yet know their ideal selves, in accordance to the emerging adulthood phenomenon, are possible explanations for the weakness of parasocial relationship as a predictor. Furthermore, the results reject hypotheses 1 and 3. The study concludes that while Filipino youths may view media personae as role models, they may not necessary resemble their perceived ideal, and thus do not depend on parasocial relationship for its self-enhancing benefits.

Clinical

Differences in Adolescent Social Independence by Diagnostic Status and Ethnicity

Elina Veytsman, Elizabeth Baker, Jessica Kianmahd, Ruth Ellingsen, & Dr. Bruce Baker
University of California, Los Angeles

Adolescence is characterized by a transition from dependency on parents to increased orientation toward peers (Fuligni & Eccles, 1993). Normative age of social independence has been well studied in typically developing (TD) adolescents, but less so in adolescents with intellectual disabilities (ID). Moreover, there may be ethnic differences in social independence between the two groups. The present study examined parent initiation and involvement in peer get-togethers for 13 year-old Anglo and Latino adolescents with ID in comparison to TD adolescents. Interviews were conducted with mothers of 66 adolescents with ID and 100 TD adolescents. While there were no differences in mother-reported involvement in get-togethers, mothers reported initiating more for adolescents with ID than TD (p<.05). Furthermore, parent initiation of get-togethers differed by ethnicity: Anglo parents reported initiating more get-togethers for adolescents with ID than TD (p<.05), whereas there was no difference in Latino mothers' report of initiating for the two groups. Data on friendship is being collected at age 15 to examine the relation between parent initiation of get-togethers and friendship quality.

Internalizing Problems Among Adolescents with Autism Spectrum Disorders, Intellectual Disability, and Typical Development

Dana Saifan, Ruth Ellingsen, and Bruce L. Baker, Ph.D.
University of California, Los Angeles

Internalizing problems are common in youth with developmental disabilities (Ereny & Raghavan, 2012), but no known research has compared differences in internalizing problems among adolescents with autism spectrum disorders (ASD), intellectual disabilities (ID), and typical development (TD). The present study assessed how internalizing problems differ between these three groups, as well as how social skills relate to internalizing problems in each group. Mother ratings of internalizing behavior from the Child Behavior Checklist (CBCL; Achenbach & Rescorla, 2001) were compared across groups for adolescents with ASD (n=36), ID (n=34), and TD (n=96). Results suggested significant group differences in internalizing behavior: Adolescents with ASD had higher internalizing scores than adolescents with TD (p<.001) and ID (p<.01); adolescents with ID had higher internalizing scores than adolescents with TD (p<.05). There also appeared to be significant differences in social skills: Adolescents with TD had better social skills than adolescents with ASD and ID (p<.001). Further analysis suggested that lower social functioning predicted internalizing problems over and above diagnosis (p<.001). Data collection is ongoing, and future analyses will examine associations between adolescent internalizing problems at age 13 and academic and social functioning at age 15.

Parental Attitudes on Childhood Sexual Behaviors

Chritine Campo, & Ronald Moglia
New York University

Despite efforts to promote abstinence and delay sexual initiation, adolescents are initiating sexual activities earlier than ever before. Parent-child conversations about sexuality prior to adolescence are one way to address this rising sexual risk. Yet, these important dialogues are often stifled because parents are uncomfortable talking to their children about sex-related topics. The purpose of this study was to examine American parents' attitudes on a number of childhood sexual behaviors. A survey on various sex-related topics and behaviors was sent to members of parenting LISTSERVs based in a Northeastern urban region of the U.S. who have children zero to seven years. 134 female caregivers responded. Preliminary results show caregivers were moderately comfortable discussing most sex-related topics with their children. The sexuality-related topics participants felt most comfortable discussing were: physical difference between men and women, and pregnancy. The sexuality-related topics participants felt least comfortable discussing were: sexual exploration in adolescence, rape/molestation, and masturbation/sexual self-exploration. The most cited reasons why participants felt uncomfortable talking to their child about these topics were: their child was too

young, or they did not know what to say. Further analysis is being conducted to describe these responses as related to child age, child gender, participants' age and participants' religious affiliation/attendance.

The Effects of Neuroticism and Marital Satisfaction on the Frequency of Positive Emotion Expression in Couples

Dana Derakhshannia, Tina Wang, Sunhye Bai-Koh, Jacqueline Sperling, & Rena Repetti
University of California, Los Angeles

Previous research shows that less maritally adjusted fathers exhibit the most negativity towards their children (Kerig, Cowan, & Cowan, 1993) and that men with high levels of neuroticism display more of a negative spillover effect (Wang, Repetti, & Campos, 2011). This study evaluates the links between levels of neuroticism, ratings of marital quality, and frequency of reciprocation of positive emotion expressions towards a child in husbands and wives. Positive emotion expressions among 32 families were coded using observational videos recorded in a real world context and utilized standardized questionnaire measures, such as the NEO-neuroticism scale and Positive/Negative Marital Quality Scale. Consistent with hypotheses, preliminary analyses showed that husbands, but not wives, who reported high neuroticism had a high marital quality ratio (negative/positive) (r=.46; p=.02). In addition, it was found that while husbands' and wives' positive marital quality (r=.47; p=.02) and marital quality ratio (negative/positive) (r=.49; p=.02) were positively correlated with one another, there was no such correlation regarding negative marital quality.

Cognitive

Causal Contrasts and Self-Explanation in Mathematical Teaching

Jian Ping Ye, Patricia W. Cheng, & Jessica M. Walker
University of California, Los Angeles

U.S. students often struggle with mathematics and are ranked below the international average in mathematical achievements (PISA, 2009). A major reason is that they often blindly memorize mathematical procedures and have difficulty transferring their knowledge to novel problems. The causal contrast approach (Walker, Stigler & Cheng, under review) dramatically improved transfer performance. This approach recruits learners' natural causal discovery process to improve math learning by juxtaposing contrasting information critical to discovering the goal of each step in the solution. The observed improvement, however, could be due to the elicitation of students' own explanations of their solution in the causal contrast approach. Self-explanation has been found to facilitate learning (Chi, 1989). Our study tests the effects of causal contrasts and self-explanation. Students were randomly assigned to 8 conditions created by independently varying the nature of the instruction (causal-contrast vs. traditional), the source of the explanation (self vs. experimenter), and the delay from training to test (one week vs. multiple weeks). In addition, Khan Academy videos were also tested as a representative of traditional algebra teaching. Post-test results indicate that self-explanation cannot account for the greater ability to solve novel problems due to the causal contrast approach.

Differential Effects of Left Hemisphere Activation on Information Processing in Psychopathic Offenders

Conrad J. Gudmundson, Arielle R. Baskin-Sommers, David S. Kosson, and Joseph P. Newman
University of Wisconsin - Madison

According to Kosson's left-hemisphere activation (LHA) hypothesis, the impulsive antisocial behavior of psychopathic individuals stems from a left hemispheric information processing deficiency that is present in situations that place excessive demands on the left hemisphere resources. Although Kosson (1996, 1998, 2006) found support for this hypothesis, the evidence was specific to the impulsive-antisocial features of psychopathy, which psychopathy shares with externalizing disorders. Thus, we administered a version of Kosson's LHA task to examine whether the LHA deficit is more associated with psychopathy or externalizing. Using Hare's (2003) Psychopathy Checklist-Revised (PCL-R), we divided 35 incarcerated offenders into psychopathic (high PCL-R factor 1 and 2) and externalizing (high PCL-R factor 2 only) groups. As predicted, externalizing offenders performed significantly more poorly than psychopathic offenders. Such findings suggest that the information processing deficits predicted by the LHA hypothesis may be more closely associated with general externalizing psychopathology (i.e., conduct disorder, adult antisocial behavior, and

substance use disorders) rather than psychopathy per se. Finally, the fact that psychopathic offenders performed significantly better than externalizing offenders in the LHA condition involving frequent goal-relevant targets is consistent with the hypothesis that psychopathy is associated with an exaggerated tendency to over-allocate attention to goal-relevant information.

Directed Daydreaming: An Inoculation Against Spontaneous Daydreaming
Charlotte S. Yoon, Natalie E. Redberg, Veronica X. Yan, & Robert A. Bjork
University of California, Los Angeles

Daydreaming – when our minds wander from the task at hand -- is the bane of professors' existence and the killer of learning. Are there any benefits of daydreaming in the middle of class? Delaney et al. (2010) showed that daydreaming acts as a "forget" cue, impairing memory for what was learned prior. Typical directed forgetting results, however, also show a benefit of a "forget" cue on what is learned next. In Exp. 1, subjects listened to an audio clip and were asked either to daydream or solve math problems in the middle. On a final test, we explore whether we find both costs and benefits of daydreaming, using these lecture-style materials.
Can we avoid all costs? Might daydreaming prior to a task reduce subsequent spontaneous mind wandering, and enhance learning? In Exp. 2, subjects were told to either daydream or solve math problems before reading a passage. The text was presented word by word with 4 mind-wandering probes at quasi-random intervals. Partway through, the words stopped making sense as a sentence. We expect those who had daydreamed prior to reading to 1) report less mind wandering, 2) notice the nonsense sentence earlier, and 3) exhibit superior comprehension.

Do the Nature and Complexity of Cellphone Conversations Affect Distracted Driving?
Goerlitz, D. S., Hosseini, C. R., & Seymour, T. L.
University of California, Santa Cruz

In-car distractions can reduce the amount of attention drivers allocate to the road resulting in accidents. Previous work has linked such deficits to inattentional blindness. Although past research has examined distracted driving, few have focused on the detailed nature of the observed interference. For example, which cognitive processes involved with cellphone use actually interfere with driving? Furthermore, does the nature of the underlying conversation matter? In our study, participants operated a computer-based driving simulator, while performing secondary tasks related to cellphone use (Visual-Spatial Representation & Language Processing). Both tasks varied in representational complexity. We predicted that the spatial task would lead to increased driving error, and would be more affected by representation complexity compared to the language task. Results were consistent with predictions; driving while performing the spatial task led to increasws errors relative to the language task, and driving error increased with representational complexity. However, differences in error by task were only significant for steering, and not for speed regulation. Results suggest that driving error related to cellphone use, may be significantly influenced by the type of conversation, which can range from low distraction (for those involving minimal visual representation) to high distraction (for those involving maximal visual representation).

Effects of a Refined Diet on Performance on a Progressive Ratio Schedule of Reinforcement in Rats
Ekatherina Telminova, Matthew Yan Lam Lau, Hwee Cheei Lim, Boyang Fan, Aaron P. Blaisdell
University of California, Los Angeles

Highly processed, refined foods are major contributors to obesity, diabetes, and physical degeneration with age. Little is known, however, about how such foods affect cognition. We placed one group of rats on a Refined foods diet while another group of rats were maintained on a relatively unrefined Control diet. The Refined diet led to significant weight gain while the Control diet did not. Rats received two progressive ratio (PR3, PR5) schedules of lever press reinforcement, in which sucrose was delivered only after completing an additional three or five lever presses, respectively, relative to the number required to earn the previous reinforcer. Rats on the Refined diet made significantly fewer lever presses and received fewer reinforcers than did rats on the Control diet. Nevertheless, differences in lever pressing were confined to the first few minutes of each session. Furthermore, the proportion of lever presses made declined during sessions at an equivalent rate in both groups. These results show that a refined diet may produce reductions in capacity for work (instrumental lever pressing) without affecting general motivation.

Happy to be Black: Effects of Intelligence versus Creativity Frames on Black Identity

Akanksha Kalia, Liz Scharnetzki, & Avi Ben-Zeev
San Francisco State University

The current study was designed to examine the oft underemphasized link between how an academic task is framed and stigmatized individuals' felt sense of racial identity. Specifically, we ask whether aspects of Black identity would be differentially affected by framing a test as diagnostic of a stereotypic negative trait (intelligence) versus a stereotypic positive trait (creativity) regarding African Americans. Twenty-eight Black identified participants completed the Multidimensional Inventory of Black Identity (MIBI) (Sellers, Smith, Shelton, Rowley, & Chavous, 1998) twice (a week before and during the experimental session). Participants were randomly assigned to solve a set of spatial logic puzzles, introduced as either diagnostic of intelligence (negative stereotypic) or of creativity (positive stereotypic). Whereas aspects of Black identity remained the same as baseline in the positive stereotypic condition, participants demonstrated a significant decrease in private regard (e.g., "I am happy about being Black") (M = -1.40, SD = 2.74) but a significant increase in public regard (e.g., "Overall Blacks are considered good by others") (M = 2.50, SD = 3.59) in the negative stereotypic condition. These findings uncover an intimate link between how a task is framed and racial identification and are situated in a stereotype threat and identity bifurcation framework.

Manipulation of Display: Changing People's Bias for Blocking

Alison Tsai, Michael Garcia, Elizabeth Bjork, Ph.D., & Robert Bjork, Ph.D.
University of California, Los Angeles

When given a choice, people prefer to block, study related materials together, rather than interleave, study unrelated materials together, although interleaving is more beneficial for later performance (Tauber, Dunlosky, Rawson, Wahlheim, & Jacoby, 2012; Kornell & Bjork, 2008). This study investigates if manipulation of the display can influence people's bias for blocking. Participants study pictures of six butterfly species, six exemplars for each species, in pairs for up to twenty minutes, and the positions of choices for each species are randomized across trials. Participants can decide which pair of butterflies to study and how long to study for during each trial, to include the ability to select the same species for each element of the studied pair. Analysis is based on whether they choose to block or interleave butterflies during each trial. If people prefer blocking, they will pick the same butterfly species to study across trials regardless of the position of options, but if selections do not reflect blocking, there may be other factors that influence people's learning other than their assumed preference.

Relationship Between Waking Emotion and Dream Emotion Among Women Entering Peri-menopause

Christina Schreiner, Kelly Doudell, Fiona Baker, Tracey L. Kahan, Ian Colrain
Santa Clara University & Stanford Research Institute International Human Sleep Laboratory

The present study tests the continuity theory, which proposes a strong relationship between one's waking and dreaming experience. We hypothesized that ratings of particular emotions in dreams would be reliably predicted by participants' reported level of waking stress and depression. Twenty-seven women entering peri-menopause first completed the Perceived Stress Scale, the Beck Depression Inventory (BDI) and the Spielberger State-Trait Anxiety Inventory (STAI). Participants also spent four nights in the SRI International Human Sleep Laboratory as part of a large-scale study of women's sleep, hormonal changes, and mood [e.g., Baker et al., 2012]. Immediately upon awakening,participants who recalled a dream wrote a narrative report and then rated the phenomenal features of the experience (sensory, affective, cognitive) using the Subjective Experiences Rating Scale (Kahan, 1994). Correlational and partial correlational analyses are now being conducted to determine whether, consistent with past research with young women [Anzai, Spooner, Sjarif, Baker, Kahan, 2012], the reported negative emotion in dreams reported by women entering peri-menopause is more strongly related to measures of waking state anxiety, stress, and depression than to measures of waking trait anxiety. This study is consistent with other recent research investigating dreaming qualities in relation to chronobiological cycles (Nielsen, 2004).

Switched-at-Birth: How Children Reason About Social Categories

Alaa Alhomaizi, & John D. Coley
Northeastern University

According to psychological essentialism, people often believe that members of a category share an underlying "essence," which gives each member their identity and accounts for the similar properties shared by all members of the category. Essentialist beliefs include immutability of category membership, stability of the membership overtime, innate potential, and inductive inference. There have been numerous research studies that have shown that children and adults essentialize natural kind categories, such as animal species. However, current research is accumulating which indicates that children and adults essentialize particular social categories, such as gender. In this study, we look into how children essentialize the social categories of religion and race. We used a switched-at-birth task, which is commonly used to investigate children's beliefs about immutability of category membership, with subjects ranging from six to ten years old. Each subject completed three switched-at-birth tasks comparing two social categories, religion and race, and one neutral category, sports preference. Data collection is ongoing, but early results indicate that children essentialize religion and race more than sports preference. As we collect more data, we will be focusing more on the developmental pattern of how children essentialize these categories.

The Effect of Audio Video Asynchrony on Viewer Opinion of Positive Attributes
Christopher Grant
Yosemite High School

This experiment aims to determine if asynchrony in a speech video will cause a significant difference upon a viewer's opinion of the main speaker's positive attributes. Twenty-five, native English-speaking participants (female=14, male=11) between the ages of 16-17, from a rural high school in the United States were selected as part of an opportunity sample. The control group watched the video with synchronized audio video and the experimental group watched the video with asynchronous audio video. The experimental hypothesis states that audio video asynchrony will cause a significantly negative interpretation of the speaker's positive attributes. The independent variable was the asynchronous audio video and the dependent variable was the attribution score of the main speaker as determined by a questionnaire. A one tailed, between subjects design t-test determined that the data was significant at the p<.01 level of confidence. The results supported the experimental hypothesis, in

that significantly lower scores, which showed that the main speaker was interpreted in a more negative way, were received from those who watched the video with asynchronous audio video compared to those who watched the unaltered video. The data show that audio video asynchrony can cause the viewer to negatively interpret a speaker's positive attributes.

The Effects Distinctive Visual Information on False Recognition
Alexander Statkus
Yosemite High School

The aim of this experiment is to investigate the effects of distinctive visual information on false recognition. The participants consisted of a randomized opportunity sample of 24 students between the ages 16 and 18. The experiment was conducted using a between participant design, with two tests, correlated and unique. In the correlated condition, study items and lure words will be presented in correlated fonts, in unique condition the study items will be presented in the same font that they were studied, the lure words will be in an unique font. The independent variable was the fonts used and the dependent variable was the score of the lure word being recognized. The hypothesis states that there will be a significant difference between correlated and unique fonts when testing the re-occurrence of the lure word, distinctive visual information makes false recognition scores lower. The research hypothesis failed to reach significance at P<.05 level of confidence. False recognition was less common in the test in which words were in unique fonts. The unique font condition, distinctive visual information, made the participant not choose the lure word as much as the correlated font condition, this suggests that distinctive visual information lowers false recognition.

The Effects of Traditional Printers' Black Ink and Electronic Ink as used on a Kindle on Reading Comprehension
Kylie Johnson
Yosemite High School

This experiment is an investigation into the effect of ink type on reading comprehension through the comparison of scores on reading comprehension tests. Participants were asked to read a fictional short story in either Traditional Printers' Black ink or electronic ink used on a Kindle™, and take a reading comprehension test. The participants were part of a randomized opportunity sample of

students 16 years or older, in college level Sociology/Psychology classes. The research hypothesis states there will be a significant difference between the reading comprehension scores of participants when a fictional short story is read in Traditional Printers' Black ink or electronic ink used on a Kindle™. The independent variable is the reading modem of either Traditional Printers' Black Ink or electronic ink used on a Kindle™. The dependent variable is the score received by participants on the reading comprehension test. A one tailed t-test shows a significant difference at the 99.9% confidence level. Significantly higher scores were received by participants who read the story in Traditional Printers' Black ink than by participants who read the story in electronic ink used on a Kindle™. This suggests that reading comprehension is higher when stories are read in Traditional Printers' Black ink.

The Misconception of Flow
Courtney M. Vendetti, Seth A. Wagerman
California Lutheran University

Flow (Csikszentmihalyi, 1999) is an autotelic state resulting from an activity that is both appropriately challenging and engaging. It has been argued that in flow, people reach their full potential, but what effect does it have on cognitive processing when engaging in subsequent tasks? This study examined whether transitioning from a flow-generating activity affected scores on an intelligence test given immediately after. Groups engaged in tasks that were fun (watching TV), flow-generating (alphabetizing), both (playing a computer game), or neither (completing simple math problems); it was hypothesized that those participants in which flow was induced would experience focus latency, resulting in lowered intelligence scores. Preliminary results indicate that participants in the flow condition completed fewer problems afterwards on the intelligence test, but got a larger percentage of them correct.

Working Memory Training Improves Inattention in Kindergarteners
Lianna Zannis, Erica Medina, Caitlyn Handy, Natalie Hejran, Jenny Scheller, Nicole Froidevaux, & Dr. Judith Foy
Loyola Marymount University

Working memory is linked to behaviors conducive to learning, such as attention (Gathercole et al., 2009). Adaptive WM training (WMT) has improved attention problems in older children (Beck et al., 2010; Klingberg et al., 2005) leading us to examine whether WMT could decrease inattention in young children. We trained WM using Cogmed JM in 23 economically-disadvantaged kindergarteners (M age = 61.73) 5 days a week for 25 days. A control group matched for socio-economic background, age, gender, and WM received no WMT. Teachers rated the children's behavior at the beginning and end of the school year using the Children's Attention and Adjustment Survey (Lambert et al., 1990). Although there were no differences in behavior ratings for the groups prior to WMT (p > .05), inattention ratings for the WMT group were significantly lower at the end of the year than for the control group, t(25.43) = 2.68, p =.02, d = .85. Intensity of training was negatively correlated with year-end ratings of inattention, r(20) = -.48, p < .05; and impulsivity, r(20) = -.38, p < .05. These results suggest that WMT may improve inattention in young children and that intensity of training may associate with behavior outcomes.

Developmental

Maternal Alexithymia and the Relationship to Socio-Emotional Development in Children
Brandi Santa, Guido Urizar, Ph.D., & Ricardo Munoz, Ph.D.
California State University, Long Beach & University of California, San Francisco

There is little empirical research on the consequences that maternal alexithymia (difficulty in experiencing and describing emotions) may have on early child development. Our study examined whether maternal alexithymia (difficulty identifying feelings, difficulty describing feelings, and externally oriented thinking; Toronto Alexithymia Scale) in 96 women, during pregnancy and postpartum was associated with the socio-emotional development (Vineland Social-Emotional Scale) of their children at 2-4 years postpartum (mean age=3 years). Hierarchical regression analyses demonstrated that mothers with greater externally oriented thinking during pregnancy (e.g., analyzing problems rather than just describing them) had children with better overall social-emotional development at 2-4 years postpartum (R^2 = .38, p < .01). In addition, mothers who had difficulty identifying feelings during the early postpartum period had children with worse overall social-emotional development at 2-4 years postpartum (R^2 = .32, p < .05).These results support the need

to teach mothers how to utilize strategies associated with greater emotional awareness to promote their child's social-emotional development.

Mentors, Academic Self-Efficacy, Grades, and Persistence In First Generation College Students
Berenice Castillo
University of California Santa Cruz

Adjusting to college can be difficult for first generation college students, i.e. students whose parents didn't go to college, FGCS, who must navigate an academic system that is unfamiliar to them and their families. This study investigated the association between mentoring and FGCS's academic self-efficacy, GPA, and persistence. 185 FGCS (70% female, primarily sophomores or juniors) completed an online survey that contained quantitative and qualitative questions assessing these constructs; GPAs were drawn from their transcripts. 79% (N =146; 69% female, 55% Latino, 30% white, 12% Asian and 3% other ethnicities) FGCS's had a mentor in high school; 46 had an academic mentor, 53 a family or community mentor, and 47 had both types of mentors. Surprisingly, only 10 FGCS (7%) had a college mentor. For FGCS who had a high school mentor, GPA and Academic Self-Efficacy were significantly correlated, r = .24, p < .005; contrary to the hypothesis, the correlation between these variables and persistence was not significant. We are currently developing case studies of the 10 FGCS's with college mentors to determine whether their university experiences, persistence, and future goals differ from those of 10 randomly selected cases who did not have a college mentor.

Parental style and psychological adjustment in college: examining social support as a moderator
Catherine Teotico, Zoua Lee and Alexandra Dupont, M.A.
University of California, Los Angeles

Neglectful or unaffectionate parenting in childhood is associated with increased anxiety and depressive symptoms in adulthood (Wright et. al, 2009). Social support may be a resource that protects against these effects (Carothers et. al, 2006). Our study examines whether current social support protects psychological adjustment in adulthood against the negative effects of growing up with neglectful or unaffectionate parents. Undergraduates (n=65) complete the Parental Bonding Inventory (PBI) which provides an index of parent-child relationships, and the Parental Authority Questionnaire (PAQ), which indexes parental authority prototypes. Participants also complete measures of social support (ISEL), perceived stress (PSS), depressive symptoms (CES-D), and negative affect (PANAS). We hypothesize that participants who report neglectful or unaffectionate parenting and permissive parenting styles in childhood will report higher levels of perceived stress, depressive symptoms, and negative affect. We also hypothesize that social support will moderate this relationship; high social support will protect against the negative effects of these parenting styles on psychological adjustment.

The Effect of Ethnic Socialization on the Relationship between Ethnic Identity and Academic Outcomes
Angie Bolanos
California State University, Northridge

During adolescence, students explore their self identity in relation to their world (Erikson, 1950). Previous research suggests that students with positive ethnic identities have stronger beliefs of school significance. This study examines the relationship between messages parents transmit to children about ethnicity and how those messages can promote or hurt adolescent's exploration of ethnic identity and academic outcomes. Students from 2 high schools (N = 360) completed a survey on ethnic identity and ethnic socialization. Analysis indicated that the relationship between ethnic identity search and students perceived educational worth was moderated by negative messages parents convey about other racial groups. Adolescents who reported more frequent wary messages of other ethnicities demonstrated lower value of school importance whereas adolescents who reported less frequent wary messages of other ethnicities demonstrated higher value of school importance. Results suggest that educators, parents, and scholars should be aware of how parent-child conversations about cultural background can affect educational outcomes.

The Effects of Early Life Stress on Cognitive Stress Appraisal
Alissa Der Sarkissian, Ji Min Jun, Holly Pham, Anthony Portolesi, Larissa Dooley, Alexandra Dupont M.A.
University of California, Los Angeles

[30]

The theory of psychophysiological toughness suggests that a moderate amount of stressors in life will change how individuals appraise their ability to cope with current stress (Dienstbier, 1989). Experiencing moderate stress may lead individuals to appraise future stressors as challenging rather than threatening (Seery, 2011). A challenge appraisal is when a stressor is perceived as within the person's ability to cope while a threat appraisal is when it is perceived to exceed the person's ability (Lazarus & Folkman, 1984). Distinct hemodynamic responses occur when a situation is appraised as a challenge versus a threat (Blascovich et al., 1999). In our lab, undergraduates (current n=45) attempt to resolve a conflict with an uncompromising confederate. Cardiovascular responses are measured throughout. The Life Events Checklist is used to assess stressful life events. We predict a U-shaped relationship between life stress and cardiovascular responses to the task; moderate amounts of stressful life events will be associated with responses associated with challenge appraisal while no stressors or many stressors will be associated with cardiovascular responses consistent with threat.

The Role of Generation Status on the Relation Between Discrimination Stress on Academic Disengagement in Latino Adolescents
Alfredo D. Novoa, Andrew C. Greene, Kara M. Duca, David Hittson, & Selcuk Sirin
New York University

Latino youth are especially at risk as they have among the highest dropout rates in the U.S. Dramatic increases in the proportion of immigrant students in the education system prompt further understanding of social factors that negatively influence student performance in these underserved groups. The present study examined the role that generational status plays in the relation between discrimination stress and academic disengagement by adapting an immigrant paradox framework. Preventing academic disengagement is important when considering factors to reduce a student's likelihood of dropping out. An immigrant sample (N=179) was selected of Latino adolescents (60.4% female, 39.6% males) from the New York City Academic and Social Engagement Study (NYCASES). Findings showed that discrimination stress predicted academic disengagement (b=.040, p<.001). Furthermore, generational status did significantly moderate the relation

between discrimination stress and academic disengagement. While first generation status predicted the relation between discrimination stress and academic disengagement (b=.271, p<.001), second generation did not. However, as second generation Latinos experienced high levels of discrimination stress, academic disengagement occurred at a significantly higher rate than among first generation Latinos. Understanding students' experiences as they vary by generation further will help clarify implications of the adverse relation between discrimination stress and academic disengagement.

Neuroscience

Does Sleep Influence Neural Responses to Social Stress?
Christie K. M. Fung, Keely A. Muscatell, Katarina Dedovic, Michael R. Jarcho, George M. Slavich, Michael R. Irwin, & Naomi I. Eisenberger
University of California, Los Angeles

Poor sleep is associated with a variety of negative physical and emotional outcomes, including cardiovascular disease (Ayas et al., 2003) and depression (Chang et al., 1997). Previous studies have shown that sleep loss is also related to more reactivity to stress (Hamilton et al., 2007). Much less research has examined how sleep influences reactions to social stress, especially neural responses to social stress. To examine this issue, 30 healthy women reported their average sleep time each night of the previous 2 weeks. They also underwent a functional MRI scan while experiencing an episode of social stress, in which they were given positive, neutral, and negative feedback by an evaluator. We found that shorter sleep time was associated with more activity in the dorsal anterior cingulate cortex (dACC) when receiving negative feedback. Prior research has shown that dACC activity is associated with the distressing nature of physical and social pain, so the results suggest that people who sleep less may experience more "pain" when being socially evaluated. Thus, one of the ways in which sleep may lead to poor health is via increased neural reactivity to negative social situations.

Personality/Affective

Dimensions of Wisdom in a Diverse College Student Sample

Alicia K. Gunderson, Allison R. Keuning
Northwestern College

Several definitions of wisdom have been proposed with most researchers agreeing that there is not yet a consensus on the conceptualization/definition of wisdom. Recently developed wisdom scales suggest roles for the integration of cognition, affect, and experience (Three Dimensional Wisdom Scale), as well as for the dimensions of experience, emotional regulation, reminiscence and reflectiveness, openness, and humor (Self-Assessed Wisdom Scale). While several studies have investigated the relationships between wisdom and age or gender, relatively few studies have investigated the relationship between culture and wisdom. The purpose of the present study is to investigate the relationship between culture and wisdom in multicultural and mono-cultural undergraduate college students. Students will be recruited through psychology classes and campus-wide recruitment for multicultural students and students of color. The Three Dimensional Wisdom Scale (3D-WS) and the Self-Assessed Wisdom Scale (SAWS) will be administered to approximately 100 students as part of a larger study on wisdom, spirituality, and everyday life. It is hypothesized that students from multicultural backgrounds will score higher than monocultural students on overall measures of wisdom and on subscales of wisdom measures that are primarily related to experience. Implications of these findings will be discussed.

Holding on or letting go: Emotion regulation strategies and forgiveness in close relationships
Gerald R. Young & Heike A. Winterheld
California State University, East Bay

This study examined how two different emotion regulation strategies (suppression and cognitive reappraisal; Gross, 1998) influence forgiveness and its emotional and cognitive correlates. Suppression involves the inhibition of emotional expressions, and has been associated with negative cognitive consequences (Richards & Gross, 2000). Reappraisal entails changing the meaning of an event in order to change its emotional impact, and has been linked to greater well-being (Gross & John, 2003). We predicted that these strategies will influence recovery from negative interpersonal events. Specifically, we expected that suppression would impede the forgiveness process following betrayal, whereas reappraisal would promote it. Thirty-two undergraduates completed the Emotion Regulation Questionnaire (Gross & John, 2003), measuring frequency of reappraisal and suppression use in everyday life. Participants then described incidents of betrayal by a relationship partner within the past six months, and rated both immediate and delayed (i.e., current) responses to the incident. Responses included emotions, partner attributions, and level of forgiveness. Regression analyses revealed that greater use of reappraisal predicted fewer negative emotions immediately after betrayal, and greater current forgiveness. Participants scoring higher in suppression made less positive partner attributions at present, and reported similarly low levels of forgiveness both immediately after the incident and at present.

Personal Points of Strength and Weakness in the Work Context: A Knowledge and Appraisal Personality Architecture (KAPA) Analysis
Arielle Rothenberg, Daniele Artistico, Juliya Bondar, Otilia Rowe
Baruch College of the City University of New York

Our goal was to demonstrate the effect of personal strengths and weaknesses when solving work related problems among students enrolled in business courses. We predicted that each participant would uniquely activate personal knowledge (such as strength and weakness) in situations idiosyncratically judged as relevant to his or her strength or weakness. 65 participants completed all the measures of a two-study program (28 participants, study 1; 37 participants study 2). At the outset of both studies, participants completed a card sorting task regarding the relevance of self identified (via a brief written narrative) personal strengths and weaknesses to work related problems. In both studies, we primed our participants with their personal strengths and personal weaknesses (counter balance session 1 and session 2) then assessed their self-efficacy for solving work related problems. In study 2 we also assessed their participants' everyday problem-solving ability. The results indicated that perceived self-efficacy varied as a function of the interaction between personal knowledge and appraisal of the situations. Participants who were primed with their personal strength (weakness) reported the highest (lowest) self-efficacy for the work problems that were relevant to their strength (weakness). The results also indicated that

contextualized self-efficacy in turn predicted everyday problem solving.

Spirituality and Positive Affect Among College Students
Rose Breeskin, Quyen Tang, & Erin Carnes
Seattle University

Rates of religious people in the United States are dropping, and more people are reporting that they are "spiritual but not religious". Yet spirituality and religion affect how we experience and express emotions, and have been linked to mental health. We investigated how spirituality and religion are related to college students' desired daily affect. This study focuses on "ideal affect" as an indicator of the positive affective states individuals would ideally like to experience, which has been shown to vary according to culture and religion. 189 students participated in this study through in-class surveys at Seattle University and an online version of the survey posted on Facebook. Spirituality was measured according to the Daily Spiritual Experiences Scale (DSES; Underwood & Tersesi, 2002); ideal and actual affect were measured using the Affect Valuation Index (AVI; Tsai & Fung, 2006). Results indicated that spirituality was positively correlated with ideal affect (p's < .05). This correlation is interesting because it suggests that spirituality is an indicator of ideal affect similar to religion. This relationship is particularly intriguing in the non-religious population because it demonstrates that spirituality can be studied independently of religion.

Social

An Examination of the Affective Dimension of Wisdom
Kendrick J. Calvert, Caysha R. Borchert, Autumn J. Kampman, Alicia A. Gaida, & Allison R. Keuning
Northwestern College

The definition of wisdom is often debated, however most researchers agree that wisdom is a multidimensional concept comprising multiple cognitive and experiential domains. Affect tends to be overlooked in most definitions of wisdom. The purpose of the current study is to explore the relationship between wisdom and affect in order to investigate whether older adults actually score higher on wisdom scales compared to undergraduate students (it is generally assumed that wisdom increases with age). Thirty-four elderly participants, as well as at least fifty undergraduate students will be recruited and administered a battery of tests including the SAWS, 3DWS, and the PANAS. Preliminary results confirm findings from previous studies showing that elderly adults score significantly higher than undergraduate students on measures of wisdom. Additionally, a significant positive correlation has been detected between positive affect and at least one subscale of the SAWS.

Belonging Needs and Perceived Similarity as Moderators of Social Projection
Irina Kuzmina, Chris Valentine, Karyn Lewis, Sara Hodges
University of Oregon

The present research explores how belongingness needs (Baumeister & Leary, 1995) may increase self-projection (perceiving similarity between the self and another person) during "adversarial" interactions.
Two previous unpublished studies conducted in our lab found that pairs of participants under "adversarial" conditions (either told to compete with their partner, or told that they had different attitudes than their partner) showed greater projection, relative to participants in control conditions. In the current study, pairs of college students first completed questionnaires that asked about their personality traits and bad study habits. Next, they were told either just to discuss their study habits with their partners (control condition) or to discuss their study habits to figure out whose were worse (adversarial condition). The discussions were videotaped. Next, participants completed a measure of state belongingness and then asked to report their partners' traits and bad study habits. We hypothesize that the adversarial condition will active social belonging needs, leading participants to show greater projection (i.e., more similarity between their own ratings and their ratings of their partner) compared to participants in the control condition.

Cognitive Gender Schemas and the Assimilation of Ambiguous Information
Linda Nguyen, Naomi Fa-Kaji, & Michelle Hebl
Rice University

People tend to assimilate information in accordance with their cognitive schemas (Bem 1981; Lipshitz, Levy, & Orchen, 2006; Yang, Wang, & Zhang 2012). We examined whether individuals would perceive ambiguous stimuli

differently according to their gender and their sex type, as determined by the Personal Attributes Questionnaire (PAQ; Helmreich, Spence, & Wilhelm, 1981). The participants were 81 female and 74 male undergraduate students. Participants heard a series of homonyms and were asked to record the first word they free-associated with each homonym. Afterwards, they rated each word as being masculine, feminine, or neutral. Independent ratings were also made by two researchers. Our results indicate that participants were more likely to produce words that matched not only their gender, but also their sex type. For example, a chi-square test of independence examining the relationship between participant gender and the gender of the free-associated word for the homonym "bow" was significant, χ^2 (2, N=155) = 32.325, p<.001. Men were more likely to generate a masculine word like "arrow" whereas women were more likely to produce a word like "hair." We discuss our conclusions and the practical and societal implications that gender biases in language interpretation may play in fostering miscommunication and furthering bias.

College Success in Relation to a Student's Involvement in Extracurricular Activities and Quality of Interpersonal Relationships
Angela M. Peterson & Kayla R. Spring
Black Hills State University

Throughout the span of a student's education, he or she is encouraged to engage themselves in extracurricular activities and spend time with students in good standing. A common belief is that having close friends and being involved in extracurricular activities will foster an environment where students can succeed academically and socially. In the current study, we assessed the relationship between extracurricular activity involvement and success in college. We were particularly interested in how the quality of interpersonal relationships and number of extracurricular activities correlated with school performance. It was hypothesized that a student's GPA would be positively affected by perceived closeness of friendships and involvement in extracurricular activities. We predicted that close interpersonal relationships and involvement in extracurricular activities would positively affect the quality of students' college experience and future academic goals. 201 undergraduate students completed a survey based on the Experiences-in-Close-Relationships-Revised questionnaire (Fraley, et. al, 2000), while also providing information about their social and academic lives.

A positive relationship was found between friendships and GPA. Support was also found for the Commitment-to-School hypothesis as extracurricular association also led to higher overall ratings of college experiences. Contrary to our hypothesis, there was no correlation between extracurricular involvement and college success.

Cultural Effects of Happiness
Kaiping Peng, Mohammad Afsar
University of California, Berkeley

Empirical happiness research shows that even though happiness is a universally recognized state of mind, there are cultural aspects that significantly contribute to individuals' perception of happiness. We collected information such as age, socioeconomic status, gender, along with a happiness survey to understand how those factors can affect people's perception of happiness on a cross-cultural platform. In addition to listing happy events from the prior week, participants also reported the corresponding level of happiness from each event, locations of that event, time of the day when the event occurred, surrounding people during the event, and the duration of the happiness level reported. 220 participants in Bangladesh and 207 participants in America took the same survey. Results show that contrary to most empirical findings, cultural norms do not have significant impact on an individual's level of happiness; neither do socioeconomic status, time of day, or locations of happy events. However, females did report higher levels of happiness compared to males regardless of culture. In both cultures, highest level of happiness was reported when surrounded by friends and family. These findings only highlight the importance of further research with preferably larger samples of population on cultural aspects that can better predict happiness.

Culture and Executive Functioning: The Advantages of Cultural Mindset Primes on Related Cognitive Tasks
Kirsten N. Koseck, Daphna Oyserman
University of Michigan Ann Arbor

Culture influences our behavior, perceptions, and cognitive processes. Extant literature has demonstrated that certain cultural mindsets—namely individualism and collectivism— are not fixed, but rather, can be made accessible in individuals of all cultures and affect specific cognitions (Oyserman, Sorensen, Reber, & Chen, 2009). The present research examines whether

the cognitive effects of cultural mindset primes can improve performance on related complex reasoning tasks believed to measure executive functioning. Individuals primed with collectivism performed better on the Keep Track Task, a memory test involving categorization and similarity. A separate experiment explored whether people primed with individualism would perform better on the Raven Progressive Matrices test, a pattern-completion exercise involving contrast and separation, and there is a trend level effect in this direction for the preliminary analysis (data collection has not yet concluded for this experiment). Once complete, this research will demonstrate that both collectivism and individualism can bestow individuals with temporary cognitive advantages when completing conceptually-related tasks involving accessible cognitions associated with each mindset.

Does he really love her? If so, why didn't he propose?: Investigating Views about Couples who Either Violate or Adhere to Marriage Traditions

Lauren Seidel, & Rachael Robnett
University of California, Santa Cruz

Although gender role flexibility is becoming increasingly common in many domains, most heterosexual couples still adhere to gender roles in marriage traditions. To provide insight into this phenomenon, the present study used a mixed-methods approach to examine undergraduates' attitudes about couples who violate the marital traditions of the man proposing and the woman taking the man's last name. Specifically, 284 undergraduates answered open- and closed-ended questions about vignettes that described couples who either violated or adhered to marriage traditions. Consistent with hypotheses, t-tests indicated that couples who adhered to tradition were viewed significantly more positively on a variety of dimensions than were couples who violated tradition. Also, as expected, multiple regression indicated that participants who were higher in benevolent sexism were more likely to feel that friends and family of the couple would be displeased with nontraditional proposals and surname choices. Qualitative analyses further support these findings. Implications of this study are that romantic relationships are a place where traditional gender norms are still highly regarded and remain essentially unquestioned. Our findings about attitudes towards couples who violate marital traditions can help to shed light on the structures which keep these marital traditions as the hegemonic ideal.

From Long Term Reduction in Racial Bias to Reducing Sexual Stigma: How Do People Reduce Their Own Prejudice?

Jonathan Ryser-Oatman
University of California, Davis

This study examined how heterosexuals reduce their own prejudice against sexual minorities. Borrowing from research on racial prejudice, five specific prejudice-reduction techniques were examined: perspective taking (taking a minority person's viewpoint), contact (interacting with out-groups either directly or indirectly through media interaction), individuating (seeing personal rather than stereotypic aspects of a minority group member), stereotype replacement (recognizing stereotypes and replacing them with non-stereotypic responses), and counter-stereotypic imaging (imagining out-group members who are non-stereotypic). UC Davis undergraduates completed an online questionnaire that contained measures related to prejudice, attitudes, and experiences about sexual minorities, as well as their use of the five techniques. It was predicted that students who reported using fewer of these techniques or using them less often would display higher levels of sexual prejudice. Furthermore, based on previous research about prejudice and stereotypes it was hypothesized that lower-prejudice students would utilize contact experiences, individuating, and perspective-taking more than stereotype replacement and counter-stereotypic imaging to reduce prejudice. Knowing heterosexual's frequency and usage of these techniques can help develop programs to reduce stigmatization of sexual minorities and provide insights into undergraduate interactions with them. Furthermore, we can gain greater understanding of how often students encounter stereotypes about sexual minorities.

Gender Differences in Stress Reduction During Shared Experience of Threat

Jasmine Ho, Erica Hornstein, Naomi Eisenberger Ph.D
University of California, Los Angeles

Previous research demonstrated that undergoing a threatening experience with another person leads to increased liking or prosocial behavior toward your experience partner (Dovidio & Morris, 1975), indicating that shared negative experiences increase feelings of connection.

Since social connection alleviates stress responses during threat (Coan et al., 2006), sharing a negative experience may reduce stress. However, past research largely focused on people's responses before or after the shared experience, not during the event itself. In this study, we will examine participants' stress responses during threat by using Galvanic Skin Response to evaluate changes in stress. Participants will be in one of three conditions: sharing a threatening experience (electric shock) with another, undergoing a different threatening experience than another, or undergoing the threatening experience alone. We expect shared experience to increase social connectedness and thus alleviate stress across all individuals. Additionally, based on past findings that show women are more likely to affiliate under threat (Taylor, 2000), we expect these effects will be stronger in women compared to men.

Indonesian Youth Micro Expression on Premarital Sexual Behavior Topic
Annabelle Wenas, Christ Billy Aryanto, Okky Dwiana
University of Indonesia

Culture plays big role in how people express their emotion. Different from Western, it is taboo to discuss any issue related to sex especially premarital sexual behavior in Eastern Culture. However, the number of premarital sex among youth has been increased significantly overtime in Eastern Countries, specifically in Indonesia. Observation of micro expression was used in this study to investigate the inclination of Indonesian Youth to limit their facial expression when asked about premarital sexual behavior. The primary purpose of this study was to examine the congruent level between facial expression and micro expression. Participants in this study were 2 Indonesian youth, 1 male and 1 female, each have been involved in romantic relationship for at least 6 months. Participants were asked with 7 questions, each question asking about different couple intimacy behavior level. The facial expression of participant during interview was recorded with video camera, which was later used to examine the micro expression. Result suggests that there is incongruent level between facial expression and micro expression in participants when asked about their premarital sexual behavior in romantic relationship. Therefore the conclusion is Indonesian youth tend to do masking when discussing their premarital sexual behavior.

Interview Method and Mock Juror Gender Influence Perceptions of Alleged Child Sexual Abuse Victim Accuracy and Culpability
Alexandra E. Shelley, Jonni L. Johnson, & Gail S. Goodman
University of California, Davis

Most research on jurors' perceptions of the accuracy and credibility of child sexual abuse (CSA) victims' reports has concerned traditional investigative approaches to child abuse allegations. There are no published studies on how Child Advocacy Centers (CACs), a more modern and child-focused investigative approach, affect jurors' assessments of CSA victims' reports, despite the fact that CACs are being established worldwide. In the present study, mock jurors rated statements of CSA victims questioned by either a CAC interviewer or police interviewer. Analyses indicated that participants rated female victims interviewed using a CAC approach as more accurate than female victims interviewed using a police approach. Contrary to predictions, female jurors rated male compared to female victims as less responsible for the abuse; however, this was only true when victims were older. Additionally mediation models indicated that the quality of interview influenced mock jurors' perceptions of victim accuracy, which in turn significantly predicted their verdicts, specifically for interviews conducted by police. Differences in female victim accuracy ratings and evidence of interview quality mediating relations between victim accuracy and verdict may provide evidence for stronger pro-victim and higher quality perceptions associated with interviews that take place at CACs.

Is Stressful Childhood Home Environment Associated with Lower Psychosocial Resources in College?
Amanda Guzikowski, David Perlman, Kevin Huynh
University of California, Los Angeles

Children from homes with high levels of conflict and low levels of support report worse psychological functioning, including higher depressive symptoms and anxiety (Wright et al. 2009). They also have lower levels of self-esteem and coping skills (Repetti et al. 2002). However, it has not been determined if these associations continue into adulthood. We will examine if stressful early environments are associated with optimism, self-esteem and rejection sensitivity in a sample of undergraduates (n=90). The relationship between early family environments

and career hopefulness will be tested in exploratory analyses. We will use the Risky Family questionnaire to assess stressful childhood environments. To measure optimism, self-esteem, and rejection sensitivity, the Life Orientation Test, Rosenburg Self-Esteem Scale and the Brief Fear of Negative Evaluation Scale will be used. To measure career hopefulness, we will use three investigator written questions. Growing up in a stressful family environment will have a higher correlation with lower levels of optimism, self-esteem and career hopefulness in college, and higher levels of rejection sensitivity than those from caring homes.

Love and Laughter: Attachment Style and the Use of Humor When Emotionally Supporting a Relationship Partner

Jia Y. Chong & Phillip R. Shaver
University of California, Davis

In romantic relationships, it is important for partners to master a range of social skills in order to be able to support each other in times of need. Yet attachment theory, one of the major frameworks for studying close relationships, has so far focused almost exclusively on reducing negative emotions, without considering how positive processes, including humor, might contribute to the support process. In the present study, I will test two hypotheses about the use of humor by analyzing videotaped couple interactions during which one partner discloses a personal problem and the other partner responds. First, I will determine whether dispositional attachment insecurity of two kinds, anxiety and avoidance, is associated with the frequency and type of humor used by the responding partner. Second, I will examine the effects of cognitive depletion (mental fatigue) and experimentally enhanced security on the use of humor. I predict that more securely attached (i.e., less anxious and less avoidant) individuals will use positive forms of humor and that an increase in cognitive depletion will be associated with more negative forms of humor, whereas experimental security enhancement will result in more positive forms of humor.

Middle School Students' Perception of Transgender Peers: Understanding Risk and Resilience Factors

Jeannine M. Ryman, Judy Chiasson, & Negin Ghavami
University of California, Los Angeles

There is scientific evidence that transgender youth are a vulnerable population (CDC; Khan et al. 2010). Research has traced health and academic risk to anti-transgender bias in contexts that guide development, namely school and peer relations (Toomey, et al 2010). However, we know little about pathways that place these youth at risk. Research also suggests that despite stigma, some transgender youth avoid victimization and thrive. Factors that lead to resiliency are not yet established. This project responds to these gaps, focuses on experiences of transgender middle school adolescents, and identifies factors that contribute to risk and resilience for well-being and academic achievement. One hundred and thirteen Asian, Black, Latino and White boys and girls enrolled in 6th and 8th grades completed measures assessing attitudes towards transgender peers, perceived similarities and willingness to become friends with transgender peers. Results of an analysis of variance revealed significant gender differences such that, on average, boys reported more negative attitudes, perceived less similarity and lower willingness to become friends with transgender peers than girls (all $p<.05$). These results suggest that contextual and interpersonal factors contribute to risk and resilience for transgender youth and highlight the importance of developing age-appropriate intervention and policies at schools.

Peer pressure on physical stress

John Frederick Rice
Bishop O'Dowd Highschool

A large body of work has been done on psychological stress and clutch performance [the stress response systems: Universality and adaptive individual differences]. In this experiment we will measure the physical stress response to proximity of a crowd. We defined stress response as a change in heart rate. We say that the presence of the peers will increase heart rate because in the article mentioned above stress is shown to be adaptive to the surroundings of the subject. Most of the work done on stress and clutch performance has been done on professional players; we have instead chosen to study adolescents. We will have high school students perform five free throws at nineteen feet from the hoop with peer groups of four standing three, six, and nine feet from the shooter. Prior to shooting the free throws we will have each student record their heart rate before starting their experiment and recorded their heart rate after taking all five free throws. Our hypothesis is that as the proximity of the peer group rises so will the

heart rate. The goal of this experiment was to show the presence of peer pressure affects the physical stress response of high school students.

Predicting Reporting Thresholds of Inadequate Elder Care: A Comparative Study of Japanese and American College Students
Mika Moriwaki, Stephannie Walker, Narina L. Nunez, and Shinichi Sato
University of Wyoming & Osaka University

Underreporting of elder mistreatment prolongs negative impacts on the quality of life of its victims (Liao, et al., 2008). This study assessed cultural differences between Japan and America on predictors of reporting thresholds of inadequate elder care situations. We hypothesized that explicit attitudes toward the elderly and perceptions of inadequate elder care would predict intention of reporting in both cultures, but with larger variances within Japanese participants. Forty-nine Japanese and 58 American undergraduate students completed questionnaires on explicit attitudes toward the elderly, perceptions and reporting intention on inadequate elder care situations. The results of simple linear-regression analysis confirmed our hypothesis only in the American culture. Explicit attitudes toward the elderly significantly predicted reporting intention within American participants with 11.4 % variance (F = 6.96, p = .01), but not within Japanese participants (F = .047, p = ns, R^2 = .001). Perceptions of abusive scenarios significantly predicted reporting thresholds within the American sample with 10.6 % variance (F = 6.66, p = .012), but not within the Japanese sample (F = 2.17, p = ns, R^2 = .044). Results suggest that explicit attitudes of the elderly and perceptions of inadequate elder care predict reporting thresholds for Americans.

Sleepless in Middle School: The Relationship between Sleep Patterns and Academic and Social Adjustment
Cynthia Vidal Guzman, Gabriela Carrera, Dr. April Taylor, PhD
Cal State University Northridge

The transition to adolescence is marked by biologically based changes in sleep patterns that contribute to a chronic lack of sleep among this population. Shorter sleep durations have been associated with decreased physical and mental health and poor academic performance. Ironically, to the degree that it compromises sleep, the increased use of social media might contribute to further lack of sleep and increased severity of

negative outcomes (see Van de Bulck, 2004). Alternatively, increased social connections through social media have positive effect on interpersonal relationships and feelings of belonging. Using a diverse sample of middle school students, this study investigated the complex relationships between sleep patterns and disruption, reported use of social media, and physical, social, and academic outcomes. Frequent texting was positively related to increased social visibility and greater feelings of connectedness. However, students with longer sleep durations were more likely to report a positive academic identity, better physical health, and less rejection by peers compared to those with a shorter sleep duration. The relationship between sleep and school adjustment is complex; more sleep may be related to better academic achievement by less sleep may promote peer bonding depending on what you are doing while up.

The Behavioral and Psychological Effects of Exposure to Graphic Footage of Factory Farming Practices
Emily M. Cohodes
Stanford University

Although it is common practice for animal rights organizations to utilize video footage of factory farming practices to encourage consumers to reduce meat consumption, the psychological and behavioral effects of exposure to such media has not been studied. The present study looks at the effects of such exposure by analyzing college-aged participants' (n=123) animal product consumption, consideration of the source and production methods of animal products consumed, explicit attitudes toward animals and animal rights, and implicit bias toward meat and vegetable dishes pre-in-lab exposure, post-exposure, and at a 5-month follow-up as compared to the control sample. It was hypothesized that after exposure to material about factory farming, participants would reduce their animal product consumption, exhibit more positive attitudes toward animals (both implicit and explicit), and consider the source of the animal products they consumed to a greater degree, as compared to participants in the control group. Results show that although participants' consideration of the meat and other animal products that they consume does increase after exposure stimuli, consumption levels are not affected. In addition, neither implicit nor explicit attitudes are affected by exposure to stimuli. These findings suggest that the use of videos

documenting factory-farming practices is not an effective intervention for behavior change. Suggestions for further research and policy are discussed.

The O.J. Simpson Effect:How Celebrity Reputation Impacts Eyewitness Credibility
Andrew M. Earle, Nora T. Mansfield, Jennifer Brooks, Ainsling L. Cassidy, Allison E. Block, & Judith G. Foy (Advisor)
Loyola Marymount University

Previous studies have investigated the powerful influence of celebrity endorsers, although little is known about the impact of reputation on eyewitness testimony. Here, we consider the "O.J. Simpson Effect", a theory that, all other things being equal, having a positive reputation will cause a celebrity eyewitness to be seen as more credible than a non-celebrity giving the same testimony. Participants (n = 47) were randomly assigned to conditions where they viewed evidence suggesting a suspect's guilt in a fictitious robbery from one of three celebrity eyewitnesses valenced for low, high, and neutral reputation, then reported their impressions of the witness. Relative to the neutral condition, negative reputation significantly decreased perceptions of eyewitness credibility, $F_{(2, 32)} = 9.491$, MSE = 12.021, $p = .001$, $\eta p2 = .372$, trustworthiness, $F_{(2, 32)} = 11.177$, MSE = 12.491, $p = .001$, $\eta p2 = .411$, and intelligence, $F_{(2, 32)} = 7.274$, MSE = 6.679, $p = .002$, $\eta p2 = .313$. Positive reputation significantly increased likeability, $F_{(2, 32)} = 20.495$, MSE = 29.363, $p < .001$, $\eta p2 = .562$, and attractiveness, $F_{(2, 32)} = 11.326$, MSE = 15.253, $p < .001$, $\eta p2 = .414$, suggesting that eyewitness reputation may be an important factor in courtroom decisions.

Room 420-041

The Influence of Rejection and Social Confidence on Interpersonal Sensitivity
Noor Baker, Yanine Hess M.A., & Cynthia L. Pickett Ph.D.
University of California, Davis

Although unpleasant, the experience of social rejection is common among people of all ages. Psychological research demonstrates that social rejection leads to increased interpersonal sensitivity. However, is this always the case? We proposed that rejection leads to increased interpersonal sensitivity only when individuals feel confident about their social abilities. To examine this, we manipulated feelings of rejection and social confidence before having participants complete several interpersonal sensitivity tasks. Participants played an online ball-tossing game in which they were either ignored throughout the game (rejection condition) or included (acceptance condition). Participants' confidence in their social abilities was then manipulated with false feedback indicating that they either scored low or high in social competence. Finally, we tested interpersonal sensitivity by measuring participants' ability to accurately identify emotions from facial displays and audio voice clips. We predict an interaction between the social confidence and rejection conditions. Specifically, we expect that rejected (vs. accepted) participants in the high social confidence condition will demonstrate heightened interpersonal sensitivity, replicating past research. In contrast, rejected (vs. accepted) participants in the low social confidence condition are predicted to show decreased interpersonal sensitivity. These results would highlight the importance of social confidence when examining how rejection influences interpersonal sensitivity.

Family Functioning and Stress as Predictors of Self-efficacy among College Students in Metro Manila
Czarina R. Abergas, Eliza Joyce S. Layug, Chang Hie Lim, & Jamie Ruth R. Mazo
Miriam College

This study aims to determine if family functioning, stress, and their combination are predictors of self-efficacy among college students in Metro Manila. Three hundred thirty four male and female students, ages 18 to 22, answered three scales: namely, Family Functioning Scale, Perceived Stress Scale, and General Self-efficacy Scale. The linear and multiple regression analyses revealed that family functioning (β= .110, R2=.12, r=.11, F=4.081, p=.044), stress (β=-.264, R2=.07, r=.264, F=24.935, p<.000), and the combination (R2=.086, F=15.482, p=.018, TOL=.998, VIF=1.002) of perceived stress (β= -.270) and family functioning (β=.125), are significant but weak predictors of self-efficacy. Interviews of 10 selected participants analyzed by content analysis revealed other possible contributory factors to a college student's self-efficacy. One factor is motivation. Participants with high and low self-efficacy seem to be extrinsically motivated to accomplish tasks by their sense of utang na loob, a Filipino concept which refers to the responsibility of the children to show gratitude to their parents (Medina, 2001). Other possible contributory factors identified are locus of control, achievements, and social support. Among Filipino college students, family functioning and stress can only account for a very small portion of an individual's total self-efficacy.

Alternating Training with Another Task Enables Visual Perceptual Learning
Sarit F. A. Szpiro, Young A Lee, Beverly A. Wright & Marisa Carrasco
New York University

Goal: In vision and audition, studies have shown that irrelevant training does not yield learning. However, a recent audition study showed that training that alternates multiple tasks can yield learning, while single-task training cannot for the same amount of training with a common stimulus. Here we explored whether a parallel effect is present in vision. Methods: We used orientation ("A") and spatial frequency (SF, "B") discrimination tasks. On each trial, we presented a standard and a comparison Gabor patches, and asked observers to compare their orientation or SF. During pre- and post-tests, we tested them on both tasks with a standard Gabor. We divided our observers into three groups for each training regimen, while using the same standard stimulus; Group ABAB alternated between the two tasks, while Groups A–A– and –B–B alternated between one task and the same duration of rest. Results: Group ABAB learned significantly in both tasks for trained stimulus, and the learning generalized to

untrained stimulus in SF task; however, no learning happened for other two groups. Conclusion: As in audition, a parallel effect was present in vision. It points toward a new visual training paradigm in which task alternation enables learning for both tasks.

An Interpretative Phenomenological Analysis of Filipino Male Prostitutes
Dean Marco R. Dizon, Iris Jasmin A. Perez, Ma. Beatrice Camille V. Gaviola
Ateneo de Manila University

This qualitative study explored the subjective experiences of Filipino male sex workers (MSWs), using an interpretative phenomenological analysis. It emphasized the various meanings attached by MSWs to service in their profession, their experience of pleasure in work, and their body construct. Findings showed that the meanings attached to service, such as, gaining easy and fast work incentives, providing sexual satisfaction, and practicing safe sex, are all important in the MSWs' exercise of emotional labor. Moreover, there is considerably less pleasure experienced in sex work due to the distinction between personal and work sex. However, when this distinction starts to blur, the experience of pleasure in paid sex is heightened. This happens when the relationship between MSWs and their clients becomes personal. MSWs also employ other methods to derive pleasure from sex in work, such as, having a desirable client, imagining a female sexual partner, and taking sex-enhancing drugs. In terms of body construct, MSWs experience objectification of the body and devaluation of the self. The results have implications on the health and well-being of MSWs and on their positive roles in HIV awareness and prevention.

Room 380–380C

The Role of Belonging and Academic Self-Efficacy in First Generation of College Students' Persistence and Mental Health
Dustin S. Goerlitz, Margarita Azmitia
University of California at Santa Cruz

Students who are the first in their families to go to college (first generation students) often experience many academic and social challenges at the university; many drop out before completing their degrees. This study investigated the association between peer connectedness (home

and university), academic self-efficacy, GPA, belief that a college degree is essential for upward mobility (value of college), and confidence that they would finish college (sure to finish) and depressive symptoms in first generation college students. 207 (129 female and 78 male) first generation students completed an online survey about their social and family background and the variables of interest. We carried out two hierarchical linear regressions, one predicting confidence in finishing college and the other one predicting depressive symptoms. Academic self-efficacy and connection to peers in college (sense of belonging) significantly predicted confidence in finishing college. Confidence in finishing college and connection to peers in college predicted depressive symptoms. GPA, connection to peers from home, and the belief that a college degree is essential for upward mobility did not predict confidence in finishing college or depressive symptoms. These results underscore the importance of belonging and academic self-efficacy in first generation students' persistence in college.

Simplicity is Key: Effect of Simple learning instances on Category Generalization

Xiaoya Qiu, Eileen An, Khanh-Phuong Thai, Ji Y. Son, Philip J. Kellman
University of California, Los Angeles

Our brain is remarkable at recognizing relevant similarities between our past and present experiences for effective generalization. Previous research suggests that simple learning instances support children's generalization of object labels by directing attention to the relevant features while diverting from irrelevant ones (Son, Smith, & Goldstone, 2008). In this study, we examined whether this benefit of simple learning instances extends to category learning in adults with simplified and traditional (more complex) Chinese characters. In Experiment 1, non-Chinese speaking participants learned Chinese characters and their English translations, performed a memorization test and were asked to generalize their learning to the corresponding characters written in the other script. In Experiment 2, we removed the training phase and modified the tests to examine transfer based purely on perceptual similarities between simplified and traditional characters. As expected, training with simplified characters produced better generalization than training with traditional characters, both when generalization relied on recognition memory (Experiment 1) and on pure perceptual similarities

(Experiment 2). This finding advances our understanding of how features of a learning opportunity interact with domain-general learning mechanisms to prepare the mind for transfer.

Olfactory Cues and Competitive Responses in Women

Savannah Woodward, Steve Gangestad, & Randy Thornhill
University of New Mexico

Humans around the world have evolved very specific, adaptive behaviors and psychological features that help them to obtain and retain mates. Among these are the strong feelings of jealousy, aggression, anger, and competitiveness. These features, while well-documented in intersexual relationships, have not been thoroughly examined in competitive, intrasexual relationships among females. This study examines the effects of female pheromones and individual conception risk in producing intrasexual competition among women. Using a t-shirt methodolgy, women were asked to smell and rate one set of t-shirts worn by women, give two saliva samples for hormone assays, and answer questionnaires designed to measure the various components of intrasexual competition.

The Influence of Proximity and Roles on the Safety Perception of Individuals in a Flood-Stricken Community and its Impact on Preventive Measures

Karina Viola L. Bulong, Ma. Elizha Rose D. Corpus, Alleana Micaela M. Fuentes, Maria Regina S. Valera
University of the Philippines, Diliman

This study aims to understand the perception of safety of individuals living in a community that experiences constant flooding. Four semi-structured interviews and two Focus Group Discussions using an indigenous research method ("Ginabayang Talakayan") were conducted. Participants were chosen based on their roles in the community (government or non-government position) and their proximity to the hazard ("layo", which pertains to those far from the hazard or "lapit", those living near the hazard). A constructivist grounded theory approach to Qualitative Research was used to elicit themes from the data gathered. Through these themes, an understanding of the factors that influence safety perception was established. How this perception influences the preventive measures an individual takes was also obtained. The study finds that safety perception, which is defined as

how individuals analyze, interpret, and make sense of information pertaining to safety within their social and physical environment; is a good measure to use as opposed to risk perception. Aspects of an individual's emotional safety are more salient than the physical aspects. This study tackles the different reasons people have for continuing to stay in the community and the individual preventive measures they practice to lessen the impact of flooding in their lives.

Room 380-380D

The Impact of a Positive Perspective versus a Negative Perspective on Temporal Discounting of Losses
Juan R. Cabrera Jr., Mary Kay Stevenson
California State University, East Bay

Temporal discounting, the tendency to value rewards more as they are delayed, has been studied in a lot of domains. The primary focus of research on temporal discounting has been on gains more than losses. When an outcome is put off, then it's perceived impact is reduced in the future. For example, not putting money away for retirement may provide an individual with short-term gratification, but the long-term consequences could include decreased resources. In this experiment, we presented hypothetical scenarios about loan interests that would have to be paid in order to acquire money over different time periods. In one condition, participants were asked to choose which payment was better and how much better it was than the alternative payment. In the second condition, participants were asked which payment was worse and how much worse it was than the alternative payment. There will be a steeper discounting function when you ask people to judge the worse of two losses than when you ask them which is the better of two losses. The important implication of this research, is that it makes a difference in the way you ask participants to evaluate the stimulus (i.e. the losses).

Beliefs About Sexual Etiology and Their Consequences for Homophobic Bullying
Eric M. Gomez, Jennifer L. Eberhardt, Rebecca Hetey, Cynthia S. Levine
Stanford University

The bullying of Lesbian, Gay, Bisexual, and Transgender (LGBT) students in schools is a serious problem that has become recently salient due to a number of gay suicides covered in the media. This study examines how people's etiological beliefs of sexuality influence their concern toward a gay victim bullied because of his homosexuality. Study 1 demonstrates how discreteness (believing that sexuality is made up of discrete categories) is associated with prejudiced attitudes toward homophobic bullying whereas immutability (believing that sexuality is innate and cannot be changed) and universality (believing sexuality is a human universal) are associated with positive attitudes toward homophobic bullying. Study 2 looked for causality by having participants imagine they were high school principals, read about various scenarios (including a homophobic bullying incident) a principal might encounter, and then answer how they would respond to the scenarios. The school's mission statement, which participants read in the beginning of the study, was manipulated to suggest that sexuality was either a choice or innate. Participants in the choice condition were more likely to victim-blame the gay student than participants in the innate condition. This study demonstrates how conceptualizing sexuality as a choice can have serious negative consequences for gay youth.

Selection Biases that Emerge When Age Meets Gender
Enrica Ruggs, Michelle Hebl, Sarah Walker, & Naomi Fa-Kaji
Rice University & University of Houston, Downtown

The current study examined how the intersection of age and gender differentially impacts selection decisions. Given expectations of normative gender behavior, we anticipated that older men would be penalized when applying for entry-level positions. We anticipated that older women would be penalized in technology-related or physically active positions due to the double jeopardy hypothesis. We developed stimuli depicting male and female job applicants at various ages. The stimuli were created by collecting facial photos of older white men and women at ages 20, 40, and 60, and morphing these faces onto standardized bodies using Adobe Photoshop. Participants viewed six stimuli, one from each age by gender combination, and made evaluations across job relevant dimensions. Results showed an interaction between age and gender, such that older male applicants were evaluated more negatively than older female and younger male applicants. These findings provide support for the violation of gender normative behavior hypothesis.

Additionally, older women were evaluated as less suitable for jobs requiring technology. The implications for reducing biases against older workers in the selection process are discussed. Additionally, this study adds to the literature by providing insight on the interactive effects of multiple characteristics on employment biases.

Ruminative Responses to Stress in Adolescent Daughters of Mothers with Recurrent Depression
Elaine V. Patten, Daniella J. Furman, Ian H. Gotlib
Department of Psychology, Stanford University

Previous research indicates that offspring of depressed parents and individuals with ruminative response styles to stress are at elevated risk for the development of depressive symptoms. To test this formulation, we examined the presence and development of ruminative response styles in children and adolescents at high and low familial risk for depression. Adolescent daughters of recurrently depressed ("risk") and never-depressed ("control") mothers completed the Children's Responses to Stress Questionnaire (C-RSQ), a scale that assesses rumination, distraction, and problem-solving responses to stress, during initial and subsequent sessions. At the initial session, girls in the risk group endorsed more ruminative tendencies than did girls in the control group. We conducted linear regression analyses to examine the effects of risk status, age, and initial rumination score on rumination scores obtained at participants' second and final sessions in the lab, an average of 18 and 36 months later. We found main effects of initial rumination score and age on rumination scores in the second and final lab sessions. Additionally, we compared rumination scores between groups at each age between 10-16. We found a trend for rumination to be higher in risk girls than control girls at ages 12 and 14.

Room 380-380W

Family Environment, Classroom Environment and Self-Determination Theory as predictors of Academic Achievement
Cyrene B. Ganzon, Maria Josefina Carmela L. Villalon, Monyna L. Vergara, Syrah P. Recina, Sooyeon Lee
Miriam College

This study examined the impact of the family environment, classroom environment and self-determination on academic achievement of the students. Male and female Filipino college students aged 16 to 20 (N=300) mostly from above average socio- economic status and living with their family. They completed the FES, ACES and BNSG-S questionnaires. The family environment and classroom environment was found to be not a significant predictor of academic achievement. Self-determination was also not a significant predictor. However, it was found out that relationship with other people, whether from a family member, a colleague from school or a professor plays a big role in the participant's college life. In addition, students are more motivated when they feel sense of relatedness towards their environment that they relate to.

Motionese: Subject to Preference?
Natalie G. Brezack, Dare A. Baldwin, Jenny Mendoza
University of Oregon

Research by Kuhl, Coffey-Corina, Padden, and Dawson, 2005, demonstrated that typically developing infants prefer "motherese" speech to a non-speech analog. In contrast, children with autism spectrum disorder show the reverse preference, and the degree to which this is true predicts their developmental progress in processing properties of speech streams. I am investigating possible parallels to these findings in children's processing of human action; specifically, whether developmental skills in preschool-aged children predict the degree to which they prefer "motionese" versus a non-action analog (or the reverse), and whether the strength of their preference predicts the sophistication of their processing of intentional action. Preliminary results based on participation from forty 2- to 3-year-olds indicate a significant correlation between executive function skills and degree of preference for motionese versus the non-action analog. Should these findings be borne out in the full sample, they point to important links between the development of language and intentional action processing, and they may have implications for designing interventions for children developing atypically.

Spanish-English Bilingualism, Age of Acquisition, and Negated Inference
Irina P. Petkova, Russell Revlin
University of California, Santa Barbara

The following research evaluates how English monolinguals and Spanish-English bilinguals make logical inferences from statements in the

form If A then B. Inferences containing negations have proved challenging for English monolinguals in studies of human reasoning. The tendency to draw illogical inferences from Modus Tollens inferences has been attributed to the fact that the form also contains a negation. This study investigates whether this difficulty is at least in part due to nature of the language used. Unlike English, Spanish allows different agreements between subjects and predicates in negated statements. It is unclear whether this influences logical thinking. This study investigates whether childhood Spanish speakers, having acquired English at varying points in their life, produce more frequent logical responses to inferences containing negations than monolinguals. Part 1 exposes participants to a series of sentences containing double negations. Part 2 exposes the participants to a series of logical inferences in the following forms: Modus Ponens Positive and Negative and Modus Tollens Positive and Negative. The results of this study show that negative concordance a factor in the interpretation of doubly negated statements. Also, inferences made from statements in the form Modus Tollens Positive diverge significantly between early and simultaneous Spanish bilinguals.

The Effects of Birthright on Students' Views of Arabs

Adam B. Whitlatch, Ella Ben Hagai, Eileen Zurbriggen
University of California, Santa Cruz

Birthright is a free 10-day trip offered to Jewish college students with the aim of strengthening their attachment to Israel. Published research on the influence of Birthright on Jewish American students has mainly focused on its influence on students' Jewish identity. In this study we expand on previous research by looking at the effect of Birthright on Jewish Americans' attitudes towards the Israeli-Palestinian conflict and Palestinians in general. A repeated measure design in which participants (n=30) were given an extensive survey before and after the trip was utilized. Findings indicate an increase in attachment to Israel, an increase in endorsement of the Jewish narrative on the conflict (in which Israelis want to live in peace but must continually defend themselves), support for violent solutions to the conflict, and dehumanization of the Palestinians, as well as a decrease in support for peaceful solutions to the conflict, and endorsement of the Palestinian narrative (in which Palestinians have a right to the land and have suffered due to the Israeli presence). This study suggests that Birthright in its current format may be associated with increases in antagonism and tension between Arabs and Jews in the United States, especially on college campuses.

Room 380-380X

A Meta-Analysis of the Effectiveness of Trauma-Focused Cognitive-Behavioral Therapy and Play Therapy for Child Victims of Abuse

Michael K. Slade
Utah Valley University

Because of their widespread use Trauma-focused cognitive-behavioral therapy (TF-CBT) and play therapy (PT) were selected as treatments to be included in a meta-analytic study to examine how effective they were in aiding child victims of abuse (Kaduson, 2011; Misurell et al., 2011; Scott et al., 2003). Ten studies with a total n of 762 were combined into two separate meta-analyses, one for TF-CBT and one for PT. These were coded and four general outcome categories were identified: externalizing, internalizing, sexual, and parent report. Results showed an overall effect size of $d = 0.212$ for TF-CBT and $d = 0.095$ for PT. TF-CBT was more effective than PT on all outcome measures except for externalizing behavior which PT had $d = 0.255$ and TF-CBT had $d = 0.187$. These results indicate that both TF-CBT and PT can be helpful in helping victims of child abuse. Research using a wait list control group and random assignment strongly recommended.

Publicly Acknowledging Obstacles Reduces Stereotype Threat

Gabriel Camacho, Kelly M. Hoffman, Sara Driskell, Jenessa R. Shapiro, & Sophie Trawalter
University of Virginia & University of California, Los Angeles

Racial disparities in academic achievement stems, at least partly, from stereotype threat—anxiety that poor performance will confirm negative stereotypes about one's group. For ethnic minority students, stereotype threat is primarily a public threat; a concern that negative performance will confirm stereotypes about their group in the eyes of others. In the present work, we test an intervention aimed at reducing stereotype threat among Black and Hispanic students: having students publicly acknowledge obstacles on their academic journey. In a pilot study, Black and Hispanic students videotaped a

speech about their academic journey before completing a difficult exam. Students who spontaneously mentioned uncontrollable, external obstacles (e.g., poor schools) performed significantly better on the exam compared with students who did not. In a follow-up experiment, Black and Hispanic students were randomly assigned to publicly or privately acknowledge their academic obstacles, or to a stereotype threat or control condition. Then, completed a difficult exam. As predicted, results revealed that students in the Public Acknowledgment condition performed significantly better on the exam relative to those in the Stereotype Threat condition. These results suggest that public acknowledgement of external factors affecting one's performance can reduce stereotype threat and boost performance among Black and Hispanic students.

Crossing the Boundary: Children's Understanding of the Causal Impermeability Between Fictional and Real Worlds
Sierra Eisen, Caren Walker, Patricia Ganea, and Alison Gopnik
University of California, Berkeley & University of Toronto

Young children possess a sophisticated understanding of causal relationships within worlds (e.g., Gopnik & Sobel, 2000), but little is known about children's beliefs about the boundary between worlds, particularly their causal understanding of the separation between the fictional world and reality. A previous study demonstrated that 3- and 4-year-olds understood that causes in a story could not produce effects in the real world, but did not understand that causes in the real world could not produce effects in the story ($p<0.05$). In the current study, we further examined children's developing intuitions about this boundary by reading 4-year-olds (n=23) two stories that each presented a simple causal relationship. Children were then asked if a cause in the real world could generate an effect in the story world. Children were also asked a non-causal question to assess whether responses were specific to causal reasoning or represented general beliefs about the boundary. Preliminary results demonstrate a significant difference in children's responses to the causal and non-causal questions, with children more likely to cross the boundary between worlds when reasoning about causal relations ($p<0.01$). These findings indicate that preschool-aged children are still learning to negotiate the complex relationship between fictional representations and reality.

The Effect of Twitter© use in an Educational Setting on Introverted and Extroverted Student's Engagement in Class Discussion
Robin Meister
Yosemite High School

This experiment is an investigation into the effect of Twitter© use in an educational setting on introverted and extroverted student's engagement in class discussion, as measured by the number of comments added by each participant. The participants were an opportunity sample of 21 high school students of both genders between the ages of 16-18, and were predominantly Caucasian, native English speaking students from a rural high school. The participants were given an introversion-extroversion test to determine their temperament. Of the participants, 9 were found to be introverted and 12 extroverted. The experiment was carried out using a one-tailed between-subjects design. The research hypothesis states that when introverted and extroverted students use Twitter© to comment on a lecture they will add a significantly higher number of comments than those who traditionally comment on the lecture. A t-test was used to analyze and interpret the data, which was found to be significant with a 99.9% level of confidence; confirming the research hypothesis. The implications of this study suggest that the use of Twitter, a social media site, increases the contribution of introverted and extroverted students in their engagement in class discussion.

Room 380-380Y

An Ecological Push: Environmental Attitudes and Environmental Behavior as Predictors of Environmental Behavior
Seneca Kim T. Cabrera, Maria Arielle T. Ildefonso, Stephanie Alexandra C. Tendero & Micky P. Vergara
Miriam College

The study made use of two variables as predictors of environmental behavior (EB) namely environmental values (EV) and environmental attitudes (EA). Furthermore, the General Ecological Behavior Scale (GEB), General Awareness of Consequences Scale (GAC) and the Measures of Ecological Awareness – Revised Scale (MEAK-R) were used to measure the variables. A total of 480 students from Miriam College, School A and School B participated; and based on the data, environmental attitudes and environmental values were considered significant

with a value of F=10.323 (4,398) = .000, p < .05. Furthermore, the MEAK-R scale, with a β =233, p < .05 was considered reliable. On the other hand, data from the GAC scale showed that only the egoistic aspect of environmental values was significant with a β=.129, <p.05.

Categorization Learning Transfer from Explicit to Procedural Systems
Helie, S., Ashby, F.G., Barrington, N.
University of California, Santa Barbara

Ample evidence, including the COVIS theory of categorization (Ashby et al., 1998), suggests humans have separate explicit and procedural learning systems. Previous research has focused on the individual systems rather than their interaction. The present study explores whether training in an explicit-learning task can transfer knowledge to a procedural-learning task. Participants first learned to categorize perceptual stimuli in a rule-based (RB) task known to depend on explicit learning, then switched to an information-integration (II) categorization task dependent upon procedural learning. RB tasks involve a strategy that can be described verbally, while II tasks require integration of multiple stimulus dimensions in a way that is difficult if not impossible to describe verbally. In one condition, half of the stimuli remained in the same category after the switch (overlap condition). In the other condition, all of the stimuli changed categories following the switch (non-overlap condition). The results suggest significant differences in accuracy after the switch from the RB to the II task, with participants in the overlap condition performing better than those in the non-overlap condition. Such results indicate that learning in the explicit system can transfer to the procedural system, thereby improving performance accuracy on procedural-learning tasks.

Kasalanan, Kahihiyan, o Okay Lang? : A Discourse Analysis of Teenage Pregnancy in Filipino Urban Poor Communities
Katrina T. Liwag, Fawn Justine S. Yap, & Louisse Lynn Antoinette V. Young
Ateneo de Manila University

The prevalence rates on teenage pregnancy in the Philippines have increased incrementally over the course of time and this has been recognized as a major issue. A study was conducted on the discourses on teenage pregnancy in the Filipino urban poor community. The framework of Foucauldian Discourse Analysis was used to analyze the data gathered from two different Filipino communities. Five teenage mothers from the two communities were interviewed on their experiences, thoughts and feelings about their respective pregnancies. Results show that there are five dominant discourses on teenage pregnancy in the Filipino urban poor community namely teenage pregnancy as kasalanan (sin), kahihiyan (shame), sayang (waste), pagkukulang (shortcoming) and okay lang (normal). These discourses have consequences on how the pregnant teenagers are viewed and positioned in society. Further, how the pregnant teenagers view themselves is also affected. This study emphasizes the importance of discourse on how teenage pregnancy is constructed in Philippine society and how this has an effect on the subjectivities of the pregnant teenagers.

The Effect of Learning to Sew on Self-Esteem, Self-Efficacy, and Optimism in Adolescent Girls
Chiarra M Arpaia, Marjorie Taylor
University of Oregon

Body image and the negative consequences associated with high body dissatisfaction are of concern for the positive development of adolescent girls. This study explored the extent that teaching adolescent girls to sew their own clothes works as an intervention to improve self-esteem, optimism and self-efficacy. Twenty-six girls ages 11 to16 participated in a sewing course once per week for three hours over five weeks. Participants completed questionnaires on self-esteem, optimism, self-efficacy, and body image five weeks before the start of the course (Time 1), on the first class (Time 2), and on the last class (Time 3). Self-esteem and optimism did not show a significant change. However, self-efficacy significantly increased over the five weeks from Time 2 to Time 3 (the Intervention Period) compared with the five weeks from Time 1 to Time 2 (the Control Period). This study has a high external validity; the intervention was run in the same manner as a community sewing class and the sample consisted of a variety of ethnicities, family situations and economic levels. Overall this study indicates that teaching adolescent girls how to sew could increase self-efficacy and thereby improve positive development.

Poster Session II Abstracts

Clinical

Associations between Different Types of Cumulative Life Stress and Biological Aging in Healthy Adults

Grant S. Shields, Elizabeth H. Blackburn, Elissa S. Epel, George M. Slavich
University of California, San Francisco, & University of California, Los Angeles

Psychological stress has been associated with multiple negative health outcomes, including several diseases of aging and early mortality (McEwen & Seeman, 1999; Schulz & Beach, 1999). One mechanism that may link stress and health is accelerated cellular aging, as indexed by telomere length (Epel et al., 2004). In this study, we examined relations between telomere length and cumulative exposure to different types of stress over the lifespan. While adjusting for age and body mass index, telomere length was significantly associated with both the count (r = .368, p = .038) and overall severity (r = .404, p = .022) of stressors experienced over the life course. Telomere length was also associated with the count (r = .362, p = 0.042) and severity (r = .383, p = .031) of interpersonal loss life events, overall count of physical danger stressors (r = .350, p = .049), and severity of humiliation stressors (r = .379, p = .032). In contrast, experiences of entrapment, role change events, and chronic interpersonal loss were not related to telomere length, nor were severity of physical danger stressors or count of humiliation stressors. Findings are discussed in the context of stress assessment, biological aging, and disease risk.

Development of the General Causality Orientation Scale for use with Clinical Populations

Lindsey M. Lavaysse, Shanna Cooper, David E. Gard
San Francisco State University

The General Causality Orientations Scale (GCOS) was designed to assess trait elements of motivation based on Self-Determination Theory (Deci & Ryan, 1985) focusing on autonomy, control, and impersonal styles. This measure may be particularly helpful for assessing motivation in psychopathology. However, the existing measure assumes a fairly high functioning population (e.g., one vignette begins, "You are the CEO of a large corporation…."), so we created an adapted version more applicable for clinical populations (GCOS-CP). Participants from a college sample from San Francisco State University completed the GCOS and GCOS-CP, as well as free responses to questions about participants' future life goals. We hypothesized that the two scales will be strongly correlated and will equally predict participants' stated future goals (i.e., those higher in autonomy will report more autonomous goals). Thus far we have collected a large number of participant responses to both questionnaires (n = 651), the findings indicate that the subscales are very similar (autonomy r = 0.73; control r = 0.63; impersonal r = 0.66). In addition to the GCOS and GCOS-CP data, the free-response data will be coded for motivation orientations through word use, length of response, and content. This questionnaire may be useful in both clinical and research contexts.

Relationship between School Enjoyment and Social Relations in Adolescents with TD, ID, or ASD

Lisa Scully; Jamie Crisostomo; Lauren Berkovits, M.A.; & Bruce Baker, Ph.D.
University of California, Los Angeles

School attitudes are related to friendships for typically developing (TD) adolescents, with friendship depth as a contributing factor (Hamm & Faircloth 2005; Ladd et al 1996). Children with disabilities exhibit lower friendship quality than TD peers (e.g., Guralnick et al 1996), but it remains unclear how this relates to their enjoyment and social engagement in school. This study further examines the relationship between school enjoyment and social relations among youth with TD, intellectual disability (ID) and autism spectrum disorders (ASD), coded from interviews at age 13. Preliminary analyses show that youth with higher school enjoyment report more in-school social involvement (TD: r=.42, p<.001; ID: r=.44, p=.017; ASD: r=.43, p=.003). However, school enjoyment is only related to better friendship quality outside school for TD youth (warmth/closeness: r=.26, p=.01; positive reciprocity: r=.30, p=.004). This suggests that positive school experiences are not translating to social success outside school for ID and ASD youth, as they are for TD youth, indicating a need for additional interventions to help these youth form stronger friendships that persist beyond a school setting.

Spirituality and Everyday Life: Crossing Cultures
Kelsey K. Timm, Allison R. Keuning
Northwestern College

Cross-cultural experience is increasingly valued as an essential component of undergraduate college education. Research has indicated that students who participated in short-term mission trips experience challenges to their cultural identity upon returning home and gain a sense of cultural awareness. (Walling et al., 2006). The purpose of the current study is to investigate differences in cultural values among students who have participated in study or missions "abroad" experiences versus those who have not. The Paired Cultural Values Scale (PCVS) will be administered to approximately 100 college students as part of a larger study on spirituality and everyday life. Students will be recruited through psychology classes and campus-wide recruitment. A 2 (ethnicity: minority or Caucasian) x 2 (experience: study/missions trip abroad or not) cross-sectional, between subjects design will be utilized. It is hypothesized that students who have had study/missions "abroad" experiences will demonstrate preference for more collectivist values than will students who have no "abroad" experiences. It is also hypothesized that ethnic minority students will demonstrate preference for more collectivist values than will Caucasian students. An interaction is expected such that the lack of "abroad" experience will be associated with significantly less collectivist values in Caucasian students than in minority students.

The Effects of ADHD and Study Schedule on Learning from Text Passages
Kate Krasileva, Carole Yue, Elizabeth Bjork, Ph. D
University of California, Los Angeles

Interleaved, rather than blocked, study results in better learning for most students (Richland et al., 2005), but this advantage is untested in populations with working memory deficits, such as those with ADHD. The present study examines such effects on the learning of text passages by ADHD-high and ADHD-low college students, as determined by the Adult ADHD Self-Report Scale. Students studied two passages in each of two categories (clock winding & tree grafting), with passages presented twice in one of three conditions: (a) Blocked (same passages and categories studied in a row; (b) Interleaved (passages and categories alternated); or (c)

Mixed (categories blocked but passages interleaved). Based on past research, we expect an advantage on a later transfer test for the mixed condition, as alternating between two different passages within a category should facilitate within-category comparisons. We also predict the non-intuitive outcome of ADHD-high students benefiting more from interleaving and mixing than ADHD-low students because alternating passages should help minimize attention lapses. If so, our results could provide ADHD-high students with a new effective way to study.

Cognitive

Categorization and Transformation: The Effects of Social Status on Group Membership
Jordan M. Seliger, Avi Ben-Zeev
San Francisco State University

Classic cognitive findings on categorization (e.g., Medin & Ortony, 1989; Rips 1989) show that people tend to view group membership in so called "natural" categories (i.e., perceived as biological as opposed to social in origin, such as gender and race) as fixed due to an alleged essence, termed origin essentialism (e.g., "An Asian American cannot become a White American"). We ask whether people exhibit origin essentialism as a function of racial group status when a person changes salient aspect of his/her appearance to match that of a different race. Adapting Rips' (1989) paradigm, we created vignettes, which depicted either (a) an Asian American woman who underwent surgery resulting in an eye shape that appeared Caucasian (Asian-to-White condition) or (b) a White woman who underwent surgery, resulting in an eye shape that appeared Asian (White-to-Asian condition). 151 White participants exhibited a discrepancy in origin essentialism as a function of condition; categorizing the woman in the White-to-Asian condition as relatively less White. These results suggest a form of in-group policing perhaps to maintain a positive group identity (Rubin & Badea, 2012) and is consistent with findings that beliefs in origin essentialism are associated with greater stereotype endorsement (e.g., Bastian & Haslam, 2006).

Is Direct Personalization Necessary for Optimal Learning in Multimedia Lessons?
Mariam Yavari, Carole L. Yue, & Elizabeth Ligon Bjork
University of California, Los Angeles

Actively engaging students in the learning process has been shown not only to improve performance on a later test, but it also promotes enjoyment of the lesson (Moreno, Mayer, Spires, & Lester, 2001; Otten, Stigler, Woodward, & Staley, 2004). Previous work has shown that directly addressing the learner in a multimedia lesson is better than an impersonal lecture (Moreno et al., 2001). However, no work has yet examined if direct interaction with a pedagogical agent is the only means necessary for learning through a multimedia lesson, with implications to address student-teacher interaction challenges and impracticalities. The present study creates a new learning condition in which learners observed a social interaction, rather than participated in one, during the learning phase. Three narration conditions were investigated: lecture, which was an expository lesson; directed personalized, which used personal pronouns to socially engage the learner; and conversational, which was a dialogue between two people. We expect participants in the conversational format to perform better on free recall questions and express increased interest in the lesson. These results will extend previous work on the role of social agency in learning as well as provide practical suggestions for designing effective computer-based lessons.

Of Intelligent Black Men and Powerful Women: ERP Correlates of Counter-Stereotypic Expectancies
Sierra P. Niblett, Eric D. Splan, Avi Ben-Zeev, and Mark W. Geisler
San Francisco State University

We examine how electrocortical processing during person perception is affected by stereotypic information that cues social category membership (e.g., race and gender) and activates corresponding societal stereotypes. When information violates expected stereotypes, the subsequent response is frequently an increase in affective arousal, cortical processing, and working memory updating, which is reflected in larger amplitudes for later positive event-related potential (ERP) components (e.g., P3) (Bartholow et al., 2001; Osterhout, Bersick, & McLaughlin, 1997). The current study is an attempt to expand on Dickter and Gyurovski (2012) to examine potential expectancy violation responses to counter-stereotypic information (i.e., a Black male face preceded by "intelligent"), by adapting the paradigm to elicit the P3 ERP component during a computer-identification task. Participants viewed either faces differing in gender or race and were asked to respond to designated target faces via button press. Prior to the presentation of the faces, participants were primed with either stereotypic or counter-stereotypic traits. Preliminary results indicate that differential processing, indexed by both early attentional and later occurring ERP component amplitudes, persisted in the presence of counter-stereotypic information to the target face. This suggests that stereotypic information has an important effect on person perception and memory retrieval processes for faces.

Phenomenal Features of Lucid and Non-Lucid Dreams
Shannon Thomas & Tracey Kahan, Ph.D.
Santa Clara University

This study investigates the qualitative differences between lucid and nonlucid dreams, as measured by the Subjective Experiences Rating Scale (SERS) (Kahan, 1994). The SERS asks participants to rate their dream experiences with respect to the prevalence (0: none to 4: a lot) of particular sensory, affective, cognitive, and structural qualities. The data analyzed in the present study were obtained from 144 female undergraduates who participated in large-scale, two-week dream journal studies (Kahan, 2000, 2001) employing the SERS. From the large resulting data set of 847 dreams (Kahan & Claudatos, 2013), 34 pairs of lucid and non-lucid dreams were selected. This permitted a comparison of the phenomenal features (sensory, affective, and cognitive) of a lucid and nonlucid dream experience from the same participant without the confounding feature of dream control. Analyses revealed a greater prevalence of positive emotion reported for "lucid" than nonlucid dreams (based on dependent groups t-tests), supporting the theory that positive emotion is a characteristic feature of lucid dreams. It also revealed stronger interrelationships among phenomenal features for lucid dreams than nonlucid dreams (based on correlational analyses), suggesting that the phenomenology ("experience") of lucid dreams is, indeed, qualitatively different from that of nonlucid dreams.

Reoccurring Goal Monitoring Display Design: Effects on Completion Rates, Motivation, and Emotional Affect
Molly C. Martini
University of Oregon

Reoccurring goals, such as exercising every other day, are important for health and work-life balance, yet seem to be quickly disregarded as soon as other deadlines and daily stressors enter our lives. Given that information presentation affects how one processes and acts upon the information, could a different display design other than a standard weekly planner increase an individual's chances of completing their goals? Specifically, could a visual object display lead to increased motivation and more goal completions compared to a text based display? Three different goal monitoring tools were created to answer this question: an Android app that shows goals as squares that visually stretch out as goal deadlines approach, another Android app that lists the goals and their deadlines by text, and a paper planner consisting of two calendar weeks. Participants were randomly assigned one of these tools and asked to monitor their own reoccurring goals over the course of two weeks, completing nightly questionnaires asking about motivation level, goal completion, and affect. It is predicted that the visual app will lead to more goal completions, higher motivation, and higher levels of both positive and negative affect compared to the two text conditions.

Reward and Salience: The Competition For Attentional Selection
Kyle R Puhger, Beth Stankevich, & Joy J Geng
Universiy of California, Davis

Objects associated with reward capture attention even when it is irrelevant to our current goals. Similarly, rapid, reflexive orienting of attention occurs in response to salient sensory inputs (e.g., bright flashing lights). However, little is known about how these two sources of information compete for attention when in conflict. Our goal was to determine whether rewards or perceptual salience was more powerful in inducing an automatic reorientation of attention. We hypothesized that the ability of reward-associated stimuli to capture attention decreases as the strength of sensory salience was increased. We tested this using a visual search task in which a target must be discriminated and a distractor ignored. The color of the two objects were randomly assigned a color previously associated with a high-value (i.e., $0.04) or a low-value (i.e., $0.00). One stimulus was also preceded by a salient flash of varying luminance values (a manipulation producing stimulus-driven attentional capture). Contrary to our expectations, attentional selection was significantly faster to targets with the high reward color, even though color was irrelevant to task performance. Interestingly, salience did not modulate this effect. These results demonstrate that rewards can modulate attentional selection early, drowning out automatic responses like those to salient stimuli.

Structural Neuroanatomical and Cognitive Correlates of ADHD in Neurofibromatosis I
Yoo J. Kim, Eric Jung, Nicole Enrique, Maria Jalbrzikowski, Rachel Jonas, Arati Patel, Shan Aggarwal, Carolyn Chow, Carrie E. Bearden
University of California, Los Angeles

Neurofibromatosis I (NF1) is caused by a mutation in the neurofibromin gene at locus 17q11.2, and is one of the most common single-gene genetic disorders affecting cognitive function in humans. Almost half of all children with NF1 are diagnosed with attention deficit hyperactivity disorder (ADHD). NF1 patients also show impairments in frontally-mediated cognitive functions, similar to those observed in children with idiopathic ADHD. However, little is known about the neurobiological substrates of ADHD in NF1. Thus, the aim of the current study was to investigate cortical thickness and surface area in frontal cortical regions in NF1 patients and demographically matched typically developing controls. We also investigated the relationship of these neuroanatomical measures to frontal-lobe dependent cognitive tasks (i.e., measures of attention, cognitive control and working memory). Children and adolescents with NF1 are predicted to have neuroanatomical alterations in the frontal lobes, relative to controls. Secondly, we expect that neuroanatomical measures of frontal thickness and surface area will be significantly associated with neurocognitive performance in NF1 patients. Results from this investigation will aid in identifying the neurobiological substrates of ADHD in the context of this well-known genetic etiology.

Temporal Order Memory Deficits in Huntington's Disease
Savanna M. Tierney, Ashley Emami, Diane Nicoll, Jody Corey-Bloom, & Paul E. Gilbert.
San Diego State University

Temporal order memory was investigated in individuals diagnosed with manifest Huntington's disease (HD), premanifest gene carriers for HD, and controls. Participants completed a visuospatial temporal order memory task involving manipulations of the temporal separation between

two spatial locations in a random sequence. Temporally proximal locations in the sequence were hypothesized to result in more interference compared to temporally distant locations. Premanifest gene carriers were significantly impaired compared to controls on proximal temporal separations but improved and matched controls on distal separations. HD patients improved as a function of increased temporal separation but demonstrated significant impairments across all separations relative to controls. The findings suggest that temporal order memory declines with increased interference during the premanifest stages of HD. In addition, the data indicate that temporal order memory is impaired in manifest HD even when temporal interference is minimal. The findings identify a fundamental, yet relatively unexamined, processing deficit associated with HD.

The Effect of Reading Fiction on Level of Affective Empathy
Margaret Mae Brewer
Yosemite High School

This experiment is an investigation into the effect of reading fiction on level of affective empathy in which a fictional story, which was written specifically for the study, was used in order to test if fiction had an affect on affective empathy. The participants were an opportunity sample of 13 high school students, predominantly Caucasian ages 16-18 with 7 males and 6 females. The research hypothesis states that there will be a significant difference (p < 0.05) between the participants' affective empathy score prior to and after reading fictional literature, as measured by the Batson, Early, & Salvarni's (1997) "Measure of Affective Empathy" test. After reading fictional literature, participants will have a higher affective empathy score than prior to reading the fictional literature. The independent variable was exposure to fictional literature. The dependent variable was level of affective empathy. A one-tailed T-test determined that the data was significant with a 95% confidence level. Significantly higher scores were found on the empathy level tests after exposure to fictional literature than on the empathy level tests before exposure. The results suggest that affective empathy and pro-social behavior could be increased by exposure to fictional literature.

The Effects of Sustained Inattentional Blindness on Detection of Dynamic Events
Matthew Baker Whitecotton

Yosemite High School

This experiment was designed to determine if sustained focal attention causes cognitive blindness, even to dynamic events. A between subjects design compared the scores of 4 male and 6 female participants of predominately Caucasian ethnic origin ages 16-18. Both the control and experimental group viewed the same video and contained 5 participants. The experimental group attended to the movement of a sphere between members of a white-shirted team, with the distraction of a similar black-shirted team passing an identical sphere. The control group's attention was left unfocused. The research hypothesis states: the scores of participants whose attentions are focused while viewing the video will be significantly lower than participants' whose attentions' are not focally directed. The independent variable was the focal attention of the participants. The dependent variable was the participants' ability to discern dynamic events. A one-tailed t-test determined the data did not meet the critical significance value of 1.860 using 8 degrees of freedom. The null hypothesis was accepted. There is no significant difference between the scores of participants whose attentions were focally directed and participants whose attentions were not. This suggests that the human ability to discern dynamic events is not significantly affected by focal attention.

The Effects of the Exposure of the Interpreter and Three Sign Language Approaches on the Understanding of Deaf Students
Kristine B. Agravante, Ma. Angela Cassandra M. Bocobo, Rhea Pauline I. Raymundo, Therese E. Sahagun, & Karoline M. Santiago
Miriam College

This study aims to find out whether the exposure and non-exposure of the interpreter and the three sign language approaches have an effect on the understanding of the deaf students. Two separate experiments were conducted. A module on stress management served as the lesson for the deaf participants. Twenty-six high school deaf students were gathered for the first experiment (interpreter with and without exposure), while 81 college deaf students were recruited for the second experiment (sign language approaches: SEE, Conceptual, Total Communication). The results of experiment 1 indicate that the exposure of the interpreter does not have a direct effect on the understanding

of deaf students of the lecture on time management. Similarly, experiment 2 yielded a non-significant result, rejecting the hypothesis that the sign language approaches affect the understanding of deaf students regarding time management. Other aspects that are suggested to be explored are the general ability of the participants, interpreter's skills and expertise, physical set-up and interaction within the classroom, and the use of visual aids. These factors may impact on the understanding and education of deaf students.

The Influence of Dose and Mixer on Drinking Decisions and Cognitive Performance Measures
Manilka de Pinto, & Mark Van Selst (advisor)
San Jose State University

Pre-dosing with alcohol has been shown to increase desire for continued alcohol use and recent trends of alcohol consumption indicate a rise in consumption of alcohol mixed with energy drinks. The study investigated the effects of a priming dose of alcohol on subjects' performance of a go/no-go task used to acquire an alcohol or monetary reinforce. Thirty-two social drinkers were randomly assigned to receive one of 4 doses (juice placebo, Red Bull placebo, 0.65 kg/g alcohol + juice, or 0.65 g/kg + Red Bull). Performance on a cued go/no-go task was used to measure the activational and inhibitory mechanisms of behavioral control, and post-administration testing was prefaced with the choice of additional alcohol or cash for responding with increased accuracy/faster. Results showed an interaction effect indicating that alcohol acts differently according to mixer (reaction times were slowed down by juice and sped up by Red Bull). A trend was also found suggesting that alcohol decreases inhibition. There was a main effect of alcohol on desire for another drink, but there was no effect on actual reward choice. We are currently doubling the sample size to further investigate the interaction effect of alcohol and mixer.

Verbal Cues of Lying
Wendy Francis, Victor Siqueiros
University of Texas at El Paso

Cognitive load theory has been used to better understand and develop methods of learning. It can also be applied to better understand the cognitive processes during lying, and in turn provide a more valid way to detect a lie. Growing research suggests that focusing on verbal cues of a subject, as well as having the interrogator take a proactive role in questioning would facilitate correct lie detection. The experimenter could take on a more proactive role if they are educated on the cognitive load theory and how to apply it during interrogations. We hypothesize that if a subject is preoccupied with a secondary task demanding of their attention while being questioned, speech hesitations would become more evident while lying. Fifty-one college students were questioned while performing a 2-back task and asked to lie on half of the questions. Our hypothesis was supported as subjects took significantly longer during the lying conditions (M = 2979.431) than in the truth conditions (M = 2737.45), t(50) = 4.536, p < .05. Our findings provide further evidence of the cognitive load theory, as well as provide new methods that can be used to detect lies.

What's wrong with you?: Dehumanization as a social repercussion for the Childless by choice.
Monica E. Mendoza, Lann K. Chan, Eric D. Splan, & Avi Ben-Zeev.
San Francisco State University

We ask whether women who choose to not have children would be subjected to a particular form of gender stereotyping, causing them to be perceived as more machine-like; a type of dehumanization (see Haslam, 2006; Haslam, Bastian, Laham & Loughnan, 2012). We base this reasoning, in part, on the findings that whereas wanting children is an intensified prescription for women, it is a relaxed one for men (Prentice & Carranza, 2002). In the current study, 203 participants were given a vignette depicting John or Jane, who were described as mentally and physically healthy, as well as financially successful. John/Jane were furthermore described as either wanting or not wanting to have children. We found a moderated mediation such that for Jane only, being voluntarily childless caused her to be rated lower on humanness (e.g., friendly, curious, impatient). This relationship was fully mediated by the perception of Jane as more gender atypical, using the Adult Gender Typicality Scale. These findings suggest that women who are childless by choice might be susceptible to stigma because they are perceived as gender deviants.

Developmental

Adolescent Girls' Expected Responses to Sexist Discrimination: Gender-role Beliefs and Coping

Chaconne V. Tatum-Diehl
University of California, Santa Cruz

This study examined adolescent girls' gender-role beliefs and their expected responses to sexist discrimination. The sample was comprised of 276 adolescent girls (M = 16 years) from diverse ethnic backgrounds in northern Californian high schools who had previously experienced sexist discrimination. Survey measures were used to assess expected coping responses to sexism (avoidance, support seeking, or confront), anticipated distress (anxious or angry reactions) after sexist discrimination, and benevolent sexism (BS). As hypothesized, BS predicted avoidance and support seeking (after controlling for background factors); contrary to expectation, BS was not related to confronting. Meditational analyses indicated that certain coping strategies mediated associations between BS and anticipated distress reactions to sexist discrimination. That is, high BS was related to favoring avoidant or seeking support, and these strategies were related to higher expected anxiety. Also, high BS was related to avoidant coping, and this was related to lower levels of expected anger. Thus, BS may partly influence how girls appraise and respond to sexist events. Implications for adjustment are discussed.

Intellectual Engagement in Parent-Child Scientific Learning

Veronica Hamilton & Maureen Callanan
University of California, Santa Cruz

Women are underrepresented in STEM fields. This underrepresentation may be partly due to gender bias in conversations between parents and young children. The current study explores the ways that parents engage their children in the context of a museum exhibit focused on authentic fossil bones. Conversations from forty parent-child dyads with children ranging from four to ten years old were recorded and coded for their encouragement of critical thinking. We specifically coded utterances which requested the child to make a comparison, inference, or evidence-based claim. We hypothesize that parents will encourage boys more than girls to make comparisons, inferences, and evidence-based claims. Investigating possible gender differences in requests for critical and conceptual thinking will provide a better understanding of the differences in informal science learning for boys and girls.

Parent-Child Relationship and Parental Authority as Predictors of the Psychological-Well Being Among Filipino Adolescent Children with Middle-Aged Parents

Mary Louise H. Florencio, Jennifer A. Nojara, Sarahbeth Mari V. Revil, & Erika Patricia DJ. Villon
Miriam College

This study examined whether parent-child relationship and parental authority can individually and in combination predict the psychological well-being of Filipino adolescent children with middle-aged parents. Convenience sampling was utilized in order to get a total of 200 Filipino participants, males and females aged 15-19 years old with middle-aged parents around 40-59 years old, residing in Metro Manila. Three scales were used to measure the variables: The Adapted Inventory of Parent and Peer Attachment-Revised (Armsden & Greenberg, 1987); Parental Authority Questionnaire (Buri, 1991); and The Psychological Well-Being Scale (Ryff, 1995). Simple linear regression was used in order to measure each of the predictor variables, while multiple linear regression was used for the combination of the variables. A semi-structured interview among 10 selected participants was utilized afterwards to obtain a more concrete data. Findings suggest that parent-child relationship and parental authority individually predicts PWB. Maternal attachment alone makes a strong and significant predictor (r=.506, F=67.99, p<.001) while paternal attachment is a moderate and significant predictor (r=.429, F=44.63, p<.001). Parental authority, particularly authoritative parenting style is also a moderate and significant predictor (r=.315, F=21.751, p<.001). In combination, both maternal attachment and paternal attachment are strong and significant predictors of PWB (r=.522, F=36.981). Interestingly, the combination paternal attachment and authoritative parenting style presented significant results although moderate (r=.473, F=28.351). In conclusion, parent-child relationship and parental authority are significant predictors of the psychological well-being among Filipino adolescent children with middle-aged parents, whether individually or combined.

Parental Roles, Parenting Styles, and Child-rearing Practices of Seven Lesbian Couples

Kristine M. Alvarez, Janna Victoria G. de Guzman, Jan Christine S. Perez, & Emerle Dianne R. Ponciano
Miriam College

This qualitative study explores the experiences of seven Filipino lesbian couples in terms of parental roles, parenting styles, and child-rearing practices in discipline, decision-making, communication, and gender education. Participants were gathered through purposive sampling using the snowball technique. Results were gathered through interviews using a semi-structured interview protocol. The division of labor in parental roles depends on what needs to be done and who is available to do it. Most of the lesbian couples divide tasks among themselves equally. They use the authoritative style of parenting, with some of them having the tendency to use the toxic and indulgent styles. A Filipino trait is the use of corporal punishment to discipline the child by many parents. Corollary to this is their strong determination to instill respect for elders. In terms of decision-making, the lesbian couples meet halfway with their child. The seven lesbian couples share an open communication with their children. The lesbian couples raise their children according to their gender. The lesbian couples accept the possibility of their child deciding to enter a homosexual relationship. However, depending on their level of feminist consciousness, some would still prefer their child to enter a heterosexual relationship in the future.

Psychological Wellbeing and Self-Esteem as Predictors of Warmth, Conflict, and Rivalry in Sibling Relationships
Janessa Czarina A. Barcelona, Maria Rossan A. Cabello, & Fatima R. De Mesa
Miriam College

This study examined whether psychological wellbeing and self-esteem predict the characteristics of sibling relationship namely warmth, conflict, and rivalry. Two hundred Filipino College students, 100 men and 100 women, with ages ranging from 16-21 years, and those who have siblings participated in the study. The respondents were asked to complete four questionnaires: a demographic questionnaire, Adult Sibling Relationship Questionnaire, Ryff Psychological Wellbeing Scale, and Rosenberg Self-esteem Scale. Research results showed that psychological wellbeing and self-esteem predict warmth in sibling relationship, R= .119; F(2, 197) = 13.33, p =.000. The results also showed that psychological wellbeing and self-esteem were negative predictors of conflict in sibling relationship, R= .103; F(2, 197) =11.30, p =.000. Lastly, the results also showed that psychological wellbeing and self-esteem predict rivalry in a sibling relationship, R= .047; F(2, 197) = 4.810, p =.009. In our study, both predictors which are psychological wellbeing and self-esteem can predict the warmth, conflict, and rivalry in sibling relationship. We found out that psychological wellbeing can predict more in sibling relationship than self-esteem. Thus, there are both positive predictors such as psychological wellbeing seen both in warmth and rivalry and self-esteem in rivalry and negative predictors such as psychological wellbeing in conflict and self-esteem seen both in warmth and conflict. Both psychological wellbeing and self-esteem plays a big role in the lives of Filipino college students and in developing better relationships among siblings.

Social Identity Complexity and Adolescents' Health
Rocio Burgos
University of California Los Angeles

Social identity complexity (SIC) refers to the perceived overlap of groups that people belong to and it is related to positive mental health among adults (e.g., adults with higher complexity have lower stress levels). Little is known about SIC and mental health among adolescents. The current study surveyed students across 4 middle schools to examine how SIC is associated with internalizing and externalizing health problems among 14 year old youth. It was hypothesized that students with higher SIC would have fewer internalizing and externalizing problems than students with lower SIC. Participants included 282 Latino students and 234 White students. (Participants were surveyed in 7th grade during two class periods to administer the social identity complexity measure.) SIC measures were based on the overlap of groups the individual students identified with (e.g., the overlap between being Latino and Catholic). Internalizing measures included items tapping depression and anxiety and externalizing measures included teacher ratings of students and self reported physical symptoms. Correlational analyses show that high SIC relates to fewer externalizing behaviors for both ethnic groups and fewer physical symptoms among White adolescents. Results will have implications for the importance of complex social identities and the diverse settings that promote them.

The Role of Loneliness and Extraversion in Digital Unplugging Experiences

Julie Adams, Ryan Butler, Virginia Thomas, & Margarita Azmitia
University of California, Santa Cruz

With the rise of social media and smart phones, people have the opportunity to be more connected than ever before. Scholars debate the developmental consequences of constant connectivity (Ellison, Lampe, Steinfield &Vitak, 2011; Turkle, 2011), and about whether introverts or extraverts benefit more (Burke, Kraut & Williams, 2010). This mixed-methods study investigated the associations between extraversion and loneliness in adults' perceptions of the costs and benefits of "unplugging" from computer-mediated communication. 191 participants (ages 18-79, 70% female) were recruited through Facebook to complete an online survey about their connectivity habits, and their thoughts and feelings about both a hypothetical unplugging experience and a recent actual unplugging event. Results supported our hypothesis that high loneliness scores significantly relate to feelings of anxiety at the prospect of unplugging (p < .05). Qualitative results indicate discrepancies between participants' top-ranked anticipated unplugging activities (e.g. reading) versus actual unplugging activities (e.g. socializing). We expect extraverts to be more plugged in and to list fewer benefits of unplugging; this analysis is ongoing. These findings represent an important step forward in providing empirical data to better understand how digital devices affect adults' psychological well-being, and highlight the need to investigate these questions with adolescents as well.

Neuroscience

Comparing Odor Identification and Odor memory Performance in Dementia with Lewy Bodies, Alzheimer's Disease, and Healthy Controls

Patricia C.
San Diego State University

Dementia with lewy bodies (DLB) is a neurodegenerative disorder that shares clinical and pathological characteristics with both Parkinson's disease (PD) and Alzheimer's disease (AD). This mixed cortico-subcortical neuropsychological pattern in DLB has made accurate differential diagnosis difficult. Assessments of olfactory function are noninvasive measures known to be reflective of AD progression and severity. Previous research has also indicated impaired olfactory function in DLB. The present study compared scores of odor threshold, odor identification, and odor memory in pathologically confirmed DLB and clinically diagnosed Probable AD matched for level of dementia (M = 112.80, SD = 18.22), and healthy controls (Mdrs = 140.11, SD = 3.105) matched for sex (58 % male, 42% female) and age (Mage = 74.7, SD = 5.4). Our goal was to investigate differences in olfactory performance in DLB and AD that may be useful in their assessment. We found that DLB participants performed significantly worse than AD participants and controls on the odor identification test. The percentage of odors correct indicates that DLB participants perform significantly worse than AD and controls on odor recognition memory tasks. This suggests that olfactory assessments may be useful in differencing DLB from AD patients.

Personality/Affective

Exploring Temporal Distancing Effects on Purchase Satisfaction and the Mechanisms Behind Consumer Behavior

Lea M. Lunden, James McGraw, Ryan T. Howell, & Avi Ben-Zeev
San Francisco State University

Previous results find that spending discretionary income on experiences results in more subjective well-being for consumers than purchasing material items, tangible objects that one possess (Howell & Hill 2009). Despite the knowledge that experiences offer greater well-being, consumers buy material items at the same rate, if not higher, as experiences (Van Boven & Gilovitch, 2003). This research seeks to understand the underlying mechanisms that drive consumers to forgo well-being from experiences in exchange for material items. Study 1 replicates previous findings that there is a perception of higher economic value in material items compared to experiences, while controlling for cost. Participants failed to judge experiences as providing greater happiness than materials, signaling an incongruity between the conceptualization of subjective well-being and perceptions of purchase types associated features. Study 2 will retest this hypothesis using the psychological well-being construct

relatedness, as well as examine the centrality of these features by varying the temporal distance with which consumers judge their satisfaction with purchase types. Results will show if perceived economic value and relatedness are implicit and central to purchase types. The application of this information should inform future interventions aimed at increasing experiential buying and well-being.

Materialistic Exclusion: On the Tendency to Ostracize Materialistic Compared to Experiential Individuals

Nicholas K. Harsch, Jessica A. Lam, Darwin A. Guevarra, Jia W. Zhang & Ryan T. Howell
San Francisco State University

Research suggests materialistic individuals are stigmatized when compared to experiential buyers. We examined if individuals display greater rejection toward materialistic, relative to experiential, individuals. Study 1 demonstrated that participants who read a description of a materialistic target (e.g., "in my free time I love to shop for new clothes, shoes, or sunglasses") chose to sit farther away than those who read a description of an experiential target (e.g, "in my free time I like to hike, go to the movies, or go to any local gigs"). In study 2, participants read the same vignette and were told that they will participate in a laboratory interaction with this person. After they read the vignette, they completed a word completion task (e.g., "ABA_____" could be completed as "abandon") that contained 10 rejection words and 10 neutral words. Participants that expected to interact with the materialistic person completed more rejection words than participants that expected to interact with an experiential person. In sum, the results demonstrate that materialistic individuals are rejected and excluded more than experiential buyers.

Multiple Impressions in Perfection: Fear of Negative Evaluation, Self-esteem, and Age as Predictors of Perfectionistic Self-Presentation among Filipino Adolescents and Young Adults

Sharmaine Anne Juan, Jin Kylie Roxas, Emilee Grace Sanvictores & Joanna Mae Siababa, Rachel Ann Parr, MA
Miriam College

The study examined fear of negative evaluation, self-esteem and age as predictors of perfectionistic self-presentation among one hundred eighty-two Filipino adolescents, ages16 to 19 years old, and one hundred seventy-eight young adults, ages 20 to 30 years old. The Perfectionistic Self-Presentation Scale (Hewitt, Flett, Sherry, Habke, Parkin, Lam, McMurtry, Ediger, Fairlie, & Stein, 2003), the Brief Fear of Negative Evaluation (Leary, 1983), and the Rosenberg's scale for Self-Esteem (Rosenberg, 1965) were adapted to measure the criterion and predictor variables. The results of the study through multiple regression analyses showed that fear of negative evaluation and self-esteem are significant predictors, explaining 15.7% of the variance of perfectionisic self-presentation among the participants, whereas age was not a significant predictor for perfectionisic self-presentation. In addition, supplementary analyses revealed that male adolescents are more prone for perfectionistic self-presentation tendencies.

Social

Productive and Counterproductive Work Attitudes and Behaviors of Household Help or Maids

Louie S. Lao, Issi Eliza Monica S. Santos, Keith Patrick R. Sta. Ana
Ateneo de Manila University

Kasambahays (Household helpers or maids) are important in many Filipino households. Given this, the researchers utilized a two-phased, mixed model approach in developing a model for the productive and counterproductive work attitudes and behaviours of kasambahays in the Philippines. In the first phase, Focus Group Discussions were conducted to extract the factors that were regarded to be important in productive and counterproductive work attitudes and behaviours. These factors were used to construct a survey that was administered to 309 kasambahays during the second phase. Four factors were identified namely positive treatment of employer, negative treatment of employer, praise, and compensation. These components were confirmed by factor analysis. Reliability analysis showed that all scales were reliable with a cronbach's alpha of at least .76. Regression analysis revealed that all four factors were significant predictors accounting for 35% of the variance in productive work behaviours and attitudes. However, only negative treatment was found to be a significant predictor accounting for 21% of the variance in counterproductive work behaviour. Structural Equation Modeling was used to construct the final model. This study highlights

the importance of treatment of employer as a significant contributor to the productivity of kasambahays as compared to compensation.

Social Well-Being and Social Interaction of Single and Married Female Prisoners

Rizzia Kristine B. Cocjin, Barbara Anne R. Ditching, Dominique Joyce V. Guzman, Mary Louvette K. Yee
Miriam College

This study investigated social interaction and status as possible predictors of female prisoners' social well-being. Two hundred prisoners from the Correctional Institute for Women (CIW), Mandaluyong, Metro Manila, ages 18 to 80, and have been incarcerated for at least two years answered the Social Well-Being Scale (SWBS) by Keyes (1998) and a researcher-made Social Interaction Scale (SIS). Quantitative data were assessed using simple linear regression and stepwise multiple regression. Interviews were conducted with six high scorers and four low scorers of SWBS. The results show that social interaction is a significant and moderate predictor of social well-being (R=.327, R2=.10, F(1,159)=17.833, p=.04). Female prisoners who engage more in social interaction seem to have higher social well-being. There are different social interactions present inside the correctional though limited to making friends, belonging into a group, having daily routine, attending reformation programs and vocational learning. The interviews revealed that Filipino female prisoners also have relationships such as "kaibigan," two female inmates have a romantic relationship beyond friendship, and "best friend," a non-hostile non-romantic relationship with another inmate. The combination of social interaction and status, moderately predicts the social well-being of the female prisoners (R=.363, R2= .132, F(1,159) =11.255, p=.000). Single female prisoners who have high social interaction also tend to have higher social well-being. Status does not predict social well-being.

Effects of Childhood Maltreatment on Subjective Stress Reactivity and Social Network Quality

Olivia L. Ribera, Katarina Dedovic, Keely A. Muscatell, Naomi I. Eisenberger
University of California, Los Angeles

Early life experiences and presence of social support have separately been shown to affect individual's stress reactivity; however, childhood trauma may actually influence one's ability to make social connections. In this study, we aim to examine this association in both healthy and vulnerable populations. We hypothesize that individuals with history of childhood trauma will have greater subjective reactivity to stress and that this association will be mediated by quality of social networks. To date, we assessed levels of childhood trauma, social network quality (through Ego-Net), and subjective stress reactivity before and after a social evaluation task in 45 female participants (31 healthy, 14 previously depressed). Preliminary analyses revealed significant negative correlations between emotional neglect participants had experienced in childhood and how much they feel their support figures in adulthood know them, support them and care for them. Preliminary findings extend results from previous studies showing that in this sample, emotional neglect during childhood in particular can affect the quality of social networks that these participants have in adulthood.

Encounter-Point: Predictors of Positive and Negative Contact Between Jewish and Arab Communities on College Campuses

Nadya R. Tannous, Ella Ben Hagai
University of California, Santa Cruz

There have been increasing reports of tension and general hostility between Arab-American and Jewish-American students on college campuses. Through two extensive surveys of Jewish-American (n=86) and Arab-American students (n=109), we examined the prevalence and predictors for positive and negative encounters between Jewish students and Palestinians. Our results indicate that the majority of Jewish students report "Often" having positive encounters and "Never" or "Seldom" having negative encounters with Arabs and Palestinians on campus. Predictors for positive encounters for Jewish students are acknowledgement of the Palestinian narrative, low levels of dehumanization of Palestinians, an inclusive attitude of parental figures towards relationships with Arabs/Palestinians and participation in dialogue groups. Negative encounters for Jewish students are significantly predicted by individuals' disavow of the Palestinian narrative on the conflict. The Arab-American responses show that the majority of Arab students report "Often" having positive encounters with Jews and "Seldom" having negative encounters. Our data showed no significant predictor for negative encounters for Arab students while positive encounters are

predicted by low levels of dehumanization. The results of this study suggest the importance of interventions through dialogue groups and educational programs on campus that expose Jewish and Arab students to other perspectives on the conflict.

Examining the Shift Towards Tolerance: An Analysis of the Frames Heterosexuals Employ to Justify their Support for Same Sex Marriage
Ella Ben Hagai, Sophia Y. Hill
University of California, Santa Cruz

In the last several years there has been a rapid increase in support for same-sex marriage. In this explanatory study, we examine the basic frames individuals use to justify their support. To identify these frames, we conducted an in depth grounded theory analysis of survey responses from a community sample (n=587) to the question "Why do you support or oppose same-sex marriage?" Our findings indicate that a majority of the individuals who support same-sex marriage used a frame of EQUALITY (equal human and civil rights) to justify their support (25%). The second most prevalent frame NON-INTERVENTION was based on a rejection of a government or individual intervention in marriage rights (19%) and a third frame of LOVE IS LOVE, suggesting that homosexual's love is synonymous to straight individuals (14.3%). A statistical analysis indicates that liberals tend to utilize the LOVE IS LOVE and EQUALITY frame, while conservatives were more likely to use a NON-INTERVENTION frame. Our findings indicate that in order to persuade conservative individuals to support marriage equality, it is useful to concentrate messages around the role of government in determining marriage rights as opposed to focusing advocacy on human rights and the right to love.

Exploring Relaxation on Empathy: A Study on Induced Relaxation and Empathic Feelings.
Wesley M. Tierney
California Lutheran University

The purpose of this study was to observe the effect of relaxation techniques upon people's levels of empathy. A simple experimental design was used to study the effectiveness of relaxation techniques on participant's levels of empathy. Participants were split into groups, on different days, and subjected to either a relaxing deep breathing exercise or a similarly timed session of no technique used. After the sessions, each group was asked to answer two questionnaires

measuring empathy. It was predicted that the participants that received the relaxation techniques had higher empathy levels than those who did not. Results will be discussed on how the participant's levels of empathy changed with the different sessions they were subjected to. The deep breathing exercises were recorded before the session dates to eliminate an differences in voice, eye contact, or any other extraneous variables that may affect the results.

F.A.E. in Politics: Hypocrisy is Relative
William Kidd, David Sherman
University of California, Santa Barbara

This research seeks to investigate whether the Fundamental Attribution Error (F.A.E.) impacts how people interpret the motivations of politicians. The F.A.E. argues that people attribute their own negative actions to situational causes and the negative actions of others to dispositional causes. The reverse occurs with positive actions, where people assume they have inherently good qualities, while other people's successes are due to situational factors. The F.A.E. is normally studied in regard to attributions about the self; however, this study seeks to investigate whether people will extend this favorable interpretation of events to members of their own political party. A pilot study has been completed using UCSB students but yielded mixed results. A correlational study is currently being carried out using online participants from the website Mechnical Turk to try to find support for the underlying hypothesis. If the hypothesis is supported, a third study will seek to examine the psychological processes at work in greater depth.

Forgiveness and Race in a Diverse Collegiate Sample
Rebekah A. Carrizales & Allison R. Keuning
Northwestern College

Although no consensual definition of forgiveness exists, forgiveness can be understood as a process during which an individual undergoes changes in cognitions, emotions, motivations, and behaviors regarding a transgressor. The roles of various cognitive, personality, and emotional variables in forgiveness have been investigated in the literature, as have gender and age differences. However, apart from a handful of studies examining forgiveness in specific historical and cultural settings such as South Africa and Sierra Leone, the relationship between ethnicity/culture and forgiveness has seemingly

been overlooked. The ongoing presence of racial discrimination in U.S. culture creates an obvious situational demand for forgiveness (or the lack thereof) in ethnic and racial minorities. The purpose of the current study is to investigate the relationship between forgiveness and ethnicity in a diverse U.S. college sample. It is hypothesized that ethnically and racially diverse students will score higher on measures of forgiveness than will Caucasian students. The Heartland Forgiveness Scale will be administered to approximately 100 students as part of a larger study on spirituality and everyday life.   Students will be recruited through psychology classes and campus-wide recruitment for multicultural students and students of color. Implications of these findings will be discussed.

Sexual Satisfaction & Relationship Status

Emily R. Prah, Seth A. Wagerman
California Lutheran University

Relationships, attachment styles, and human sexuality are topics that have been of interest to researchers for many years. Previous studies have found a significant relationship between sexual satisfaction and attachment style. For example, Davis et.al. (2006) found that insecure attachment was associated with sexual dissatisfaction; Warehime & Bass (2008) confirm this, finding that women and those who were securely attached were more sexually satisfied in a relationship, while men and those who were anxious or avoidant would be more sexually satisfied outside of one. This research aims to emulate these two studies, adding the third attachment style: dependent. 60 participants aged 18-29 completed online questionnaires measuring their sexual satisfaction and attachment style. Preliminary findings indicate that those who are securely attached do tend to be more sexually satisfied than those belonging to the other two attachment groups.

Social Perception of Promiscuity and Gender

Alyssa M. Brandt, Brian Clawson, & Kathleen Cook (Adviser)
Seattle University

Promiscuity is one tool used to determine what someone is like. Generally, less promiscuous people are perceived more positively than more promiscuous people. We studied the relationship between promiscuity and likability in a platonic context. Participants saw one of 6 online profiles, one male and one female, each with 3 levels of promiscuity (high, low, or none). In an online survey, participants gave their age and gender, and then a link randomizer directed them to one of the profiles. Participants responded using the Reyson Scale of Likability and open-ended responses. Although there was not a statistically significant difference between the promiscuous profiles and the non-promiscuous profiles (p=0.688), there was a significant difference in reported likability between the two genders (p=0.039) in favor of men. This finding may be due to the operational definition of promiscuity used; women's mere mention of "hooking up" may be negatively perceived. Respondents' open-ended feedback supported this explanation. In addition, sociobiological theories can explain these views through the evolution of the different reproductive goals of men and women. Further research could use a similar method, but with profiles that do not mention "hooking up" at all.

Temporal Discounting: A Comparison of Judgment and Decision Processes

Raymond P. Gerardo & Mary Kay Stevenson*
California State University, East Bay

Decisions can be affected by short term outcomes and by the long term consequences. The nature of the outcomes, whether they are positive or negative play an important role in how decisions are made. However, timing also plays a factor in how the consequences impact on the decisions. In this experiment, we compared judgments, the evaluation of monetary options, with the strength of preference people had for loans that varied in the amount to be borrowed, the interest to be paid and the timing of these events. Each participant was given a set of loans based on a factorial combination of time delays, loan values and required interest rate to evaluate on a scale of attractiveness and as options in a preference task. Temporal discounting describes the diminishing impact of outcomes on judgments or decisions as they are moved into the future. The analyses indicate that judgments and preferences could be represented by the same temporal discounting model. Although there was a correspondence between responses elicited by these tasks, the differences indicate how the processing of the loan information differed depending on how they were asked to express their point of view.

The Eyes Don't Lie -- Predicting Your Decisions Before You've Made Them

Farhan Sareshwala, Eve Isham, & Joy Geng
University of California, Davis

Is it possible to predict your decisions from looking at your eyes? Past studies have shown that eye parameters such as looking time could be used as a predictor for subjective decisions (e.g., Isham & Geng, under review). In the current study, we monitored eye movements while the participants performed a visual decision task. The observers were asked to choose between two novel black and white patterns based on two criteria: preference (i.e., which pattern was more aesthetically pleasing) and symmetry (i.e., which pattern was more symmetrical). Consistent with Isham & Geng, the chosen object was fixated upon for a longer time. Moreover, this was true for both the subjective preference task and the objective symmetry task, suggesting that looking time could be generalized for any types of visual decisions. In addition, we identified the point at which these fixation durations became significantly longer for the chosen object and found that this was approximately 1000-2000 ms before the participants explicitly reported their choice. This further implied that looking times were temporally sensitive and could serve as a pre-decisional indicator of post-decisional choice.

The Gun Debate from a Moral Foundations Perspective

Jonathan M. Muro, Andrew Pilecki, & Phillip L. Hammack
University of California, Santa Cruz

After high profile shootings in Newton, CT and Aurora, CO the issue of guns and gun ownership has become an important topic of political debate. Political rhetoric on both sides of the issue has sought to justify either the need to control the availability of guns or the constitutional right of gun ownership. We sought to analyze this political rhetoric for the moral content used to justify each position using a Moral Foundations Theory framework (Haidt, 2012). We predicted that content reflecting the harm/care moral foundation would be more prevalent within gun control rhetoric than in gun-rights rhetoric. Conversely, we predicted that content reflecting the liberty/oppression and fairness/justice foundations would be more prevalent in gun-rights rhetoric versus gun control rhetoric. Preliminary analysis has supported our hypotheses, but we are currently conducting extensive content analyses to further explore this issue. We hope this study will reveal how moral claims are used to sway public opinion and justify public policy.

The Influence of Stereotype Vulnerability and Perceived Teachers' Expectations on Black Students Relational Engagement

Andrew C. Greene, Alfredo D. Novoa, & Kara M. Duca
New York University

Despite a decrease in high school dropout rates for Black students over the last thirty years, Black students continue trailing behind their White counterparts in all academic categories. Research has identified school engagement as a key, malleable factor that strongly relates to school achievement. Additionally, a growing body of literature proposes society's negative stereotypes also influences Black students academic achievement. Using stereotype threat as a framework the present study asked the following questions 1) What is the relation between stereotype vulnerability and relational engagement? 2) What is the relation between perceived teachers' expectations and relational engagement? 3) Does perceived teachers' expectations moderate the relation between stereotype vulnerability and relational engagement? The hypotheses were confirmed for questions 1 & 2 but not for question 3. Methods: The study used secondary data from NYCASES; P.I. Selcuk Sirin a pan-ethnic sample (N=97) of Black high school students (51.5% females) from minority and immigrant backgrounds (Mage= 16.15 years, SD= 3.50). Results: A multiple regression was used to assess the ability of two variables (stereotype vulnerability and perceived teachers' expectations) to predict relational engagement. The total variance explained by the model was 17.0%, F (1,94)= 9.783, p=.002, but there was no significant change in the model due to the added moderator. Stereotype vulnerability (beta=. -30, b=. -25, p=.002) and perceived teachers' expectations (beta=.29, b=.29, p=.002) continued to be a significant predictor for relation engagement but perceived teachers' expectations was not significant as a moderator of this relation. Discussion: These preliminary findings suggest stereotype vulnerability and perceived teachers' expectations are influential factors in Black students and levels of relation engagement.

The Relationship of Childbirth Complications on Maternal and Mood Self-efficacy

Yvette Melogza, Guido G. Urizar Jr., Ph.D., Ricardo Muñoz, Ph.D.
California State University, Long Beach & University of California, San Francisco

Previous studies have found that levels of maternal and mood self-efficacy (i.e., confidence as a mother and to manage one's mood) can help manage stress, and improve the quality of the mother-child relationship. However, few studies have examined whether experiencing medical complications during child birth can have a lasting effect on maternal and mood self-efficacy. The aim of our study was to examined whether mothers who experienced more birth complications (e.g. low birth weight, pre-clampsia, breech birth, etc.) experienced less maternal (Maternal Self-efficacy Questionnaire) and mood (Mood Self- efficacy Questionnaire) self-efficacy at one, three, and six months postpartum. Our sample consisted of 158 women who participated in a longitudinal study attempting to identify women at low or high risk for depression during pregnancy. A Pearson correlation analysis demonstrated that there were no significant relationships between the number of childbirth complications and the level of maternal and mood self-efficacy experienced at one, three, and six months postpartum. The results suggest that childbirth complications does not affect the levels of maternal and mood self-efficacy that women have up to six months postpartum.

The students we produce: University identification as predictors of engagement
Melissa Nelson, Desiree Ryan, Sarah Eagan, Hayley Vargas-Elkhouri
Sonoma State University

Sports fans, community advocates or book worms, what kind of students do universities hope to produce? Previous correlational research has found that university identification is strongly correlated with university engagement. However, without an experimental design it is unclear whether university identification is the cause or consequence of university engagement. Also, previous researchers focus on affective identification, as opposed to identification based on competence and integrity (Farfel, 1981). In this experiment, participants are primed to identify or not identify with the university. They also are randomly assigned to think about a university connection or disconnection that is based on affect, competence or integrity. They later have an opportunity to complete an engagement measure that is presented as unrelated to the study. Participants indicated if they would be willing to volunteer for university activities that ranged from community service to hosting freshman students. Initial results indicate that participants primed to identify affectively preferred to attend sports events whereas participants primed to identify in terms of integrity preferred volunteering with a university-based community service organization. With this study we hope to gain further understanding of where university resources can best be placed to facilitate an environment that will produce the universities' ideal student.

2013 Board of Directors

Executive Director
Michelle Okereke, *Class of 2015*

Associate Director
Victoria Kalumbi, *Class of 2015*

Abstract Review Chair
Karina Schumann, *Post-Doc*

Marketing Chair
Marisa Messina, *Class of 2016*

Finance Chair
Victoria Sienczewski, *Class of 2015*

Department Outreach Chairs
Abhilasha Belani, *Class of 2015*
Charles Stotz, *Class of 2016*

Abstract Reviewers
Carly Leininger, *Class of 2015*
Danny McKay, *Class of 2014*
Devika Patel, *Class of 2016*
Ifath Casillas, *Class of 2015*
Monica Ellwood-Lowe, *Class of 2015*
Roberto Salcido, *Class of 2014*
Sona Sulakian, *Class of 2016*
Uyhun Ung, *Class of 2013*

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

Ian Gotlib, *Chair of Stanford Department of Psychology*
Roz Grayson, *Department of Psychology Receptionist*
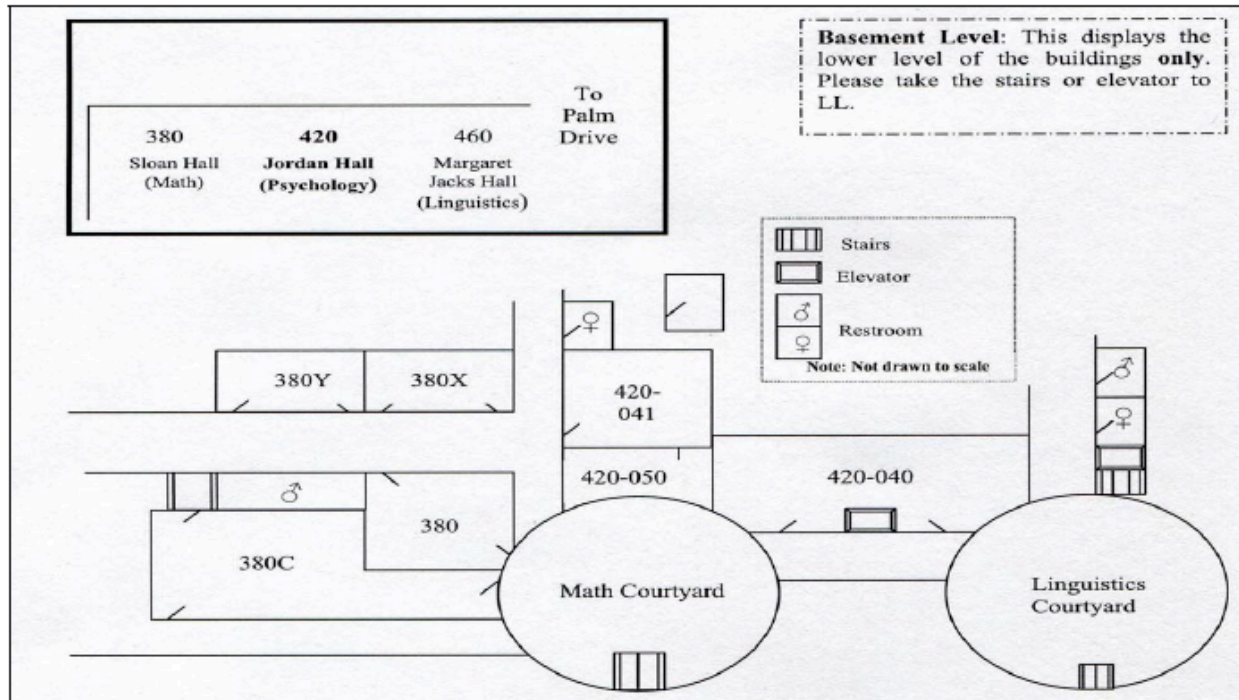George Slavich, Ph.D., *SUPC Founder and Executive Director, 2001*
Lee Ross, Ph.D., *Keynote Speaker*
Panelists: *Karen LaRoque, Kode Manke, Rodolfo Cortes, Tamara Sims, Toni Kenthirarajah*
Volunteers: *Breanna Hampton, Gold Vang, Christos Haveles,
Louis Lagalante, Oriekose Idah, Weiwei Bi*

Map of Jordan Hall

Stanford Undergraduate
Psychology Conference 2013
http://stanfordconference.org