Sixteenth Annual Stanford Undergraduate Psychology Conference

May 20-21, 2016

Stanford University

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STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
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Friday, May 20, 2016

Welcome!

The Stanford Psychology Department is delighted to welcome you to the Sixteenth 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.

Conferences like the SUPC serve as 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 every year is due to the extraordinary efforts of the entire staff as well as you, the presenters. Without your continued dedication to the advancement of our understanding of the human condition, the SUPC would not be possible. 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

Friday, May 20, 2016

Dear Presenters, Faculty, and Guests,

I would like to welcome you to the Sixteenth Annual Stanford Undergraduate Psychology Conference! I look forward to an exciting day 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.

In addition, this year's conference theme is "Be Well." I encourage everyone to take a step back from their busy lives and to reflect on their health and wellness. Without sound body, mind, and spirit, everything else in life becomes mis-aligned, and many of us begin to lose interest in the things that truly are the most beneficial and most meaningul. With that in mind, SUPC has implemented three new ideas in line with our theme. The *Wellness Wall* is a place for all attendees to share ideas on how to stay well. Our *Health Tip Cards* serve as quick, daily reminders of important wellness concepts and techniques for daily use. And finally, our *Thoughtfulness Box* is a safe space for all of you to place an anonymous note getting something off of your chest or sharing an interesting story. We encourage everyone to participate in the fun!

We will begin with a banquet dinner and workshops on Friday, May 20 and continue through Saturday, May 21 with presentations and the keynote address. I 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 Leadership Board, who worked extremely hard to organize everything from the ground up. Please take a chance to look through their short biographies on the next page and feel free to approach them throughout the conference with questions, comments, and/or friendly conversation.

Additionally, I 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, Lisa Ewan for her administrative support, Daniel Seymour who prepared visa support letters for international attendees, Dr. Ian Gotlib, who has supported our conference from the very beginning, and last but not least, Dr. George Slavich, who founded the conference and continues to help with it today, offering priceless advice and perspective to the entire team.

I hope that you enjoy the conference and all it has to offer. Connect with graduate students, converse with Dr. Alia Crum, this year's keynote speaker, about her 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 SUPC legacy.

Sincerely,

Brittany Torrez
2016 SUPC Executive Director

2016 Leadership Board – Headshots

Moiead Charawi '17
Senior Advisor

Brittany Torrez '16
Executive Director

Christopher Middleton '16
Associate Director
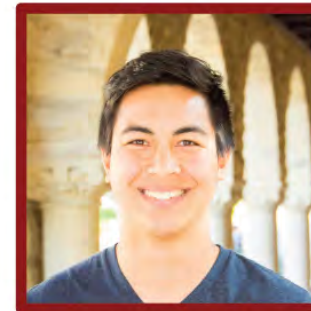
Angela Smith '17
Operations Director

Cecilia Lang-Ree '17
Outreach Director

Jae-Young Son '16
Leadership Board

Angela Lee '19
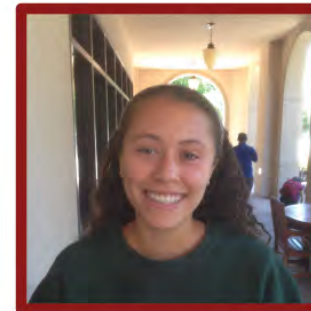*Leadership Board*

Niles Wilson '17
Leadership Board

Emily Jensen '17 (Caltech)
Leadership Board

Taylor Duarte '18
Leadership Board

Eliane Mitchell '19
Leadership Board

Tamara Prstic '19
Leadership Board

2016 Leadership Board – Biographies

Moiead Charawi is a junior majoring in Product Design, a program that combines a depth in mechanical engineering and analysis with a focus on user experience and design. Psychology plays a large role in building the skill of empathy, which is critical to success in implementing the design thinking methodology, a framework for creating innovative and effective solutions for identified needs/problems.

Brittany Torrez is a senior majoring in Psychology with Honors. During her time at Stanford she has worked as a Research Assistant in the Stanford Social Neuroscience Lab, the Mind, Culture and Society Lab, and the College Transition Collaborative. In her free time, she loves exploring new cities, trying to find authentic Italian pizza, and playing guitar.

Christopher Middleton is a senior majoring in Psychology with Honors. During his time at Stanford he worked as a Research Assistant in the Stanford Social Neuroscience Lab and The Political Psychology Research Group. Christopher is also the outgoing President of the Stanford Undergraduate Psychology Association. Christopher enjoys cooking, baking southern desserts, and hiking in California.

Angela Smith is a transfer student in her junior year at Stanford, majoring in Psychology. Prior to attending Stanford, Angela worked at the UCLA Anxiety Disorder Research Center, led by Michelle Craske, and currently works in the Stanford Psychophysiology Lab, led by James Gross. When not in class or the lab, Angela can be found either watching really great improv or making really terrible jokes of her own.

Cecilia Lang-Ree is a junior at Stanford majoring in Psychology with a focus in Health & Development. She is currently working with Hyowon Gweon's Social Learning Lab and is also interested in issues of mental healthcare equity and gender. When she's not involved with SUPC, Cecilia is a member of the Stanford Equestrian Team and is active in theatre on campus.

Jae-Young Son is a senior at Stanford, where they work in Jamil Zaki's Social Neuroscience Lab. They are broadly interested in social/moral emotions like guilt and shame, how people use social information to regulate their emotions, parsing out lay theories of morality, and using findings from psychology to help shape a more empathic and just society. Jae will be joining Oriel Feldman Hall's Social and Affective Neuroscience Lab at Brown University next year as lab manager.

Angela Lee is a freshman, working Jeanne Tsai's Culture and Emotion Lab. She is passionate about the incredible capacities of psychology to understand human behavior and shape effective interventions, particularly in the areas of cultural differences, education,

mental health, and relationships. In her free time, she enjoys working on cars and driving, listening to music, and cooking.

Niles Wilson is a junior majoring in Psychology and has worked in Alia Crum's Mind & Body Lab. He is interested in the ways that the discipline can be used to shape behavioral interventions, interpersonal relations, and organizational management. In his free time, he enjoys outdoor activities, crocheting, food adventures, and attending Stanford football games.

Emily Jensen is a research associate in Brian Knutson's SPAN Lab, where she coordinates a study on drug addiction in veterans. She cares deeply about understanding emotional disorders as they relate to physical health, and will continue with research into the future.

Taylor Duarte is a sophomore at Stanford majoring in Psychology, working in Alia Crum's Mind & Body Lab. She hopes to one day become the team sports psychologist for the New England Patriots, her favorite football team. In her free time, Taylor loves to perform and watch spoken word poetry or hike the great outdoors.

Eliane Mitchell is a freshman at Stanford with interests in religious studies, philosophy, and psychology. Working at Jennifer Eberhardt and Hazel Markus's Mind, Culture and Society lab, she is particularly interested in the intersections of race, the criminal justice system, and psychology. As for hobbies, she enjoys running, playing soccer, and learning French.

Tamara Prstic is a freshman and Psychology major at Stanford. She comes from Serbia and is interested in ways the human mind and behavior differ across cultures and how psychology can be applied to innovation, marketing and design. Other than her academic interests, she has a passion for dance, languages, interior design and dogs.

Speaker Biographies and Special Thanks

Dr. Alia Crum received her PhD from Yale University and BA degree from Harvard University. Her research focuses broadly on how changes in subjective mindsets – the lenses through which information is perceived, organized, and interpreted – can alter objective reality through behavioral, psychological, and physiological mechanisms. To date, her research has won several awards and notoriety in several popular media outlets including the Boston Globe, the Wall Street Journal, and The New York Times. She was featured in The New York Times Magazine's 2007 "Year in Ideas." In addition to her academic research and teaching, Dr. Crum has worked as a clinical psychologist for the VA healthcare system and as an organizational trainer and consultant, creating, delivering, and evaluating workshops on mindset change and stress management for organizations including UBS, Colgate Palmolive, and the United States Navy. The SUPC is delighted to host Dr. Crum and is looking forward to welcoming her as part of this year's conference!

Dr. George Slavich, Ph.D., is an associate professor of Psychiatry and Biobehavioral Sciences at UCLA, and a Research Scientist at the Cousins Center for Psychoneuroimmunology, where he directs the UCLA Laboratory for Stress Assessment and Research. His research aims to advance the conceptualization and assessment of life stress, and to elucidate psychological and biological mechanisms linking stress with disease. Dr. Slavich is also deeply devoted to teaching and mentorship. In addition to founding the Stanford Undergraduate Psychology Conference in 2001, he founded the Western Psychological Association Student Council and the Society of Clinical Psychology's Section on Graduate Students and Early Career Psychologists. Dr. Slavich has received fifteen major awards for research, teaching, and mentorship since 2009, including the Susan Nolen-Hoeksema Early Career Research Award from the Society for a Science of Clinical Psychology, the Neal E. Miller New Investigator Award from the Academy of Behavioral Medicine Research, and the Raymond D. Fowler Award for Outstanding Contribution to the Professional Development of Graduate Students from the American Psychological Association.

Many thanks to the following people for their ongoing contributions to ensure the success of the Stanford Undergraduate Psychology Conference year in and year out

Ian Gotlib, Ph.D., *Chair of Stanford Department of Psychology*
Lisa Ewan, *Department Manager, Department of Psychology*
Roz Grayson, *Administrative Coordinator in Department of Psychology*
Michael Frank, Ph.D., *Associate Professor, Co-Chair of Undergraduate Program Commmittee*
Jeanne Tsai, Ph.D. *Associate Professor, Co-Chair of Undergraduate Program Commmittee*
Daniel Seymour*, Department of Psychology*
George Slavich, Ph.D., *SUPC Founder and Executive Director, 2001*
Philip Zimbardo, Ph.D., *world-renowned psychologist and SUPC faculty advisor*

Conference Schedule
Friday, May 20, 2016

3:30 pm – 4:00 pm
Registration ....Building 420
Registration table will be staffed until 7:00 pm

4:15 pm – 4:30 pm
Opening Session...Building 420, Room 040
Brittany Torrez, 2016 Executive Director
Moiead Charawi, Senior Advisor
George Slavich, Conference Founder

4:30 pm – 6:00 pm
Banquet Dinner...Math Courtyard, Linguistics Courtyard

6:00 pm – 6:50 pm
Workshops ....Building 380, Lower Level Rooms
See page 9 for workshop schedule

7:00 pm – 7:50 pm
Workshops ....Building 380, Lower Level Rooms
See page 9 for workshop schedule

7:50 pm – 8:30 pm
Mingling with light refreshments...Math Courtyard

Conference Schedule
Saturday, May 21, 2016

7:00 am – 8:00 am
Registration ....Building 420

8:15 am – 8:30 am
Opening Session.. Building 420, Room 040
Brittany Torrez, 2016 Executive Director
Moiead Charawi, Senior Advisor
George Slavich, Conference Founder

8:40 am – 9:30 am
Poster Session 1..Math Courtyard

9:40 am – 10:40 am
Oral Session 1...Building 380, Lower Level Rooms
See page 10 for oral presenter schedule by time, or page 16 by room

10:50 am – 11:50 am
Oral Session 2...Building 380, Lower Level Rooms
See page 12 for oral presenter schedule by time or page 25 by room

12:00 pm – 1:00 pm
Lunch .... Linguistics Courtyard

1:10 pm – 2:30 pm
Keynote Address...Building 420, Room 040
Dr. Alia Crum

2:40 pm – 3:30 pm
Poster Session 2..Math Courtyard

3:40 pm – 4:40 pm
Oral Session 3...Building 380, Lower Level Rooms
See page 14 for oral presenter schedule by time or page 35 by room

4:50 pm – 5:10 pm
Closing Session..Building 420, Room 040
Brittany Torrez, 2016 Executive Director
Moiead Charawi, Senior Advisor
George Slavich, Conference Founder

Workshop Room Schedule

Workshop 1 – A Primer to Computational Modeling in Psychology and Neuroscience
380-380D   6:00 pm – 6:50 pm & 7:00 pm – 7:50 pm
Yuan Chang Leong
Covers the basics of computational modeling and how to apply it in psychological research. Join to learn about this essential skill for those interested in cognitive psychology and neuroscience.

Workshop 2 – How to Create a Wise Intervention
380-380F   6:00 pm – 6:50 pm & 7:00 pm – 7:50 pm
Shannon Brady
Covers how to design and implement psychologically wise interventions in several practical situations. Join to learn about these interventions that attempt to use psychological insights to make real world improvements.

Workshop 3 – Research from the Mind & Body Lab
380-380W   6:00 pm – 6:50 pm & 7:00 pm – 7:50 pm
Brad Turnwald
Covers how to design psychological research concerning the connection between the mind and body. Join to learn about how subjective mindsets (e.g., thoughts, beliefs and expectations) can alter objective reality through behavioral, psychological, and physiological mechanisms.

Workshop 4 – Data Collection Platform: The Experiment Factory
380-380X   6:00 pm – 6:50 pm & 7:00 pm – 7:50 pm
Ian Eisenberg
An interactive experience with Experiment Factory, which is a platform meant to make using and analyzing standard psychology paradigms very easy. It's a tool made for new researchers so it will surely be useful for our burgeoning SUPC researchers.

Panel – Life As A Ph.D. Student
380-380C   6:00 pm – 6:50 pm & 7:00 pm – 7:50 pm
Eric Smith, Rebecca Carey, Jesse Reynolds
A panel on the realities of being a Ph.D. in psychology. Come to hear authentic experiences from three wonderful students and be sure to bring your questions!

Oral Session 1
9:40 am – 10:40 am

380-380C
Registration Number: 155
The College Diet: Experiences of Food Insecurity at UCSC
Tracy Cano, Kim Cardilla, Gabrielle Leon, Catherine Nordeman, Sydney Schmall, & Antoinette Wilson

380-380W
Registration Number: 118
Examining a Relationship of Creativity and Autistic Traits
Radu C. Puchiu, Leslie J. Carver, Ph.D.

380-380X
Registration Number: 122
Don't be a Fool, Save a School: Humorous Messages Reduce Water Usage
Helena L. Littman, Sarah A. Fricke, Christina M. Frederick, Kyle E. Kelly

380-380Y
Registration Number: 166
Looking into cross-cultural and cross-generational differences of romantic relationships.
Kyuyeon Lim, Jose Marcel Y. Magno, Shiela Marie L. Rabaya, Elizabeth A. Toledo, Jay A. Yacat

380-380F
Registration Number: 130
Neuromodulation of Language and Thought: The Role of Broca's Area in Hierarchical Cognition
Natalie Saragosa-Harris, Micah Johnson, and Martin Monti

380-380C
Registration Number: 115
Risky behaviors love company: Associations between poor diet, alcohol use, and feelings of interpersonal closeness
Alyssa K. Choi, Jenna R. Cummings, & A. Janet Tomiyama

380-380W
Registration Number: 119
Do All Autistic Children Need Medication? Examining Treatments for Emotional Regulation in Autistic Children
Sophia Brink

380-380X
Registration Number: 123
Socal Dominance Orientation's Effects on Attitudes Towards Crime, Prisoners and Prison Reform
Beverly Iniguez-Conrique, Joanna Weill, Ph.D. Candidate, Shirin Bakhshay, Ph.D. Candidate, Kim Cardilla, Ph.D.

380-380Y
Registration Number: 127
The Experiences of a Diverse Demographic of First-Generation College Students
Elliot M. Cohen, Carla Magallon, Miriam McDowell, Maggie Plavan, Viviana Villicana, Kim Cardilla, & Antoinette Wilson

380-380F
Registration Number: 131
Scale for College Satisfaction of Filipino Students
Annemarie Pamela V. Torga, Julienne Marie S. Tan, Kristel Iris G. Tiburcio, Susana C. Ortega

Oral Session 1
9:40 am – 10:40 am

10:10 am – 10:25 am	10:25 am – 10:40 am

380-380C
Registration Number: 116
Eye-dentity to I-dentity: A Narrative Analysis of the Identity Reconstruction of Formerly Seeing Young Adults
Maria Ana Beatriz I. Jocson, Felice Raphaelle F. Mendoza, Keiko Sharlene C. Takahashi, Welison Evenston G. Ty

380-380W
Registration Number: 120
Digital Mothering: Exploring Constructions of Transnational Mothering through Digital Media Using Positioning Theory
Jose Gio Fidel A. Palencia, Anne Therese Marie B. Martin, & Justine Elisa Laura D. Joseph

380-380X
Registration Number: 124
An Empirical Investigation into the Effectiveness of Thought Experiments in the Development of Children's Theories of Matter
Garrett Maron, Susan Carey

380-380Y
Registration Number: 128
The Effects of Competition and Scene Familiarity on Change Detection and Memory
Elizabeth A. Toledo, Charmaene Marie C. Miranda, Mary Anne F. Rivera, Luise Schumann, Hanceely Marxell M. Villa, & Diwa Malaya Quiñones

380-380F
Registration Number: 132
Anxious and Undocumented: A closer look at Family Responsibilities while in College
Josefina Flores Morales, Yuliana Garcia*, Carola Suarez-Orozco*

380-380C
Registration Number: 173
The Effect of Attractiveness, Personality and Educational Background on Perceived Work Performance
Iris Georgia N. Escalada, Bianca Evangeline Amanda C. Inciong, Ma. Gianina B. Macaibay, & Alyza Czarine G. Panopio

380-380W
Registration Number: 121
Inclusive Victimhood vs. Competitive Victimhood: Emerging patterns within Arab and Jewish Americans
Nadine Abouchaleh, Gabrielle Leon, Ella Ben Hagai, and Eileen Zurbriggen, Ph.D

380-380X
Registration Number: 125
Manifestations of Hiya among the Filipino Youth
Katja M. Estioko, Camille Angela P. Ferrer, Pamela Danielle T. Lanuza, Kristel Iris G. Tiburcio, Joseph L. Torrecampo (advisor)

380-380Y
Registration Number: 129
The Story of the Anak sa Labas ("Child from the Outside"): A Narrative Analysis on Social Relationships
Alexandra B. Estrella, Dana S. Ledesma, & Therese A. Tiosejo

380-380F
Registration Number: 133
A Link Between Audiovisual Binding Tendencies and Psychotic Symptoms
Fangfang Hong*, Bernardo Gonzalez*, Brian Odegaard, and Ladan Shams, PhD

Oral Session 2
10:50 am – 11:50 am

380-380C
Registration Number: 134
Disaster Relief Workers' Discourse of Hope in Dealing with Survivors of Natural Disasters
Christine A. Dator, Amanda Micaelle G. Garcia, & Ramona Julia D. Sucgang

380-380W
Registration Number: 138
Fluid Cognition in Children with Prenatal Alcohol Exposure
Gabriela A. Gonzalez, Eileen M. Moore

380-380X
Registration Number: 142
Differences in spatial memory among young, middle-aged, and older adults may depend on the level of interference: Evidence for less efficient pattern separation in older adults
Shannon Y. DeJesus, Nicole E. DeFord, Francesca V. Lopez, Emily J. Van Etten, Carina N. Hartley, Kyle Scroggins, Haley Endres, Gabrielle M. Wagner, Heather M. Holden, Lisa V. Graves, Paul E. Gilbert

380-380Y
Registration Number: 146
The Desire Bias and Children's Statistical Reasoning
Elyanah Posner, Adrienne Wente, Dr. Alison Gopnik

380-380F
Registration Number: 150
Psychotherapy and Perceptions of Health and Quality of Life in HIV Positive Persons
Cameron N. Chernobieff, Kelly E. Ebeling, & Ramani S. Durvasula, Ph.D.

380-380C
Registration Number: 135
The Representations of Pakikipagsapalaran Experiences of Filipino Seafarers and Filipina Household Service Workers (HSWs)
Marnelie M. Aguiguid, Marie Stephanie E. Buenafe, Ariane Pauline V. Marasigan, Maegan P. Tiangson and Jay A. Yacat

380-380W
Registration Number: 139
Social Desirability and Attitudes towards Lesbians and Gay Men
Jerieka Nicole Isabella D. Fernandez, Marquee Denielle T. Evangelista, Earl Marvin P. Balanag, Mayumi G. Matsumura, Gregorio E.H. Del Pilar

380-380X
Registration Number: 143
The Effect of Implicit Bias Awareness on the Perception of Discrimination
Kyshia Henderson, Ivuoma Onyeador, & Jenessa Shapiro

380-380Y
Registration Number: 147
An Exploration of the Impact of College Experiences on Students' Cultural Identity.
Lindsay Banks, Maria Larios, Cindy Ma, Ruth Nunez, Samantha Salazar, Kim Cardilla, and Antoinette Wilson

380-380F
Registration Number: 151
Public Perception of Mass Shootings
Charles Baxley, Cecilia Felipe, Dana Hartman, Michael Liber, Dreyiel Robinson, Kim Cardilla, & Antoinette Wilson

Oral Session 2
10:50 am – 11:50 am

11:20 am – 11:35 am	11:35 am – 11:50 am

380-380C
Registration Number: 136
A Broader Autism Phenotype: Autistic Traits among Siblings in the General Population
Shannon C. Kanegawa and Scott P. Johnson, Ph.D.

380-380W
Registration Number: 140
The Role of Siblings in the Language and Social Skill Development of Children with Autism
Cara Lam, Christine T. Moody, M.A., Bruce L. Baker, Ph.D, and Jan Blacher, Ph.D.

380-380X
Registration Number: 144
A Computational Investigation into Intuitive Physics for Colliding Objects
Cindy Xiong, James Kubricht, Hongjing Lu

380-380Y
Registration Number: 148
Age-Related Changes on an Episodic-like Memory Task
Emily J. Van Etten, Catherine A. Sumida, Gabrielle M. Wagner, Jacob D. Hileman, Heather M. Holden, Lisa Graves, Paul E. Gilbert

380-380F
Registration Number: 152
HIV, Personality Disorders, Stress and Coping
Nadia Syed, Ramani Durvasula

380-380C
Registration Number: 137
The Effects of Humor and Contextual Relevance on Memory
Yilan Wang, Fangfang Hong, & Donald G. MacKay

380-380W
Registration Number: 141
The Impact of Spirituality and Stress on the Health of Emerging Adults
Courtney N. Yotter, & Marisa Swank

380-380X
Registration Number: 145
A Discursive Analysis on Slut-Shaming in Urban Universities
Gabrielle Beatrice C. Batiller, Jan Michelle R. Cuevas, & Kathleen Camille M. Rodriguez

380-380Y
Registration Number: 149
"Based on Your Previous Interest In...": Behavioral Mechanisms Underlying Preference Learning
Chelsey Pan, Natalia Velez, Yuan Chang Leong, Jamil Zaki, Hyowon Gweon

380-380F
Registration Number: 153
Comfort in Every Bite: The Emotion Regulatory Effects of Eating after Social Exclusion
Diane Dallal, Michael Sun, M.A., and Michelle G. Craske, Ph.D.

Oral Session 3
3:40 pm – 4:40 pm

380-380C
Registration Number: 154
Smoking-related Factors Among Varying Nativity in Korean Smokers
Joshua M. Cohen, Matthew P. Driver, Sarah D. Pennypacker, Lichin Ly, Dr. Vickie M. Mays, Dr. Steven J. Shoptaw, & Dr. Susan D. Cochran

380-380W
Registration Number: 158
Social Change and Individualistic Goals in China: Inter-generational Comparisons
Yuyan Chen, Qinglin Bian

380-380X
Registration Number: 162
The Effect of Valence and Source of Description on Impression Formation
Katrina Loise L. Aguirre, Chrystine L. Cobarrubias, John Paolo Miguel G. Magsino, Jacinto Armando S. Mantaring, & Apryl Mae C. Parcon

380-380Y
Registration Number: 126
Relationship Quality as a Moderator of the Effect of Emotional Expression on Psychological Adjustment
Bingjie Tong, Lauren N. Harris, Annette L. Stanton

380-380F
Registration Number: 170
The Construction and Validation of the Panukat ng Pagiging Bukas-Loob Zsachelle Nicole B. Hernaez, Sidney Mae P. Panga, & Aurora Rowena B. Sto. Domingo

380-380C
Registration Number: 156
Analysis of Food Intake and Socioeconomic Status in Undergraduate Women
Grace Nguyen, Janet Tomiyama, Laura Finch

380-380W
Registration Number: 159
The Effectiveness of Different Recruitment Strategies in an College Mental Health Open Trial
Mandy Lin, Leslie Rith-Najarian

380-380X
Registration Number: 163
The Effect of Perceived Generosity and Effort on Giving Behavior
Jian Mc Eison C. Que, Gabriela Zenia E. Sayon, Darynne Ariana M. Solidum, Bianca Joyce T. Sornillo, Apryl Mae Parcon (faculty advisor)

380-380Y
Registration Number: 167
Ito ang Tama: A Study on How Contextual Information and Psychological Distance Affects Impressions of Morality Judgment of Heavy Drinkers
Jose F. Magno IV, Jose Marcel Y. Magno, Apryl Mae Parcon, John Gabriel Robert R. Quintos

380-380F
Registration Number: 171
"Play Hard, Then Work Hard?": Mispredicting Enjoyment for Earned Leisure
Ellen Roney & Ed O'Brien

Oral Session 3
3:40 pm – 4:40 pm

4:10 pm – 4:25 pm	4:25 pm – 4:40 pm

380-380C
Registration Number: 157
The Exclusion of Black Women's Opinions in the Current Mainstream Feminist Movement
Joelle L. Balthazar

380-380W
Registration Number: 160
Effects of Late Gestational Cannabinoid Exposure on Behavioral Development in Rats
Brandonn Zamudio, Kristen Breit, Jennifer D. Thomas

380-380X
Registration Number: 164
Practice Tests with Diagrams Enhance Retention, but Not Transfer, of Conceptual Fact Learning
Sarah A. Hutter, Steven C. Pan, Timothy C. Rickard

380-380Y
Registration Number: 168
The Role of Parent's Attitudes about Sex on Teen Pornography Use
Allison D. Garner, & Sam A. Hardy

380-380F
Registration Number: 172
That Thing Called Envy: The Effect of Photo, Relationship, and Situation on Envy in the Context of Social Media
Deina Ida S. Blancaflor, Ma. Carmela-Paz D. Esguerra, Patrizia Adeline A. Lucindo, Eileen Mae B. Sarmiento, Apryl Mae Parcon

380-380W
Registration Number: 161
Dimensions of Organizational Justice as Predictors of Counterproductive Work Behaviors
Lady Ann G. Flores, Angeline C. Flores, John Kerby T. Amanonce, Danilo D. Trine, Rachel C. Reyes-Laureano, PhD

380-380X
Registration Number: 165
Experiences of Food Insecurity
Kim Cardilla, Tracy Cano, Gabrielle Leon, Catherine Nordeman, Sydney Schmall, & Antoinette Wilson

380-380Y
Registration Number: 169
"Do These Jeans Make Me Look Fat?": Does External Locus of Control Moderate Upward Social Comparisons and Body Dissatisfaction in College Females?
Max A. Sala, Eta K. Lin, Ph.D.

380-380F
Registration Number: 117
Trait Attributions as a Function of Skin Color and Moral Behavior: An Exploration in the Philippine Setting
Farah Iman F. Deogracias, Mary Anne F. Rivera, Luise Schumann, & Diwa Malaya Quiñones

Oral Session 1
9:40 am – 10:40 am

Room 380-380C

9:40am-9:55am
Registration Number: 155
The College Diet: Experiences of Food Insecurity at UCSC
Tracy Cano, Kim Cardilla, Gabrielle Leon, Catherine Nordeman, Sydney Schmall, & Antoinette Wilson
University of California, Santa Cruz
College students may be particularly susceptible to experiencing food insecurity (i.e., lacking reliable access to an adequate amount of nutritious food); however, this population has been largely under-examined. This study explored the ways college students experience food insecurity and how their lives are impacted by these experiences. Participants included 12 students (5 male and 7 female) from the University of California, Santa Cruz, with ages ranging from 20-22. Semi-structured interviews were analyzed using a grounded theory approach to gain insight into the participants' understanding of the impact food insecurity had on several facets of their lives, including their friendships, emotions, and academic performance. Grounded theory is a 'bottom-up' analytic approach in which researchers generate codes from the data rather than using pre-existing theory to apply to data. After extensive coding, five themes emerged including: (1) the normalization of poor diets in college students, (2) time constraints as the most prominent contributing factor, (3) the cyclical nature of the consequences of food insecurity, (4) social support and alternative food techniques as coping strategies, and (5) assigning blame to both the self and societal factors. Our results imply that there is a need for more university programs that seek to educate students on food insecurity, as well as more on-campus resources that provide students access to affordable and free food.

9:55am-10:10am
Registration Number: 115
Risky behaviors love company: Associations between poor diet, alcohol use, and feelings of interpersonal closeness
Alyssa K. Choi, Jenna R. Cummings, & A. Janet Tomiyama
University of California, Los Angeles
Risky behaviors, like poor diet and heavy alcohol use, are linked to negative physical health outcomes. Despite these consequences, individuals continually engage in risky behavior. One explanation may be that risky behaviors facilitate social bonding through positive reinforcement. The present study examined the link between interpersonal closeness and frequency of engaging in risky vs. healthy behaviors. We hypothesized that greater interpersonal closeness would be associated with a higher frequency of risky, but not healthy, behaviors. On Amazon's Mechanical Turk, 385 participants (67% Female; 81% White; Mean Age = 35) reported on how often they engaged in certain behaviors with three same-sex friends of varying degrees of interpersonal closeness. Participants engaged in risky behaviors with their closest friend more frequently than with their other friends, Omnibus F = 6.89, p = .001, d = .22. In particular, participants engaged in risky eating and drinking behaviors – like binge eating and drunk driving – more frequently with their closest friend than with their other friends, Omnibus F = 57.16, p < .001, d = .63 and Omnibus F = 6.07, p = .002, d = .20, respectively. However, no significant associations emerged between healthy behavior and interpersonal closeness. These findings suggest that current efforts to intervene on risky behaviors, especially interventions that encourage a buddy system, may be undermined by social bonding processes.

Eye-dentity to I-dentity: A Narrative Analysis of the Identity Reconstruction of Formerly Seeing Young Adults

Maria Ana Beatriz I. Jocson, Felice Raphaelle F. Mendoza, Keiko Sharlene C. Takahashi, Welison Evenston G. Ty

Ateneo De Manila University

Identity reconstruction has been studied mostly among adults with traumatic spinal injury; moreover, extant studies concerning the blind have focused predominantly on coping mechanisms amid age-related visual impairment. However, studies that have specifically tackled identity reconstruction of the blind have been sparse. This research therefore explored the stories of identity reconstruction of six formerly sighted Filipino young adults during their transition from being seeing to non-seeing individuals. A narrative research design was used to explore the following domains of identity to address the process of identity reconstruction: perception, socialization, and daily tasks. Lieblich, Tuval-Mashiach, and Zilber's (1998) narrative approach was used to extract a central theme and create a narrative chronology within and across participants' stories. Five critical points emerged from the stories: (a) Obstruction of Identity, (b) Coming to Terms with Blindness, (c) Discovery in the New Life, (d) Genesis Coming Into Being, and (e) Thriving or Resignation. Reconstruction of identity starts in the critical point of coming to terms with blindness and ends in genesis: coming into being. Reconstruction of identity among the visually impaired was found to thrive in one's ability to perform mobile-related tasks and work-related activities despite disability and flourishes in one's belief in the possibility for growth despite limitations.

The Effect of Attractiveness, Personality and Educational Background on Perceived Work Performance

Iris Georgia N. Escalada, Bianca Evangeline Amanda C. Inciong, Ma. Gianina B. Macaibay, & Alyza Czarine G. Panopio

University of the Philippines Diliman

Previous studies have shown that attractive people tend to be seen as better than unattractive ones, and in the same way, certain personality traits are deemed as more helpful in a workplace. This study aims to know if an applicant's attractiveness, personality and educational background affect the perception of her work performance. A 2 x 2 x 2 (attractiveness: attractive, unattractive x personality: good traits, bad traits x educational background: local, international) between-subjects design was administered to 132 participants from general psychology classes. They were then randomly assigned to one of the eight treatment conditions. A description of a hypothetical applicant was shown and they were asked to rate the applicant's work performance by answering 9 7-point scales. Results showed that personality significantly affects the perception of work performance but attractiveness and educational background don't. There was also no interaction effect among the factors. This can be credited to the fact that people are becoming more critical in the qualities that they look for in hiring an applicant.

9:40am-9:55am
Registration Number: 118

Examining a Relationship of Creativity and Autistic Traits

Radu C. Puchiu, Leslie J. Carver, Ph.D.
University of California, San Diego

Research studying creativity in populations with autism spectrum disorder has historically focused on the variability of creative output (Firth, 1972; Lewis & Boucher, 1991; Craig & Baron-Cohen, 1999). These studies found that individuals with autism produce less varied responses in creative tasks. This is not surprising since autism spectrum disorder is often accompanied by a resistance to change (DSM 5; American Psychiatric Association, 2013). A more recent study (Best, Arora, Porter & Doherty, 2015) found unusual responses associated with autistic traits. Following this, the current research measures creativity through elaboration, unusual response, and rate of response. The present study measured autistic-like traits in a typically developing population (N=50) using the autism spectrum quotient (Baron-Cohen, 2001). Creativity scores on four novel production tasks were then compared with autism quotient and IQ scores. Researchers hypothesized that unusual responses would be positively correlated with autistic traits. Simultaneously, we hypothesized that rate of response and elaboration would be negatively correlated. Preliminary results revealed no significant correlations. The strongest found correlation, though still not significant, was between autism quotient score and overall creativity (r=0.267; p=0.186) Research implications and future directions for quantifying creativity are discussed.

9:55am-10:10am
Registration Number: 119

Do All Autistic Children Need Medication? Examining Treatments for Emotional Regulation in Autistic Children

Sophia Brink
UC Berkeley

Autism, a result of a non-curable neurological disorder, has become widely known in the United States. One out of every 68 children is diagnosed with autism. The common medications used to limit abnormal behaviors in autistic children have been found to cause negative side effects. Health professionals and parents are seeking "natural" treatments to limit the abnormal behaviors. As there are now many alternative treatments available, health professionals and parents are asking, "Do All Autistic Children Need Medication?"   This research report focuses upon treatments for emotional regulation and coping skills in autistic children. Acknowledging the common social and cognitive delays in children on the spectrum, I have analyzed the negative and positive effects of commonly used medications, which are psychiatric medications, anticonvulsants, and sedatives as well as alternative treatments, which are therapies, diets, and a stabilized environment for autistic children. For my research, I have encompassed a literature review using the Psychology and Behavioral Sciences Collection of EbscoHost database and published research from medical organizations. My presentation reveals that alternative treatments are effective in supporting autistic children's emotional regulation and coping skills.

10:10am-10:25am
Registration Number: 120

Digital Mothering: Exploring Constructions of Transnational Mothering through Digital Media Using Positioning Theory

Jose Gio Fidel A. Palencia, Anne Therese Marie B. Martin, & Justine Elisa Laura D. Joseph
Ateneo de Manila University

Prior research on transnational families assumed the perspective of mothers, the traditional caregivers, with few studies on the perspective of the children. This study looks at how this mother-child relationship is constructed through their digital textual conversations across the vast physical and temporal distances between them using natural data derived from actual textual conversations on digital media (e.g. Viber, Facebook chat, text messaging) of eleven (11) mother-child dyads. The study frames the construction of transnational mothering using positioning theory, allowing access to meanings given textual utterances through the allocation of rights and duties, storylines, identities, and social forces (Slocum-Bradley, 2009). Results indicate that mothering derives dynamic multiple meanings from the discursively constructed relationship of the mother and the child. Three recurring themes surfaced from the mother-child conversations: (1) Traditional Mothering, (2) The Digital Medium as a Constraining Space, and (3) Fluidity of Identities. These findings may have meaningful implications in studies on family dynamics and knowledge about child rearing processes, as well as edifies the positioning framework of Slocum-Bradley as a viable lens in which to view these complex processes.

10:25am-10:40am
Registration Number: 121
Inclusive Victimhood vs. Competitive Victimhood: Emerging patterns within Arab and Jewish Americans
Nadine Abouchaleh, Gabrielle Leon, Ella Ben Hagai, and Eileen Zurbriggen, Ph.D
University of California Santa Cruz
In long-lasting conflicts such as the Israeli-Palestinian conflict, it is common for groups to want to be recognized as having suffered more (competitive victimhood) or victim groups can feel increased empathy towards other victims and encouraging solidarity (inclusive victimhood). In our research, we examine the ways in which different types of victimhood

experiences are related to competitive and inclusive victimhood mindsets in Arab and Jewish Americans, as well as how these factors may influence their understanding the discussion of the Israeli-Palestinian conflict. Semi-structured interviews were conducted with Arab American and Jewish American UCSC students (N=50) and coded. Preliminary results suggest that Arab Americans had more instances of direct victimhood, especially post-9/11. Arab Americans seemed to have experienced more severe and repeated instances of direct victimhood at younger ages than the Jewish Americans. Furthermore, there was greater presence of competitive victimhood and a need to be recognized as moral emerged in the interviews conducted with Jewish students. Our findings suggest that different narratives of identity exploration and childhood experiences affect how Arabs and Jewish students view both the Israeli-Palestinian conflict and other victim groups.

Room 380-380X

9:40am-9:55am
Registration Number: 122
Don't be a Fool, Save a School: Humorous Messages Reduce Water Usage
Helena L. Littman, Sarah A. Fricke, Christina M. Frederick, Kyle E. Kelly
Sierra Nevada College
Research suggests environmentally-aware messages in public spaces encourage self-awareness of one's environmental impact (DeLorme, Hagen, & Stout, 2003). This increased awareness, however, does not translate into modification of opinions regarding one's own water usage (DeLorme et al., 2003). The current study examined the impact of message content type (humorous, factual, or none) on water usage. It was hypothesized that the presence of a humorous message would reduce water usage. 90

undergraduate participants were selected via convenience sampling and randomly assigned to complete a painting task prior to message exposure. Following safety instructions, an even coat of paint was applied to each participant's non-dominant hand. Participants, then, decoratively embellished their painted hand. On completion of this painting phase, participants washed their hands using a sink outfitted with an Orbit Flow water meter that recorded the volume of water used. Varied by message type, a water conservation message was relayed using a laminated water droplet shaped sticker located in plain view as participants washed their hands. A one-way ANOVA showed a significant difference (p = .007) in water usage across message content types. A Tukey test (Tukey, 1949) pinpointed this difference between humor and control conditions. These findings align with previous research indicating humorous messages are remembered longer than factual messages (Skalski, Tamborini, Glazer, & Smith, 2009), thus, potentially impacting behavior more markedly. Results of the current study are relevant in communities with water conservation concerns.

9:55am-10:10am

Registration Number: 123

Social Dominance Orientation's Effects on Attitudes Towards Crime, Prisoners and Prison Reform

Beverly Iniguez-Conrique, Joanna Weill, Ph.D. Candidate, Shirin Bakhshay, Ph.D. Candidate, Kim Cardilla, Ph.D.

University of California, Santa Cruz

While social dominance orientation (SDO) has previously been researched by psychologists, studies delving further into how it may predict attitudes towards crime, prisoners and prison reform have not previously been conducted. The aim of this study was to fill this gap in the literature, and explore whether social dominance has any predictive power over individuals' beliefs about causes of crime, attitudes towards prisoners, and attitudes about prison reform. Specifically, it was hypothesized that higher social dominance orientation would predict greater dispositional attributions of crime, less situational attributions of crime, negative attitudes towards prisoners, and conservative prison reform attitudes. Participants (n = 1,025) self-selected to participate in this study through Amazon's Mechanical Turk. Hierarchical multiple regression revealed that SDO was a significant predictor for dispositional attribution of crime, attitudes towards prisoners, and prison reform attitudes in the expected directions. Additional mediation analysis revealed that racist ideology partially mediates the relationships between SDO and attitudes towards prisoners, and SDO and prison reform attitudes. This discussion section includes limitations of the study, suggestions for future research, and implications for society.

10:10am-10:25am

Registration Number: 124

An Empirical Investigation into the Effectiveness of Thought Experiments in the Development of Children's Theories of Matter

Garrett Maron, Susan Carey

Harvard University

Thought experiments are ubiquitous in the history of science. There are several detailed proposals in the philosophical literature detailing how thought experiments might lead to new knowledge but little empirical evidence to bear on the question of whether learning can be prompted by a simulation that involves no new data. This study presents results from two parallel interventions shown to two groups of children (N=58, ages 5 to 8). In the real experiment condition, children were shown an educational experiment providing evidence that a grain of rice has weight, a proposition many children do not spontaneously endorse. In the thought experiment condition, children were presented with an intervention identical to the first condition in all ways except that they were asked to simulate the data explicitly provided in

the real experiment. Participants in the thought experiment were overwhelmingly able to correctly simulate the data explicitly provided to participants in the real experiment, and as many children in the thought experiment as in the real experiment argued that a grain of rice has weight at posttest. The results reported here support the claim that the mental simulations involved in thought experiments provide thinkers with valuable new data, which they can use to reach conclusions that were previously unavailable to them.

10:25am-10:40am

Manifestations of Hiya among the Filipino Youth

Katja M. Estioko, Camille Angela P. Ferrer, Pamela Danielle T. Lanuza, Kristel Iris G. Tiburcio, Joseph L. Torrecampo (advisor)

University of the Philippines Diliman

Hiya (commonly translated as "shyness" or "shame") is an accommodative surface value in Filipino Psychology pertaining to the anxiety, hesitation and loss of self-confidence due to the fear of getting judged. It also refers to the feeling that one has done or may do a wrong, inappropriate, or inadequate act. While hiya is considered an essential value embodied by the Filipino, there is a limited number of studies on the concept, especially among the youth. The researchers explored whether this value is already possessed in early childhood, its common manifestations, and whether it is innate or learned. Through the use of several methods such as naturalistic observations of two preschool classes, structured interviews with parents and teachers, questionnaires, case studies, and a focused group discussion, the researchers found that hiya can already be observed among four and five-year-old children. The usual manifestations of hiya include being silent, answering softly or whispering, being self-conscious, hiding, and hesitating to talk to authority. These can often be observed in instances wherein an individual has to interact with an "other" or someone he

does not share his identity with. It was also found that being mahiyain was an interplay of biological and sociocultural factors. The different developmental theories by Piaget, Erikson and Vygotsky also helped explain the research findings on this local concept.

9:40am-9:55am

Looking into cross-cultural and cross-generational differences of romantic relationships.

Kyuyeon Lim, Jose Marcel Y. Magno, Shiela Marie L. Rabaya, Elizabeth A. Toledo, Jay A. Yacat

University of the Philippines

Courtship and dating are highly cultural processes of developing a romantic relationships. The study explored lived experiences of courtship and dating across Filipino, Chinese, and Korean in the Philippines. Gender and generational differences— and how these factors influenced the formation and development of a relationship—were also examined. Interview data from twenty-four participants (four per generation/culture, with two males and two females) were analyzed using thematic analysis. Themes were classified into five domains: male roles, female roles, activities, outcome (of the courtship), and communication. Finally, cross-cultural courtship scripts for each of the generations were produced. It was apparent in the combined scripts of the two generations that time has had a large effect on courtship and dating practices. This was highlighted by the means of communication, fluidity of gender roles, and the explicitness of expression of intention. Among the three cultures, cultural differences of the Chinese were most prevalent such that it was observed to be most traditional, conservative, and family-oriented.

The Experiences of a Diverse Demographic of First-Generation College Students

Elliot M. Cohen, Carla Magallon, Miriam McDowell, Maggie Plavan, Viviana Villicana, Kim Cardilla, & Antoinette Wilson
University of California, Santa Cruz

This qualitative study examined the experiences of first-generation college students. Our study expands on prior research by including Caucasian, undocumented, homeless, and minority/underrepresented first-generation students. Participants were fourteen first-generation students attending the University of California, Santa Cruz and one who previously attended the University of Kentucky. Face-to-face interviews were conducted and analyzed using a data analytic strategy utilizing a personal narrative approach in conjunction with interpretive phenomenological analysis (IPA). It was hypothesised that first-generation college students would experience financial hardship in their pursuit of higher education. Hypothesized motivational factors included familial and peer support. Seven main themes emerged: Barriers to academic success, resources for academic success, social support, pressure and motivation to succeed, others' expectations, appreciation for a higher education, and activism. Three sub-themes were found within barriers: Lack of resources, homelessness, and lack of confidence. Two additional sub-themes were found within pressure and motivation to succeed: Motivation to better themselves, familial support, and love for major. The surplus of motivational factors employed contradicts extant literature in which first-generation student status is viewed as a "risk factor". Specific campus-based resources aimed at addressing the issues first-generation students encounter is a necessity, as well is recognizing the importance of further creating resources which empower first-generation students, specifically those capable of strengthening their personal agency and capacity to overcome disadvantages.

The Effects of Competition and Scene Familiarity on Change Detection and Memory

Elizabeth A. Toledo, Charmaene Marie C. Miranda, Mary Anne F. Rivera, Luise Schumann, Hanceely Marxell M. Villa, & Diwa Malaya Quiñones
University of the Philippines Diliman

The environment consistently provides us with ever- changing stimuli within a fraction of a second. Perceiving and encoding information at any given moment is an internal process but our perceptions are also influenced by external factors such as the presence of other people and the degree to which scenes appear familiar or unfamiliar. The current study aimed to explore the effects of induced competition and the familiarity type of a scene on response times, accuracy rates and recall of other aspects of a scene in two change detection tasks. Forty-eight participants under the single administered condition were asked to detect at least five changes in a scene, and another batch of 48 participants under the group administered condition were given the same task, but competition was induced through instructions and by means of prizes. The results showed competition ($F=11.312$, $p=.001$) had a significant effect on response times, while the effect of scene familiarity ($F=3.836$, $p=.053$) was not significant. Scene familiarity however, had a significant difference on accuracy ($F=7.715$, $p=.007$) in detecting changes. Furthermore, the results showed a moderate negative correlation, $r(94)=-.403$, $p=000$, between accuracy and response time. This study discusses the influences of the diverse factors and approaches and how they can be explained towards understanding the process of perception.

The Story of the Anak sa Labas ("Child from the Outside"): A Narrative Analysis on Social Relationships

Alexandra B. Estrella, Dana S. Ledesma, & Therese A. Tiosejo
Ateneo de Manila University

Filipinos recognize the anak sa labas ("child from the outside") as a child born outside of marriage as a product of infidelity. While there have been studies conducted both on children raised by a single parent, and children with divorced parents, no research has solely explored the situation of the anak sa labas. Due to the secretive and often scandalous nature of their lineage, their social situation marginalizes them not only in society, but even in their own families. This study explores the psychological implications being an anak sa labas may have on the parental and romantic relationships of these children. In the narratives of six Filipino participants, there were experiences of negative affect upon discovery of their status as an anak sa labas, which shaped their views on these relationships and moreover, on themselves. Through finding meaning in their past, they were able to come to terms with their situation, providing themselves opportunities for growth. The story of the anak sa labas is one characterized not only by hardships, but by resilience in the face of adversity.

Room 380-380F

Neuromodulation of Language and Thought: The Role of Broca's Area in Hierarchical Cognition

Natalie Saragosa-Harris, Micah Johnson, and Martin Monti
University of California, Los Angeles

The supramodal hierarchical processor (SHP) hypothesis postulates that Broca's area (inferior frontal gyrus), rather than being solely specialized for language, serves a domain-general role in processing hierarchical information (Tettamanti and Weniger 2006). To address this hypothesis, we conducted a within-subjects pilot study (n = 5) that employed theta-burst stimulation (TBS) in order to modulate Broca's area. Participants experienced excitatory and inhibitory stimulation to Broca's area, stimulation to the vertex (control condition), as well as no stimulation while completing tasks containing sentences of varying levels of hierarchical complexity. Our preliminary results indicate that TBS is capable of modulating syntactic parsing of natural language when applied to Broca's area. We are now working to extend this investigation to other hierarchical reasoning tasks including music, algebra, logic, theory of mind, and action processing in a larger pilot study (n = 10). We expect to find a significant effect of TBS, such that with impaired function of Broca's area, participants will exhibit lower performance on both linguistic and nonlinguistic hierarchical reasoning tasks.

Scale for College Satisfaction of Filipino Students

Annemarie Pamela V. Torga, Julienne Marie S. Tan, Kristel Iris G. Tiburcio, Susana C. Ortega
University of the Philippines - Diliman

The objective of this study was to create a scale for the measurement of college satisfaction. The scale arrived at four rudimentary dimensions: Academic, Facility, Administration, and Social. The relevance of the first three dimensions is supported by studies conducted in other universities, while the last dimension was added by the researchers to reflect the cultural identity of the participants in the Philippines. The results of this study show that Filipino students studying in the University of the Philippines - Diliman (UPD) are highly satisfied with their social life in college, specifically with their membership in organizations. On the other hand, the

university's system of enrollment and registration obtained the lowest mean rating from the students. Pearson's r and Cronbach's alpha were used for testing the reliability and validity. The scale was found to be highly reliable (0.804) and the items were valid (convergent=0.307, divergent =-0.188 and discriminant= -0.051). The scale was tested on 55 college students and it was found that they were generally satisfied.

10:10am-10:25am

Registration Number: 132

Anxious and Undocumented: A closer look at Family Responsibilities while in College

Josefina Flores Morales, Yuliana Garcia*, Carola Suarez-Orozco*

University of California, Los Angeles

Undocumented undergraduates diverge from the conventional understanding of a college student (Abrego, 2006). Adding to typical worries associated with being in college, they also face stress due to internalizing their immigrant experience (Gonzales, Suárez-Orozco, Dedios-Sanguineti 2013). However, factors that buffer the mental health of undocumented undergraduates are not well known. We hypothesized that deportation worries, income, and financial concerns heighten anxiety risk while family exchanges may serve as a buffer. Drawing from the UndocuScholars Project, our sample (n=515) includes Latino students from colleges across California with the largest percentage attending community college. UC and CSU students were also included. Gender distribution was approximately equal and mean age was 22. Controlling for demographics, hierarchical multiple regressions showed that worries of family and self deportation explained an additional 3% of the variance, F change (2,505)=5.41, p<.05. Next, family income and financial concerns were added and explained an additional 7% of the variance, R2 Δ =.07, F change (2,501)=16.60, p< .01. The final model explained 15% of the variance, F change (2,496)=4.36, p< .05. Results reveal the importance of family responsibilities and family provision of resources (to students) as a buffer against anxiety risk. Implications for practice will be explored.

Abrego, L. J. (2006). "I can't go to college because I don't have papers": Incorporation patterns of Latino undocumented youth. Latino Studies, 4(3) 212-230.
Gonzales, R. G. Suárez-Orozco, C., & Dedios-Sanguineti, M. C. (2013). No place to belong: contextualizing concepts of mental health among undocumented immigrant youth in the United States. American Behavioral Scientist 57(8) 1174-1199.

10:25am-10:40am

Registration Number: 133

A Link Between Audiovisual Binding Tendencies and Psychotic Symptoms

Fangfang Hong*, Bernardo Gonzalez*, Brian Odegaard, and Ladan Shams, PhD

University of California, Los Angeles

In our multisensory world, our brains bind information across multiple senses to produce a coherent picture of the surrounding environment. Studies of individuals with schizophrenia have exposed deficits in their abilities to perceive multisensory information, but little consensus exists regarding the mechanism underlying these perceptual deficits. To investigate the relationship between sensory binding and symptoms of schizophrenia, we employed an audiovisual spatial localization task and a questionnaire about these symptoms to examine the correlation between these measures in a large control population (103 subjects in total). In the localization task, subjects could be presented with only a burst of sound, only a flash of light, or both stimuli, and would have to localize where the stimuli occurred. Sensory binding scores quantified how strongly auditory localizations were influenced by the location of visual flashes. We hypothesized that greater numbers of self-reported symptoms would be associated with lower binding scores, as impaired sensory binding may give rise to psychotic experiences. Results supported the hypothesis; self-reported symptoms were negatively correlated with sensory binding scores, indicating a link between reduced audiovisual integration and psychosis risk factors.

Oral Session 2
10:50 am – 11:50 am

Room 380-380C

Disaster Relief Workers' Discourse of Hope in Dealing with Survivors of Natural Disasters
Christine A. Dator, Amanda Micaelle G. Garcia, & Ramona Julia D. Sucgang
Ateneo de Manila University
With the recent increase in intensity and frequency of natural disasters experienced in the Philippines, studies on disaster work have begun to emerge, particularly focusing on the perspective of the survivors and not on the disaster relief workers themselves. In the discussion of disaster and social work, previous studies have identified hope to be a central concept in the disaster relief experience for both workers and survivors. This study focused on understanding the meaning of hope for disaster relief workers by answering the research question: What is hope for disaster relief workers and how are these definitions construed? With the use of focus group discussions, 7 disaster relief workers from different organizations were asked about their experience in disaster work and what hope meant for them. Responses were transcribed and discursively analyzed, which resulted to three main construals of hope: (a) hope for and from others; (b) hope that imparts a sense of empowerment; and (c) hope leading to a positive personal outlook on life. The characteristic nature of hope as a trait based on Snyder's Hope Theory was validated. However, hope was also found to be socially constructed based on the specific contexts that hope arises from and is open to development by external factors, such as interaction with the disaster-stricken communities.

The Representations of Pakikipagsapalaran Experiences of Filipino Seafarers and Filipina Household Service Workers (HSWs)
Marnelie M. Aguiguid, Marie Stephanie E. Buenafe, Ariane Pauline V. Marasigan, Maegan P. Tiangson and Jay A. Yacat
University of the Philippines, Diliman
Pakikipagsapalaran is a Filipino term for the pursuit of luck (Hosoda, 2008). This is manifested in the decision of Overseas Filipino Workers (OFWs) to risk their lives in order to find employment abroad. In spite of the numerous studies made on the state of international labor migration of Filipinos, few studies have been made to capture how the experience is framed as stories to different audiences. In this qualitative study, themes were derived from the narratives of the pakikipagsapalaran experiences of ten Filipino seafarers and ten Filipina household service workers. The themes were sorted according to which audiences -- particularly non-OFWs, OFW aspirants, fellow OFWs, and family -- they are shared. The results suggest that there are common themes, such as the difficult nature of their work abroad and the emotional hardships attached to being displaced from one's home and family in both groups. Despite these similarities, only particular aspects of pakikipagsapalaran experiences are shared due to the different nature of information needed by each audience, as well as the emotional strain the stories may cause particularly to the families of OFWs.

A Broader Autism Phenotype: Autistic Traits among Siblings in the General Population

Shannon C. Kanegawa and Scott P. Johnson, Ph.D.

University of California, Los Angeles

The increase of reported diagnoses of autism may be due to a widening of diagnostic criteria for autism spectrum disorder (ASD), leading to misdiagnosis of individuals with ASD with mild impairments (Lundstrom et al., 2015). An explanation for this increase could be the existence of a Broader Autism Phenotype (BAP), but the BAP is poorly understood. A BAP is milder symptoms related to autism but do not meet the criteria for an ASD diagnosis. The current study examined whether siblings without a diagnosis of ASD have similar levels of autistic traits (AT) on the Autism-spectrum Quotient (AQ-10) and both perform similarly on the Reading the Mind in the Eyes test (RMET), a task on which those with ASD perform poorly. The AQ-10 and RMET were administered to 105 adults (37 sibling pairs) in the general population. There was a marginally significant correlation between siblings' scores on the AQ-10 ($r = .269$, $p = .107$). There was no association between siblings RMET and AQ-10 scores ($r = .184$, $p > .05$). However, individual scores across participants on the AQ-10 were negatively correlated with RMET scores ($r = -.256$, $p = .013$). These results suggest that there are autistic traits (expressed in mild forms) in the general population, and these may be stronger for close relatives.

11:35am-11:50am

Registration Number: 137

The Effects of Humor and Contextual Relevance on Memory

Yilan Wang, Fangfang Hong, & Donald G. MacKay

University of California, Los Angeles

Previous studies suggest that humor significantly boosts people's memory. However, it is important to investigate whether contextual relevance has effects on the efficiency of memory formation, because the results can potentially benefit strategies in education. This study examined the effects of humor and contextual relevance on memory and processing time of sentences. Participants were presented with short paragraphs by showing one sentence at a time. Participants were instructed to read and remember each sentence, and to complete a cued recall test. According to the binding mechanism, we hypothesized that recall would be significantly higher for relevant than for irrelevant sentences. As humorous or irrelevant events capture more attention, we hypothesized that the processing time would be significantly longer for humorous than neutral sentences, and for irrelevant than relevant sentences. Results reflected that recall accuracy was significantly higher for humorous than neutral sentences, especially in irrelevant conditions. Contextual relevance enhanced recall accuracy of neutral sentences, but not humorous sentences. Processing time was longer in irrelevant than relevant sentences. Humor was associated with reduced processing times in irrelevant conditions, while the result was opposite in relevant conditions. The enhancing effect of humor on memory supports the priority binding theory, provides evidence that humor improves memory efficiency, and suggests that the effect of humor dominates the effect of relevance on memory.

Room 380-380W

10:50am-11:05am

Registration Number: 138

Fluid Cognition in Children with Prenatal Alcohol Exposure

Gabriela A. Gonzalez, Eileen M. Moore

Center for Behavioral Teratology, San Diego State University

Alcohol-exposure can have adverse effects on the developing embryo/fetus. An abundance of research suggests that heavy alcohol exposure can have life-long consequences. The brain is

particularly vulnerable to the detrimental effects of such exposure (Riley, Infante, & Warren, 2011). Prenatal alcohol exposure can cause impairment in a variety of cognitive domains. Fluid cognition, which includes processing speed, memory, attention, and executive functioning, is often impaired in individuals with heavy prenatal alcohol exposure (Mattson et al., 2010). We used a novel, brief computerized assessment tool to measure these aspects of fluid cognition in children with and without heavy prenatal alcohol exposure. We hypothesized that the alcohol-exposed (AE) group would perform significantly worse on fluid cognition tasks than the control (CON) group. Twenty-two children aged 8 to 17 years (M=14.28, SD=2.65) completed the NIH Toolbox fluid cognition tasks. Group differences in age-adjusted scaled scores were evaluated with a multivariate analysis of variance test. The AE group performed worse on measures of fluid cognition compared to the CON group (p=.017). Specifically, the AE group had lower scores on the tasks measuring attention (p=.039), working memory (p=.003), executive function (p=.001), and processing speed (p=.008). There were no significant group differences in episodic memory performance (p=.149). These results are consistent with prior literature indicating that prenatal alcohol exposure is associated with deficits in fluid cognition. The NIH Toolbox fluid cognition tests can detect impairment in this population and may be useful in screening for fetal alcohol spectrum disorders in clinical settings. Future research should include a clinical contrast group to make more detailed comparisons. Research supported by National Institute on Alcohol Abuse and Alcoholism grant K99 AA022661.

11:05am-11:20am
Registration Number: 139
Social Desirability and Attitudes towards Lesbians and Gay Men
Jerieka Nicole Isabella D. Fernandez, Marquee Denielle T. Evangelista, Earl Marvin P. Balanag, Mayumi G. Matsumura, Gregorio E.H. Del Pilar
University of the Philippines-Diliman

The study aimed to create a reliable and more accurate measure of attitudes towards lesbians and gay men (ATLG) for the Philippine setting. The study focused on the translation of Herek's Scale ATLG Scale into Filipino to reduce the effect of social desirability bias (SDB) on reliability. Social desirability bias was measured by using Cagasan's FSDS and the Marlowe-Crowne Short Form C. Two questionnaires were prepared, containing either the constructed scale (STLB) or Herek's ATLG, and the two social desirability measures. The scores from the social desirability measures were then correlated with the attitude scores. In addition, the mean scores for the ATLG and the new scale were compared using Welch's t-test. The results showed a high reliability for the STLB scale. The relationship between STLB and social desirability bias is significantly different from that of the ATLG, with STLB having a lower correlation with social desirability bias.

11:20am-11:35am
Registration Number: 140
The Role of Siblings in the Language and Social Skill Development of Children with Autism
Cara Lam, Christine T. Moody, M.A., Bruce L. Baker, Ph.D, and Jan Blacher, Ph.D.
University of California, Los Angeles

The ability to use language in social contexts is a universal deficit in children with autism spectrum disorder (ASD). Research on typically developing children has demonstrated that the presence of siblings helps improve the language (Oshima-Takane et al., 1996) and social (McAlister & Peterson, 2007) development of later-born children. This study questions whether these sibling effects translate to children with ASD. Participants included 172 children with ASD, with a mean age of 65 months. Based on prior research, we

hypothesized that the presence of siblings within four years of the target child's age would improve the language and social skills of the children with ASD. Using a repeated measures ANOVA, the performance of children with at least one sibling was compared to that of children with no siblings in the age range on measures of language and social skills, at two different time points. Preliminary analyses suggest that children with siblings perform better on language skills across time points, $F(1,96)=8.08$, $p=.005$; however. results were inconsistent for social skills. Further analyses will focus on disentangling potential confounds, such as cognitive ability. This study will provide important insights into the role of siblings play in the development of children with ASD. The findings have potential implications for intervention, including the possible use of siblings or other same-age peers to promote pragmatic language skills, such as initiating and maintaining conversations.

11:35am-11:50am

Registration Number: 141

The Impact of Spirituality and Stress on the Health of Emerging Adults

Courtney N. Yotter, & Marisa Swank

Seattle University

Nagel and Sgoutas-Emch's research has demonstrated a significant relationship between spirituality, well-being, and positive coping strategies in college students. This study investigated the role of perceived stress in relation to spirituality, coping mechanisms, and employment status in college students to consider interactions between these variables and identify stressors within a generally unrecognized population. We hypothesized that spirituality would have a positive relationship with life satisfaction and positive coping mechanisms and participants with high spirituality would engage in these behaviors more often. Additionally, we hypothesized that negative coping mechanisms and perceived levels of stress would be positively correlated and higher levels of perceived stress would be

associated with increased hours of employment. Ninety undergraduates attending a private, religiously affiliated university in the Pacific Northwest were surveyed. Pearson correlation coefficients examined spirituality's relationship to life satisfaction and positive coping mechanisms ($r= 0.32$). A positive relationship between perceived stress and negative coping mechanisms ($r= 0.56$) was found. A one-way ANOVA assessing differences between participants with low and high spirituality demonstrated a significant association between spirituality and positive coping mechanisms. These results indicate that spirituality is a potential buffer for stress and that negative coping mechanisms are used more frequently in those who have higher levels of stress. This information is applicable to the development of curriculum and resources for emerging adults.

Room 380-380X

10:50am-11:05am

Registration Number: 142

The Differences in Spatial Memory Among Young, Middle-Aged, and Older Adults May Depend on the Level of Interference: Evidence for Less Efficient Pattern Separation in Older Adults

Shannon Y. DeJesus, Nicole E. DeFord, Francesca V. Lopez, Emily J. Van Etten, Carina N. Hartley, Kyle Scroggins, Haley Endres, Gabrielle M. Wagner, Heather M. Holden, Lisa V. Graves, Paul E. Gilbert

San Diego State University & University of California, San Diego

Age-related spatial memory deficits may serve as an early indicator of mild cognitive impairment or Alzheimer's disease. Pattern separation is a neural mechanism that may reduce interference among memory representations. Recent evidence indicates that less efficient pattern separation may be a key deficit in older adults that could contribute to age-related spatial memory impairment. We

used signal detection theory (SDT) to assess spatial recognition memory utilizing a new behavioral test hypothesized to tax pattern separation. As part of an ongoing study, healthy young (n=40), middle-aged (n=8), and older (n=30) adults completed a spatial recognition memory test involving trials with high or low levels of spatial interference. On each trial, participants remembered the location of a circle that appeared on a computer screen. Then, a circle appeared either in the same location or a different location that was separated from the original location by 0.5, 1.0, 1.5, or 2.0 cm. Participants indicated whether the circle was in the "same" or a "different" location. Smaller spatial separations (0.5 and 1.0 cm) on "different" trials were hypothesized to result in greater interference than larger separations (1.5 and 2.0 cm), and hence place greater demands on pattern separation. A 2 x 2 mixed model analysis of variance test and subsequent post hoc tests revealed that young and middleaged adults, but not older adults, performed significantly better on low interference trials compared to high interference trials (p < .05). Young and middle-aged adults were found to significantly outperform older adults on both high and low interference trials (p < .05) which was consistent with our hypothesis. No significant differences were found between young and middle-aged adults on high interference trials; however, middle-aged adults outperformed young adults on low interference trials (p < .05), which should be interpreted with caution given the small sample of middle-aged adults. Data collection is ongoing to increase the number of middle-aged adults included in the study. The present data indicate that spatial pattern separation may become less efficient in older adults, which could contribute to age related spatial memory decline. However, our preliminary findings indicate that these changes may not occur until after middle age.

The Effect of Implicit Bias Awareness on the Perception of Discrimination

Kyshia Henderson, Ivuoma Onyeador, & Jenessa Shapiro
University of California, Los Angeles

Implicit biases are attitudes and stereotypes that operate outside of a person's conscious awareness. Although learning about implicit bias is assumed to have positive outcomes, there might be harmful, unintended consequences for intergroup relations. We investigated judgments of a discriminatory incident, hypothesizing that information about implicit bias (versus explicit bias) would lead Whites to see the discrimination as less negative and the person engaging in bias as less racist. Further, we anticipated that Whites would be less likely to display support for punitive consequences for the action. In the present research, participants were given the definition of implicit bias, explicit bias, or no definition and then learned about a discriminatory incident. We found that information about implicit bias caused participants to be less willing to penalize the person engaging in bias and to rate the incident as less harmful and offensive. Using regression, we found that perceptions that the discriminator held negative attitudes toward African Americans mediated the effects of bias type on perceptions of discrimination. These results suggest that information about implicit bias reduces perceived bias, which changes how acts of discrimination are perceived.

A Computational Investigation into Intuitive Physics for Colliding Objects

Cindy Xiong, James Kubricht, Hongjing Lu
University of California, Los Angeles

Humans have strong intuitions about physical events. For example, we are able to infer how objects affect each other when they collide. However, previous research has shown that human inferences do not follow Newtonian

physical laws when we judge physical events (McCloskey, 1983). This means our intuitive understanding about physical events deviates from the prediction of Newtonian mechanics governing the physical world. The present study examines possible mechanisms responsible for this deviation and aims to reconcile such deviation with sensory noises and reference frames. Eighty-four participants watched videos of two colliding balls, each with a range of different pre-collision and post-collision velocities, and rated the naturalness of the observed collision events. Results showed that people do not always rate the condition consistent with Newtonian mechanics as the most natural event. We demonstrated that incorporating sensory noise on perceived velocity and other physical properties (e.g., mass) using the Noisy Newton model proposed by Sanborn et al. (2013) can successfully account for human performance. Furthermore, the change of reference frame during inference also reconciles human intuition and Newtonian mechanics for colliding events.

11:35am-11:50am

Registration Number: 145

A Discursive Analysis on Slut-Shaming in Urban Universities

Gabrielle Beatrice C. Batiller, Jan Michelle R. Cuevas, & Kathleen Camille M. Rodriguez

Ateneo de Manila University

The remark, "avoid dressing like sluts in order not to be victimized," has ignited protests and discussions on slut-shaming (Carr, 2013). The limited studies on slut-shaming have been predominantly positivist in nature. Positivist studies overlook the individual differences and subjective meanings of a person. This study employs a qualitative inquiry on slut-shaming using natural data garnered from freedom walls posted in several urban universities in the Philippines. A social constructionist lens peers into the context of slut-shaming as it is naturally produced through utterances in the freedom wall. Discourse analysis explores the role of language as constructing reality. Thus,

the researchers pose the question, "What are the discourses of slut-shaming in urban universities?" Analysis reveals that individuals are labeled as "slut" based on their sexual activity and self-presentation. In addition, results reveal the rhetorical nature of discourse seen in the manner of shaming from different sources such as family and social circles. A counter discourse of anti-shaming was discovered. Interestingly, discourses on rape surfaced. These findings may have meaningful implications on gender studies by expanding on the meaning of slut-shaming as it occurs in urban universities.

Room 380-380Y

10:50am-11:05am

Registration Number: 146

The Desire Bias and Children's Statistical Reasoning

Elyanah Posner, Adrienne Wente, Dr. Alison Gopnik

University of California, Berkeley

Previous research on the desire bias suggests that when faced with possible outcomes differing in desirability, the more desirable outcome is often predicted, even when not as likely. However, this research has been done primarily with adults and older children. It is not clear if young children display a similar bias. This study explores the development of the desire bias in 4-, 5-, and 6-year-old children. Children were shown a stack of cards containing 16 of one type of card, and 4 of another. Then they were asked to predict which card was randomly drawn from the stack. Children received prizes based on the card type drawn. In the control condition, both types of cards were equally rewarded, and children tended to predict the majority card. In an experimental condition, however, the minority card carried the most value. Results indicated that children in the experimental condition

were more likely to predict the desirable minority card than those in the control condition, suggesting that children's inferences are guided by both their desires and by likelihood information. This data can shed light on the evolution of risky behavior and predictions on a developmental level.

An Exploration of the Impact of College Experiences on Students' Cultural Identity.

Lindsay Banks, Maria Larios, Cindy Ma, Ruth Nunez, Samantha Salazar, Kim Cardilla, and Antoinette Wilson
University of California, Santa Cruz

Previous research has found that college life can promote cultural identity exploration and that the experiences of minority and underrepresented groups relates to self- esteem, academic performance, selection of one's major, or the likelihood of completing a degree. To our knowledge, this is the first study to examine college students' unique experiences that potentially impact connectedness to one's cultural identity. Interviews from a culturally diverse group of 15 undergraduate students enrolled at the University of California, Santa Cruz, were examined using an interpretive phenomenological analytic (IPA) approach. IPA is a 'bottom-up' analytic approach in which researchers generate codes from the data rather than using pre-existing theory to apply to data. After extensive coding, five themes emerged: (1) experiences of hostility toward one's cultural group marginalizes one's cultural identity, (2) a lack of traditional cuisine native to one's culture of origin increases a sense of "missing" one's culture, (3), having opportunities to speak in one's native language enhances connectedness to one's cultural identity, (4) there remains a lack of campus-based organizations for specific cultural groups (5) college life enhances one's sense of a "bicultural" identity. Thus, creating campus based organizations for unrepresented cultural groups and promoting activities in existing organizations, such as preparing traditional cuisine and speaking native languages, may reduce the marginalization some students experience while attending college.

Age-Related Changes on an Episodic-like Memory Task

Emily J. Van Etten, Catherine A. Sumida, Gabrielle M. Wagner, Jacob D. Hileman, Heather M. Holden, Lisa Graves, Paul E. Gilbert
San Diego State University

Age-related deficits in episodic memory have been documented using well-validated list learning tests such as the California Verbal Learning Test-II (CVLT-II). Novel experimental tests may compliment these standardized measures in the assessment of age-related EM changes in the laboratory. Young (ages 18-25) and older adults (ages 65+) were administered the CVLT-II and a novel episodic-like memory test. Our test consisted of two trials during which the participant was asked to remember a sequence of pictures of different faces paired with different places. The participant then was asked to pair each face with the correct place and put the face-place pairs in the correct sequence. It was hypothesized the young adults would pair significantly more correct faces with correct places than older adults, as well as put these pairs in the correct sequential order. Results were consistent with these hypotheses on both trials (ps < .05). We demonstrated that older adults are impaired in remembering associations between faces and places, as well as the temporal both are critical for everyday episodic memory; both are critical for everyday episodic memory. Given that older adults remembered significantly fewer face-place pairs in the correct sequence when controlling for correct face-place pairs, these age-related associative memory differences are not due solely to impaired memory for the individual items in the associations. We also provide evidence for construct validity in our task, which is to

accurately measure what is intended to measure. Significant correlations with the CVLT-II provide preliminary evidence for construct validity.

"Based on Your Previous Interest In...": Behavioral Mechanisms Underlying Preference Learning

Chelsey Pan, Natalia Velez, Yuan Chang Leong, Jamil Zaki, Hyowon Gweon
Stanford University

We often make decisions that benefit others, such as buying a gift or recommending a movie. Without direct access into another person's mind, we rely on what we think they might like to make our decisions. This study investigates if and how people can generalize from limited information about what someone has liked before to make accurate predictions about what they will like next. We hypothesize that choice options can be decomposed into different features, and that participants learn a target individual's preference over the set of features, allowing them to generalize that knowledge to other options that share those features. 49 participants participated in a two-day study. On day 1, participants were introduced to 32 novel movies and had to make pairwise choices about which movie they would rather watch. On day 2, participants saw the pairwise choices made by another participant on half of the movies, and had to make predictions about the choices made by that participant on the second half of the movies. Overall, participants made reasonably accurate predictions that aligned closely with those of a statistically optimal computational model. Participants' choice strategies ranged from being fully allocentric, (i.e. making predictions based on information about the target) to fully egocentric (i.e. making decisions based on their own preferences), with some participants using a combination of both.

Psychotherapy and Perceptions of Health and Quality of Life in HIV Positive Persons

Cameron N. Chernobieff, Kelly E. Ebeling, & Ramani S. Durvasula, Ph.D.
California State University, Los Angeles

This study of HIV, psychopathology, psychotherapy and subjective health perceptions examined data from 281 HIV+ adults enrolled in a longitudinal study. It is expected that individuals with a current psychiatric diagnosis will be more likely to be in psychotherapy, and that being in psychotherapy will be associated with greater perceptions of well-being. Logistic regression revealed that individuals with personality disorders (PD) were more likely to be in psychotherapy (OR = 2.73, p < .001). Health perceptions were measured using the RAND 36-Item Short Form Health Survey. MANOVAs revealed that psychotherapy was associated with poorer physical health perceptions (p's < .01), and current psychiatric disorder (e.g. depression) was associated with poorer emotional health perceptions (p's < .001). These findings suggest a) those with PD were more likely to be in psychotherapy, perhaps because of interpersonal and behavioral disruption engendered by PD; b) those in psychotherapy may perceive more impaired physical health, which may be attributable to greater psychiatric dysfunction, and such perceptions may have fostered entry into psychotherapy; and c) those with syndromal psychiatric disorders may perceive more impaired emotional health, possibly suggesting greater insight about emotional health decrements. HIV is often a significant psychological stressor, which can place people at risk for or augment psychiatric illness. Monitoring mental health may also mitigate risk behaviors and promote adherence to HIV treatment.

11:05am-11:20am

Registration Number: 151

Public Perception of Mass Shootings

Charles Baxley, Cecilia Felipe, Dana Hartman, Michael Liber, Dreyiel Robinson, Kim Cardilla, & Antoinette Wilson

University of California, Santa Cruz

To our knowledge, this is the first study to explore public opinions of and discourse on mass shootings and how it relates to media consumption. Grounded theory and interpretive phenomenological analysis approaches, in which researchers generate codes from the data rather than using pre-existing theory to apply to data, were used to code 15 participants' interview data. There exists a lack of consensus with respect to how participants define mass shootings and why mass shootings occur. Participants also indicated concerns that news reports of mass shootings are likely biased, inaccurate, or promote hidden political agendas. Social media was often the first reference participants used to learn a mass shooting had occurred. Participants' perception of mass shooters was that they tend to be White, male, and from "normal" upbringings, suggesting that a stereotype of a "typical" shooter exists but is not necessarily accurate across all contexts in which mass shootings have occurred. Finally, participants in this study largely advocated for gun control and better funding for mental health programs as potential factors that may help to reduce the incidence of mass shootings. Our findings expand upon previous research by examining the role of both traditional media and social media in shaping participants' perceptions of mass shootings as well as by investigating individual's unique opinions regarding mass shootings and the perpetrator's characteristics.

11:20am-11:35am

Registration Number: 152

HIV, Personality Disorders, Stress and Coping

Nadia Syed, Ramani Durvasula

California State University, Los Angeles

Research suggests that rates of personality disorders (PD) are higher in HIV+ cohorts, and both HIV and PD are associated with psychosocial factors including higher stress and poorer coping. Data from 421 adults enrolled in a study of HIV and psychopathology were examined. Stress was measured using the Chronic Burden of Stress Scale, Coping with the B-COPE and PD with the SCID-II. Results of ANOVA reveal a main effect for PD and stress – those with PD had increased levels of stress – and an interaction effect between PD and HIV. Among those without PD, HIV-individuals endorsed more stress than those who were HIV+ and among the HIV+ cohort; individuals with PD had higher levels of stress than those without PD. Contrary to expectations, individuals with PD had both higher maladaptive and adaptive coping scores (p's < .05). These findings are paradoxical because while extant literature suggests that PD may be associated with more dysregulated coping (e.g. Connor-Smith & Flachsbart, 2007), typically findings of better adaptive coping are not observed. These findings also caution making assumptions about diminished coping abilities in persons with PD. Results suggest that PD may exert differential effects as a function of HIV. Most individuals in the sample have habituated to their diagnosis, and aren't experiencing additional stress burden or coping deficits.

11:35am-11:50am

Registration Number: 153

Comfort in Every Bite: The Emotion Regulatory Effects of Eating after Social Exclusion

Diane Dallal, Michael Sun, M.A., and Michelle G. Craske, Ph.D.

University of California, Los Angeles

The act of eating is a method of emotional response modulation - a self-regulatory strategy after undergoing an emotional experience

(Lingswiler et al., 1989). However, little is known about the behavioral or physiological efficacy of eating as a successful emotion regulatory strategy in the social domain. The present study examined the regulatory effects of emotional eating after a social exclusion manipulation in college students (n=39, 30 female). Subjects played a two-phase virtual ball-tossing game that included a social inclusion and social exclusion condition (i.e., Cyberball; Williams, Cheung, & Choi, 2000). Subjects were offered chocolate-coated candy after inclusion and exclusion conditions while their physiology was monitored, and also completed questionnaires assessing their emotions before and after the task. Preliminary results suggest that social exclusion caused subjects to eat more chocolates (p=.000). Increased eating was not explained by experimental phase order or baseline appetite. Future analyses will examine physiological arousal during exclusion, and after eating, to determine whether the act of eating effectively regulates emotions after social exclusion. Implications for the study of emotional eating in diverse contexts will be discussed.

Room 380-380C

3:40pm-3:55pm
Registration Number: 154

Smoking-related Factors Among Varying Nativity in Korean Smokers

Joshua M. Cohen, Matthew P. Driver, Sarah D. Pennypacker, Lichin Ly, Dr. Vickie M. Mays, Dr. Steven J. Shoptaw, & Dr. Susan D. Cochran

University of California, Los Angeles

In California, Koreans remain one of the largest aggregates of smoking individuals comparatively to other racial subgroups. With an influx of Korean immigration over time, understanding the role of nativity is key to recent, targeted efforts to curb smoking within this smoking aggregate (Allem et al., 2013). The purpose of this study is to examine demographics of smoking by nativity in California amongst Korean smokers. We hypothesize a relationship persists among certain demographic factors and nativity statuses such that within Korean smokers, key smoking-related, demographic factors (e.g. weight, age etc.) vary significantly across nativity levels. Using data from five cycles of the California Health Interview Survey ranging in years from 2005 to 2014, we gathered and analyzed data from the total population of Koreans (n = 2,341). Subjects used in the study were Korean smokers (n = 746; as defined by having smoked at least 100 cigarettes in their life). Data was subsequently compared among varying demographic and other smoking related factors based on nativity within smokers. Several factors, including age, weight, relationship status and English language proficiency, were significant in the analysis. Further emphasis on the relationship between nativity statuses and demographic factors will help to reveal key characteristics necessary for targeted smoking cessation intervention. Such findings are particularly important when treatment efforts are focused on Korean ethnic enclaves.

3:55pm-4:10pm
Registration Number: 156

Analysis of Food Intake and Socioeconomic Status in Undergraduate Women

Grace Nguyen, Janet Tomiyama, Laura Finch
University of California, Los Angeles

Previous studies have observed a phenomenon known as food insecurity, which is an economic or social condition characterized by a consistent limited access to food. In our study, we were looking for a behavior possibly resulting from food insecurity-food intake varying with socioeconomic status (SES). We hypothesized that food intake would increase with lower SES. In a pre-questionnaire, 101 undergraduate women were asked to approximate their family's annual income, which served as a measure of SES. Then, participants were given two servings of food and instructed to eat one serving, with the option of eating the second. The amount of food was then weighed to calculate food intake. The results showed no correlation between food intake and SES (p=0.448). These findings suggest that food intake does not vary with the SES of the college women which may be due to the change in environment that many face when going off to college. Further research should be conducted to analyze this possibility and to also see whether different groups of individuals experience socioeconomic-induced stress thus increasing caloric intake.

4:10pm-4:25pm

Registration Number: 157

The Exclusion of Black Women's Opinions in the Current Mainstream Feminist Movement

Joelle L. Balthazar

Mount Saint Mary's University, Los Angeles

Despite the improvements the feminist movement has made for women, it has been criticized for excluding minority populations of women. Black feminist scholars, such as Patricia Hill Collins, have stated that despite the definition of feminism being inclusionary of all women, feminist movements have been exclusionary of issues that affect Black women specifically. Alice Walker has written about womanism, which developed from the feminist movement, yet is specifically for Black women, as it includes values that are rooted in the African American culture. This study focuses on Black women's opinions of the current wave of mainstream feminism. This study was developed through a survey method. Survey questions asked participants about their opinions of feminism and the representation of Black women's issues in the current feminist movement. Survey questions regarding family values and womanism were used to measure participant's reception of womanism. Participants for this study were 31 Black females between the ages of 18-24. This study found that despite the majority of participants agreeing with the definition feminism, they do not identify as feminists. This study highlights that many participants find the feminist movement to be exclusionary of Black women's issues in areas of media representation, politics, the workplace, and violence against Black women. This implies that the current mainstream feminist movement is not entirely inclusive of Black women's opinions.

3:40pm-3:55pm

Registration Number: 158

Social Change and Individualistic Goals in China: Inter-generational Comparisons

Yuyan Chen, Qinglin Bian

University of California, Los Angeles

In the past four decades, China has gone through rapid urbanization and modernization. In the process of adapting to dramatic socio-demographic changes, cultural values in China have shifted from collectivistic to individualistic (Greenfield, 2009). Meanwhile, perceptions of child behaviors and parenting have also evolved accordingly to match a more individualistic society (Zhou, Yiu, Wu, & Greenfield, 2015). This study investigates how social changes in China impact Chinese parents' perceptions of parenting goals and child development. Thirty mothers of grade five primary school students from Shenzhen, Guangdong, China, participated in semi-structured, individual interviews, where they answered open-ended questions about their children's life, their own childhood, and the perceived differences between the two generations. Fourteen interview questions were set to compare expectations of and concerns for characteristics such as academic competitiveness and social, emotional well-being of the first and second generation. We expect to see a shift to a more Gesellschaft society, which is marked by cultural values such as autonomy and innovation, based upon qualitative and quantitative data: compared to Chinese parents a generation ago, current parents should adopt more individualistic goals for their children as they view academic competitiveness and socio-emotional well-being as more important. However, current parents should also experience conflict in achieving both individualistic goals and have to learn to navigate through the conflicts.

The Effectiveness of Different Recruitment Strategies in an College Mental Health Open Trial
Mandy Lin, Leslie Rith-Najarian
University of California, Los Angeles
As researchers continue to design programs promoting college students' mental health, a key aspect is having representative samples of those needing the services. Thus, it is important to examine how effectively different recruitment strategies promote each subpopulation's enrollment, something rarely examined previously. The present study aimed to investigate the effectiveness of various recruitment strategies, and whether online advertisement, on-campus advertisement, emailing, and in-person produces higher student subgroup enrollment in an open trial of an online-based mental health prevention program. Particularly, we were interested in the recruitment of males and students with depressive symptoms, as they experience barriers to help-seeking. After participants had signed up, they completed a survey about their demographic information and the Patient Health Questionnaire-9 measure, and self-reported the recruitment strategy that led them to enroll. Different recruitment strategies' hours are also tallied. Data has been collected and will be analyzed using descriptive statistics and Chi-squares. The findings would allow researchers to increase participant signups at college levels and learn about specific recruitment strategies to target males and depressed individuals.

Effects of Late Gestational Cannabinoid Exposure on Behavioral Development in Rats
Brandonn Zamudio, Kristen Breit, Jennifer D. Thomas
San Diego State University

Given recent legalization of marijuana for both recreational and medical purposes, cannabis use has increased, even among pregnant women. Cannabis's most psychoactive constituent, $\Delta 9$-tetrahydrocannabinol ($\Delta 9$-THC), crosses the placenta and can directly affect the fetal brain. While previous studies indicate that prenatal cannabinoid exposure may alter emotional and cognitive development (Schneider, 2009), the consequences of current increased potency cannabinoid products are unknown, and clinical data will not be available for years (Jaddoe et al., 2012). The present pre-clinical study investigated the effects of clinically relevant cannabinoid (CB) levels on behavioral development. From postnatal day (PD) 4-9, a period of brain development equivalent to the 3RD trimester, 109 Sprague-Dawley rats received i.p. injections of the CB CP 55,940 (a $\Delta 9$-THC analogue; 0.10, 0.25, 0.40 mg/kg/day), or vehicle. Motor coordination development (PD 12-20), anxiety (PD 25), and spatial learning (PD 40-46) were evaluated. CB exposure significantly altered the developmental trajectory of motor performance. Although cannabinoid exposure did not affect classic measures of anxiety, it affected other behaviors in the elevated plus maze. Finally, the highest dose of CB significantly impaired spatial memory among females. These data suggest that late gestational cannabis exposure may influence fetal development in a domain and sex-specific manner. These results have important implications for public health, and may guide future medical and public policy regarding cannabis use during pregnancy.

Dimensions of Organizational Justice as Predictors of Counterproductive Work Behaviors
Lady Ann G. Flores, Angeline C. Flores, John Kerby T. Amanonce, Danilo D. Trine, Rachel C. Reyes-Laureano, PhD

Bataan Peninsula State University, Balanga Campus

The current study looked at whether employee perceptions on the dimensions of organizational justice (distributive justice, informational justice, interpersonal justice and procedural justice) predict workplace reactivity. In this study, workplace reactivity was comprised of organizational revenge, interpersonal revenge, interpersonal violence, and corruption. The results of the study has important implications for interventions in the workplace. First, they reveal important areas where employees perceive the presence or absence of organizational justice, and what aspect of organizational justice seems to be lacking in the workplace. Second, the results also whether counterproductive workplace behavior occurs in the workplace and the specific type of counterproductive workplace behaviors are occurring. Third, the importance of the study is that counterproductive workplace behavior can be predicted once the level of organizational injustice is measured.

Room 380-380X

The Effect of Valence and Source of Description on Impression Formation

Katrina Loise L. Aguirre, Chrystine L. Cobarrubias, John Paolo Miguel G. Magsino, Jacinto Armando S. Mantaring, & Apryl Mae C. Parcon
University of the Philippines Diliman

Impressions can make or break our relationships with people. It is important that we know how to present ourselves to others. In this study, we wanted to find out whether valence of description and source of description would play a role in determining impression. A total of 146 Psychology students from the University of the Philippines Diliman participated in the experiment with 120 responses (41 M, 79 F) qualifying for analysis. The participants were asked to read a vignette about a person. There were 6 descriptions having any combination of positive, negative, and neutral description with self- and others-description. After reading one vignette, participants rated the impression they got based on the descriptions. We hypothesized that there would be significant main effects for valence and source of description, and an interaction effect would occur. Results showed that positive and neutral descriptions significantly yielded higher impression ratings than negative description, $F(5,114) = 34.45$, $p < .05$, $\eta2 = .38$, Mpositive = 76.22 and Mneutral = 73.00 > Mnegative = 61.45. A significant interaction effect occurred between valence and source of description, $F(5,114) = 4.68$, $p < .05$, $\eta2 = .08$. The results imply that with minimal information, positive or negative impressions could be formed. Best impression is achieved by sharing neutral details about oneself first, then followed by positive details from others.

The Effect of Perceived Generosity and Effort on Giving Behavior

Jian Mc Eison C. Que, Gabriela Zenia E. Sayon, Darynne Ariana M. Solidum, Bianca Joyce T. Sornillo, Apryl Mae Parcon (faculty advisor)
University of the Philippines Diliman

The aim of this experiment is to determine the effect of perceived generosity and effort on giving behavior. Selected through convenience sampling, 84 students who participated in the experiment were randomly assigned to different treatment conditions. Participants were instructed to play a shooting game or a raffle draw to gain chips and were given help by receiving generous or stingy amount of chips. The participants' giving behavior was measured by the number of chips they gave to the next participant. The

data obtained were analyzed using two-way analysis of variance. Results show that perceived generosity had a significant effect on giving behavior, effort had no significant effect on giving behavior and there was no significant interaction effect between perceived generosity and effort.

Practice Tests with Diagrams Enhance Retention, but Not Transfer, of Conceptual Fact Learning

Sarah A. Hutter, Steven C. Pan, Timothy C. Rickard
University of California, San Diego

Does taking a practice test on part of a concept promote learning that generalizes (i.e., transfers) to the rest of the concept? In five experiments (n = 253), we examined the utility of practice testing to induce generalizable concept learning (for reviews see Carpenter, 2012; Roediger & Butler, 2011). Participants first studied one-sentence college biology concepts. They then re-studied half of these concepts and trained on the remaining half via fill-in-the-blank questions with feedback. A 48 hr. delayed final test assessed recall of previously tested and untested terms for each concept. Exp 1 found a large benefit of practice tests (i.e., the testing effect), but no evidence of transfer to previously untested terms. Following Mayer and Gallini (1990), diagrams were added during initial study (Exp 2) or both study and training (Exp 3); this increased overall accuracy by 31% but did not alter transfer performance. Recalling two critical terms on each trial per concept (Exp 4) or recalling one critical term on two separate trials per concept (Exp 5) produced comparable results. Thus, learners and educators should use practice tests with the understanding that it produces potent but piecewise (e.g., Pan, Gopal, & Rickard, 2015) concept learning.

Experiences of Food Insecurity

Kim Cardilla, Tracy Cano, Gabrielle Leon, Catherine Nordeman, Sydney Schmall, & Antoinette Wilson
University of California, Santa Cruz

Abstract
College students may be particularly susceptible to experiencing food insecurity (i.e., lacking reliable access to an adequate amount of nutritious food); however, this population has been largely under-examined. This study explored the ways college students experience food insecurity and how their lives are impacted by these experiences. Participants included 12 students (5 male and 7 female) from the University of California, Santa Cruz, with ages ranging from 20-22. Semi-structured interviews were analyzed using a grounded theory approach to gain insight into the participants' understanding of the impact food insecurity had on several facets of their lives, including their friendships, emotions, and academic performance. Grounded theory is a 'bottom-up' analytic approach in which researchers generate codes from the data rather than using pre-existing theory to apply to data. After extensive coding, five themes emerged including: (1) the normalization of poor diets in college students, (2) time constraints as the most prominent contributing factor, (3) the cyclical nature of the consequences of food insecurity, (4) social support and alternative food techniques as coping strategies, and (5) assigning blame to both the self and societal factors. Our results imply that there is a need for more university programs that seek to educate students on food insecurity, as well as more on-campus resources that provide students access to affordable and free food.

3:40pm-3:55pm
Registration Number: 126

Relationship Quality as a Moderator of the Effect of Emotional Expression on Psychological Adjustment

Bingjie Tong, Lauren N. Harris, Annette L. Stanton
University of California, Los Angeles (UCLA)

Although social support typically predicts better psychological outcomes, receiving support may cause distress if individuals feel they are a burden to close others. The current experiment examined how social support moderates the impact of emotional versus factual disclosure about a stressor on psychological outcomes one week later. Undergraduate women (N = 128) experiencing chronic financial stress were randomly assigned to talk about either the feelings or facts regarding their finances during two laboratory sessions. A semi-structured interview assessed quality of participants' relationships with their mother, father, and closest friend. For young women with better relationships with their fathers, disclosing facts regarding finances predicted an increase in depressive symptoms and intrusive thoughts (ps < .05). Women in the emotional disclosure condition evidenced low and stable distress. Perhaps due to feelings of indebtedness and guilt, young women with closer relationships with their fathers may be at risk for poor psychological outcomes in the context of chronic financial stress, but emotional expression may buffer this effect. Therefore, individuals who want to disclose their chronic financial stress can avoid certain negative psychological adjustments by focusing on emotions rather than facts when expressing the stressful situation.

3:55pm-4:10pm
Registration Number: 167

Ito ang Tama: A Study on How Contextual Information and Psychological Distance Affects Impressions of Morality Judgment of Heavy Drinkers

Jose F. Magno IV, Jose Marcel Y. Magno, Apryl Mae Parcon, John Gabriel Robert R. Quintos
University of the Philippines Diliman

Moral judgments are rarely ever black and white; with a myriad of factors affecting how judgement is placed on certain behaviors. 107 students from UP Diliman were sampled to examine the effect of psychological distance (close friend vs. stranger) and contextual information (internal traits vs. external occurrences) on the morality judgement of heavy drinkers. Four different treatment groups were presented with four different vignettes, then asked to rate the morality of a the person in the vignette. Results show that a heavy drinker was rated more moral when drinking due to an external occurrence of peer influence rather than an internal trait of sensation seeking (p=.000), and that there was no difference when the heavy drinker was a close friend or a stranger. There was also no interaction effect between the two variables. This study expanded the understanding of cultural effects on information processing when making moral judgments.

4:10pm-4:25pm
Registration Number: 168

The Role of Parent's Attitudes about Sex on Teen Pornography Use

Allison D. Garner, & Sam A. Hardy
Brigham Young University

Pornography use in adolescents is a significant health risk as it has been linked to multiple negative outcomes (e.g. risky sexual behavior, depression, objectification of women). Nevertheless, it has not been the subject of much empirical research. In particular, little is known about predictors of pornography use, and few studies of pornography use involve representative samples and longitudinal data.

The purpose of this study is to understand the role of parenting in teen pornography use. Specifically, we will test a model whereby teens' attitudes about sex mediate between parent sex attitudes and teen pornography use. Additionally, frequency and quality of parent-teen conversations about sex will moderate relations between parents and teen sex attitudes. We are using data collected from Project Action Change and Teens (Project ACT), which is a longitudinal study involving 552 teens and parents from across the country. Participants were recruited online, and quantitative and qualitative data are collected every four months for two years (starting September, 2015). We will use structural equation modeling in Mplus to test the model. With our results, we will be adding to the field of knowledge about risk and protective factors for pornography use, which will hopefully point to effective ways to prevent adolescent pornography use.

4:25pm-4:45pm
Registration Number: 169
**"Do These Jeans Make Me Look Fat?":
Does External Locus of Control Moderate
Upward Social Comparisons and Body
Dissatisfaction in College Females?**
Max A. Sala, Eta K. Lin, Ph.D.
Foothill College
Partly due to the constant pressures of Western society's "thin ideal," eating disorders continue to rise. Researchers find a central feature is poor body satisfaction. Others have found that body dissatisfaction is perpetuated by upward social comparisons. Not all upward comparisons, however, lead to negative body image; some individuals who perceive life events outside of their control may be more vulnerable. This experienced inability to exert autonomy over circumstances contributes to the etiology of eating disorders and may be linked to body dissatisfaction. We aimed to investigate the relationship between locus of control, social comparison, and body dissatisfaction. We predicted participants who

tend to have an external locus of control will more likely engage in upward comparisons and have higher levels of body dissatisfaction as compared to participants who have an internal locus of control. We recruited female students across academic disciplines at Foothill College to complete our surveys. Our measures included demographic information, Fairburn's Body Shape Questionnaire, Rotter's Locus of Control Scale, and the Iowa-Netherlands Comparison Orientation Measure (INCOM). Our findings describe effects of individual differences, particularly locus of control, on social comparison and body dissatisfaction. By targeting the underlying processes that lead to those individuals who are most vulnerable, our results demonstrate the importance of continuing to develop prevention programs focused on changing cognitive distortions.

Room 380-380F

3:40pm-3:55pm
Registration Number: 170
**The Construction and Validation of the
Panukat ng Pagiging Bukas-Loob**
Zsachelle Nicole B. Hernaez, Sidney Mae P. Panga, & Aurora Rowena B. Sto. Domingo
Miriam College
The study constructed the Panukat ng Pagiging Bukas-Loob (PPBL) or openness and generosity, a 48-item unidimensional scale which measures a Filipino's pakikipagkapwa sa iba (humanness to highest level), helping others, generosity and friendliness. The study gathered Filipino participants (n=300 for the construction, n=300 for the validation) from six rurban areas: Bulacan, Batangas, Montalban, Angono, San Mateo, and Quezon. Their ages ranged from 18-60 years old. Exploratory Factor Analysis results revealed that the scale measures one component of bukas-loob. PPBL also established high

reliability coefficients of .896 (n=300) and .851 (n=300). PPBL scores significantly correlated with Panukat ng Pagkataong Pilipino Porma K, specifically the Pagkamatulungin (r=.393, p<.0005), Pagkapalakabigan (r= .558, p<.0005) and Pagkamaalalahanin (r=.616, p<.0005) subscales; along with Panukat ng Pakikipagkapwa sa Iba (r=.590, p<.0005) and Interpersonal Generosity Scale (r=.696, p<.0005) establishing convergent validity. A significant difference between the PPBL mean scores of church volunteers (M=229.4800, SD=6.46573, n=50) and of non-volunteers (M=221.2653, SD=16.33602, n=49) confirmed PPBL's known-groups validity. PPBL is considered a reliable and valid scale to measure the possession of bukas-loob. Pagiging bukas-loob affirms core Filipino values of pakikipagkapwa, (humanness to highest level), helping others and kagandahang-loob (kindhearted)

3:55pm-4:10pm
Registration Number: 171
"Play Hard, Then Work Hard?":
Mispredicting Enjoyment for Earned
Leisure
Ellen Roney & Ed O'Brien
The University of Chicago
We explored the popular belief that it is best to delay leisure until after work is completed, by testing the hypothesis that enjoyment for fun activities is not actually affected by when people actually engage in them (i.e., before versus after laborious activities). Some participants served as "predictors," who imagined completing a fun task that either preceded or followed a laborious task, predicting their enjoyment across order. Other participants served as "experiencers," who actually completed the fun task in one of the two orders and reported their enjoyment. Hence, we compared the actual influence of activity order on enjoyment to lay intuitions about optimal order. In Study 1 (N = 210), predictors believed a fun music-maker game

would be less enjoyable if played before (versus after) completing a demanding battery of tests; in reality, experiencers found the game equally enjoyable regardless of order. In Study 2 (N = 254), we replicated the effect using real-world fun and laborious experiences: as hypothesized, a spa experience was no more enjoyable when offered to students after they completed (versus before they completed) their midterm exams, despite their intuitions otherwise. These studies reveal a misperception of how to structure everyday experiences. Although people may go to great lengths to complete work before leisure, they may enjoy themselves just as much the other way around.

4:10pm-4:25pm
Registration Number: 172
That Thing Called Envy: The Effect of
Photo, Relationship, and Situation on
Envy in the Context of Social Media
Deina Ida S. Blancaflor, Ma. Carmela-Paz D. Esguerra, Patrizia Adeline A. Lucindo, Eileen Mae B. Sarmiento, Apryl Mae Parcon
University of the Philippines - Diliman
Presently, social media has not only become a means of communication and information, but also a manner of self-presentation. This can be a source of envy toward other people through the posts they share and the profiles they create. That being said, this experiment's objective was to study the effects of the type of post, situation, and relationship on envy in the context of social media. One hundred sixty-one participants taking Psychology 101 were randomly assigned into one of six treatment conditions; after reading a vignette on their situation, they viewed an iPad with three posts: a beach, a concert, and food. Afterwards, the participants answered a 7-point scale measuring their envy. Results showed significant effects for the type of post, the situation, and the interaction between the post and situation. This study, therefore, shows how envy, through social comparison, can emerge from the usage of social media.

Trait Attributions as a Function of Skin Color and Moral Behavior: An Exploration in the Philippine Setting

Farah Iman F. Deogracias, Mary Anne F. Rivera, Luise Schumann, & Diwa Malaya Quiñones
University of the Philippines-Diliman

Skin color remains a controversial issue and a persistent source of bias. Similarly, moral behavior is hastily used as a strong basis from which judgments are made. Given these, the researchers explored the effects of these two variables on an observer's trait attributions. One hundred twenty university students were asked to attribute 15 traits placed in semantic differential scales (e.g. rich/poor, lazy/hardworking, honest/dishonest) to young adult male actors with varying skin colors (i.e. light-, tan-, dark-skinned) pictured performing various moral behaviors (i.e. prosocial and neutral behaviors, moral transgressions). Results showed a high statistical significance for the moral behavior variable (F=395.297, p>0.05) with $\eta^2 = 0.924$. There was no statistical significance for the skin color variable (F=2.45, p=0.091) with $\eta^2 = 0.047$. There was no statistically significant interaction effect. Findings showed that one's moral behavior in a single situation can be used as basis for the traits being attributed to them (i.e. someone shown to help another is automatically rated "hardworking"). Further, skin color is not a significant factor when attributing traits. However, there were some differences based on skin color that were especially found in traits concerning one's socioeconomic status (e.g. rich/poor) and were also found in the severe moral transgression behavior wherein dark-skinned actors were rated more negatively than light-skinned actors.

Poster Session 1
8:40 am – 9:30 am

All poster presentations will be held in the Math Courtyard

Exploring the Yaya-Alaga Relationship

Danicca Noelle V. Pineda, Christian Q. Castillo, Julia Desiree L. Dy, Danielle Colleen D. Tiu (Faculty Advisor: Prof. Jay A. Yacat)

University of the Philippines Diliman

In the Philippines, many families employ domestic workers, yayas, whose primary responsibility is to care for children, alagas. What makes a yaya-alaga relationship so special? This research aims to examine the yaya-alaga relationship by determining the roles they play for one another, what they have learned from each other, and how it compares to a mother and child relationship. The researchers conducted 16 separate semi-structured interviews from eight dyads: four female alaga-yaya pairs and another four male alaga-yaya pairs. Thematic analysis was then used to generate three themes with the following subthemes, namely (1) roles of the yaya - family member, household helper, confidant, adviser, (2) roles of the alaga for the yaya – surrogate child, confidant, adviser and guardian to her child, and (3) perceived developmental outcomes – yaya's learnings (skills, life lessons and values), alaga's learnings (skills, life lessons and values). After which, comparative analysis was used to juxtapose certain aspects of the mother-child and yaya-alaga relationship, using the responses and the three themes as the basis for comparison. The results of this study present that the yaya-alaga relationship is healthy, positive and bidirectional, as well as non-competing but complementary to that of a mother and child relationship. This research can then be used in various fields such as, parenting, family life, caregiving, attachment and child development.

The Role of the Circadian System, the Arcuate Nucleus, and Dopamine Signaling in the Generation of Ultradian Rhythms in Behavior and Physiology

Evelina Sterina, Leah K. Malamut, Andrew J. Scasny, Kenneth G. Onishi, Erin J. Cable, Leslie M. Kay, Brian J. Prendergast

The University of Chicago

Ultradian rhythms ("URs": biological rhythms with periods <<24 h, typically 2-8 h) organize behavior in time and are evident in many behavioral and biological processes (e.g. locomotor activity, temperature, ingestive behavior), but the mechanisms by which they are generated are poorly understood. Here we sought to characterize how the arcuate nucleus (ARC) and dopamine signaling, neural substrates/mediators that have been implicated in the generation/modulation of URs, interact with the circadian system to influence UR expression. In the first experiment, wild-type (WT) mice and mice with a mutation in the Period 2 gene (essential for the generation of circadian rhythms; Per2) were injected as neonates either with monosodium glutamate (MSG; which ablates ~90% of ARC neurons) or with saline. Locomotor activity and temperature rhythms of mice were assessed in adulthood to determine whether an intact ARC is necessary for UR expression, and whether the ARC and circadian system interact to generate URs. In the second experiment, neonatally MSG and saline treated Per2m/m and WT mice were administered a dopamine antagonist (haloperidol; which has been shown to shorten UR period). Activity and temperature data to be presented will specify whether an intact ARC-circadian network is required for the modulatory effect of dopamine on UR period and power. Together, these experiments will offer novel insights into the neural substrates that generate rhythmic behavior.

The Effects of Racial Microaggressions on Lesbian, Gay and Bisexual College Students Associated with Stress

Josue Ayala, Dr. Christy Byrd

University of California, Santa Cruz

Lesbian, gay, and bisexual (LGB) students on college campuses experience discrimination and abuse whether their sexuality is disclosed, discovered or presumed (D'Augelli,1989). LGB students of color face additional risks: Previous research indicates that combined racism and anti- gay discrimination are associated with depressive symptoms and suicidal ideation among African American LGB adolescents (Thomas & Huebner, 2013). However, previous research has not examined microaggressions in particular given rise to the need for the current study. Racial microaggressions are subtle statements and behaviors that unconsciously communicate denigrating messages to people of color (Nadal, 2011). Therefore the present study will examine the relationship between racial microaggressions and stress for LGB students of color attending a four year university. Data was gathered from a longitudinal study of college students who completed surveys about their experiences with different types of microaggressions using the Racial Ethnic Microaggressions Scale (Nadal, 2011). We hypothesized that LGB students of color would experience higher levels of stress when experiencing more racial microaggressions. The sample included the 24 self-identified LGB students of color in the larger sample. Correlations revealed a positive relationship between racial microaggressions and stress $(r=.617, p<.001)$. It is important to focus on this population of students because of the lack of literature that examines the intersectionality of sexuality and race associated with discrimination.

Do Teachers Reinforce the Immigrant Paradox Phenomenon?: The Academic Benefit of Being a First-Generation Immigrant Youth

Juhyen Kim, Feliz Quinones, & Jaana Juvonen

University of California, Los Angeles

Previous research suggests that an immigrant paradox phenomenon exists in schools, such that first generation students outperform their later generation peers despite encountering various financial, social and cultural stressors (Garcia-Coll & Marks, 2012). To examine the effect of generational status on academic identity ($\alpha = .74$) and teacher-rated academic engagement ($\alpha = .90$), the current study surveyed first, second, and third generation Asian (n = 773) and Latino (n = 1805) students from 26 urban middle schools. One-way ANOVA analyses revealed that although there were no significant differences in self-reports of academic identity across generational status, $F(2, 1605)= 1.87$, $p = .155$, there were significant differences on teacher-rated academic engagement across generational status $F(2, 2459) = 7.94$, $p < .001$, such that first generation students (M = 2.82, SD = .76) were rated significantly better than second (M = 2.67, SD = .75) and third generation students (M = 2.62, SD = .77). These results show that although students report similar levels of academic identity, teachers perceive student engagement differently depending on students' generational status. While these findings suggest the immigrant paradox phenomenon exists in this sample, future research should examine how these findings could inform academic interventions aimed towards urban schools with high ethnic diversity.

A Contextual Analysis of Future Gains and Losses

Leslie Hwang, Mary Kay Stevenson

California State University, East Bay

Temporal discounting refers to the tendency of discounting gains and losses as they are delayed or presented as future outcomes. For example, an amount of money delayed by five years is a gain that subjectively has less value than the same amount of money given immediately. Similarly, deferring payments makes it less

upsetting than payments that are due immediately. The use of credit cards, taking out loans, and many health related decisions involve delayed positive or negative consequences. In this experiment, we presented hypothetical scenarios about receiving loan amounts after delays and interest payments that were due in the future. Participants were asked to judge their personal reactions to the delayed gains and delayed losses, which were presented separately as well as in gain-loss combinations. According to previous studies, people discount gains and losses differently when they are presented alone. While other studies have explored only gains or losses separately, this experiment combines gains and losses to see how the judgement is simplified. The current focus will be on discounting differences and the effects of a shift in magnitude from small to large losses while holding the gains constant. The results describe the impact of a magnitude shift of losses on the perceived value of the gains as well as its impact on the discounting of gains and losses.

Role of Online Anonymity and Emotion on Self-Disclosure

Patricia Marie Guevarra, Menorca Nyn Heruela, Alena Marie Mariano, Karinazay On, & April Mae Parcon

University of the Philippines Diliman

Computer mediated communication is becoming a fundamental means for many people to meet others. At the core of building these interpersonal relationships are self-disclosure and emotion. However, the way they affect one another in the online setting is yet to be further explored. A 3 x 2 (Anonymity: username, name, and name with picture x Emotion: with emoticons, without emoticons) between-subjects factorial design was utilized in studying the role of online anonymity and emotion, using emoticons, on self-disclosure. Self-disclosure was measured through the sum of the frequency of items answered and averaged scores given by raters in content analysis. We hypothesized that (1) high

anonymity condition will elicit more self disclosure (2) emotion has an effect on self-disclosure, and lastly, (3) anonymity and emotion interact with each other in influencing the likelihood of self-disclosure. The data was gathered from a sample (n = 90) of Psychology 101 undergraduate students in the University of the Philippines Diliman. A Two-Way ANOVA revealed that both anonymity and emotion had no significant main effects and interaction effect on self-disclosure. However, a significant main effect of emotion on self-disclosure was found in the last question considered to be the most intimate. The results were discussed in the context of the participants' shared Filipino values of "kapwa" (togetherness) and "pakikiramdam" (shared inner perception), and personality differences.

Marijuana and the Mind: Attentional Differences Between Users and Non-Users

Janis W. Yue, Laura A. Baker

University of Southern California

It is hypothesized that psychophysiological differences exist between marijuana users and non-users even before onset of use. A derivative of EEG is the event-related potential (ERPs), which refers to an average of EEG responses at a specific time due to a certain stimuli. Previous studies have found a reduction in target P300 (an ERP) amplitude for marijuana users, suggesting that marijuana users have a deficit in attentional control, which has been previously implicated with the P300 ERP. High-risk adolescents, however, may have pre-morbid (before use) neurobiological vulnerabilities, so a longitudinal design is necessary in order to determine whether changes in ERPs were induced by marijuana use, or if they represent differences that are already present in users. Results from analysis of data from over 700 twin pairs from the USC Twin Study show that target P300 amplitudes were significantly ($p<0.5$) lower for users compared to non-users even before use of marijuana, suggesting that the difference found in previous studies may not be a reflection of

marijuana use, but rather just reflect inherent differences in the brain. The current study bears important implications for continuing discussion of marijuana's effects and prediction of use. The study finds that users inherently possess lower attentional control than non-users and the decrease in the P300 amplitude is not necessarily caused by marijuana use.

Should Men "Woman Up" for Female-Dominated Fields? The Role of Gendered Traits on Perceptions of Elementary School Teachers

Yena Kim & Allyson J. Weseley
Roslyn High School

Despite tremendous efforts to increase gender diversity, early childhood education remains an overwhelmingly female-dominated field. The present study explored the effects of gendered traits and teacher gender on perceptions of early childhood educators. It was hypothesized that compared to teachers presented using agentic traits, teachers presented using communal traits would be perceived to be (a) more hireable, (b) more competent, (c) warmer, and (d) more preferable regardless of teacher gender. It was also hypothesized that compared to male teachers, female teachers would be rated more positively regardless of gendered traits. Participants (N = 246) were randomly assigned to view a teacher website that varied teacher gender (male and female) and gendered traits (communal, agentic, neutral) and evaluate the teacher using a survey. Analysis of the effects of gendered traits revealed that individuals preferred either a communal or neutral teacher to an agentic teacher regardless of teacher gender. Next, with respect to the effect of teacher gender, participants reported they were more willing to hire a female teacher than a male teacher, indicating a backlash against men. The research suggests that people seeking entry into early education may want to avoid describing themselves in agentic terms.

Effects of Self-concept Priming and Gender on Prosocial Behavior

Immel Clarizza G. Ticzon, Chloe E. Brijuega, Annjanette V. Fabro, Andrea Katerin S. Cao, & Patrick Franco V. Payuyo
University of the Philippines Diliman

Previous literature on prosocial behavior has revealed that priming constructs can activate an individual's behavior. This study aimed to determine whether priming the self-concept will influence prosocial behaviors among males and females. Specifically, the study aimed to determine whether or not female participants whose self-concepts are positively primed are more likely to perform prosocial behavior. 115 undergraduate Filipino college students enrolled in a General Psychology course (Psychology 101) of the University of the Philippines Diliman participated in the experiment. The study employed a 2x2 Between-Subjects Factorial Design. A Thematic Apperception Test (TAT), a short video clip, and a personality test questionnaire were administered respectively as part of the experiment's cover story, "The Effects of External Stimuli on the Validity of Different Personality Tests." After giving the participants their personality test results which were supposed to prime their self-concepts, they were given a false debriefing. Before they left, the participants were presented with an opportunity to volunteer to participate in a second experiment, also about personality, to help the experimenters fulfill a class requirement. As a measure of prosocial behavior, the experimenters noted whether or not the participants decided to volunteer. It was found that 70.7% female participants and 57.9% of male participants showed a tendency to perform prosocial behavior. Moreover, 70.7% of positively-primed participants and 57.9% of negatively-primed participants showed the same tendency. Meanwhile, 74.2% of female participants and 66.7% of male participants who were positively-primed also expressed a tendency to perform prosocial behavior. Although the results supported the

study's hypotheses, the differences were found to be non-significant.

The Golden Gay Narrative: The Intersections of Gender and Class in the Empowerment of Filipino, Urban Poor, Elderly Bakla (Gay Men) Amidst Discrimination

Samantha Sara R. Santos, Sydney M. Madlangsakay, & Gabriel Luis T. Fernandez

Ateneo de Manila University

Intersectionality asserts that the mutual interplay of an individual's various social identities viewed through societal structures is needed to better understand qualitatively distinct experiences. Particularly, focus on the life course is essential as past experiences influence the trajectory of one's life. Through an intersectional analysis of life narratives, we looked at the interplay of gender and class in understanding the experiences of discrimination and empowerment of urban poor, elderly, Filipino bakla, effeminate gay men from the low income class, across different developmental stages, and amidst a social context of poverty and a cultural context that views being bakla as a sumpa (curse). Through three case narratives, four structures appeared as central to the life path of the Filipino, urban poor, elderly bakla: family and peers during childhood and adolescence, work during adulthood, and community during old age. Such structures constitute inequality but the bakla is able to transcend these oppressive structures through agency.

Altruism in College Mentors: Interplay of Traits, Attitudes, and Behaviors

Amanda R. Brummett, Alishia Huntoon

Oregon Institute of Technology, Klamath Falls

A sample of 22 college mentor participants completed several assessments, including the Big Five Inventory, prior to their involvement of the mentoring course, to measure personality traits and personal values of college mentors. Using a posttest survey, participants completed similar assessments, with additional measures related to attitudes and behaviors.

A majority of students perceived and reported a somewhat positive experience as a mentor following the nine month course. Over half of the surveyed college mentors described their mentoring experience as being Good, Positive, and Valuable. However, in regards to behaviors, only half reported being actively involved with their mentee and 38% of students felt somewhat tense when describing their experience as a mentor. Findings suggest inconsistent relationships between attitudes and behaviors. In regards to the interplay of personality traits and behavior, based on the posttest responses it may be the antagonistic traits such as irritability, caution, frivolousness, and lack of reflection that factored into reported behaviors. Therefore, the altruistic traits that motivate prosocial behavior among college mentors might not necessarily result in the effectiveness as a mentor.

Gang Identity: Effects on Gang-Related Crime and Perceptions of Law Enforcement

Dylan H. Abrams, Karen Hennigan, Kathy A. Kolnick

University of Southern California

This study examines the relationship between gang identity, perceptions of law enforcement, and participation in gang-related crime. Gangs pose a tangible threat to national, local, and personal security. One of the most important elements in gang prevention and intervention programs is a shift toward personal identity, a concept related to self-differentiation. The current study utilizes this model and works in conjunction with the Gang Reduction Youth Development (GRYD) Program in the city of Los Angeles to reduce gang identity through self-differentiation. Data were collected from clients aged 15 to 32 currently enrolled in the GRYD Program. These participants completed an interview called the Social Embeddedness Tool (SET) at the onset of their enrollment in the GRYD program and again every 6 months

they remain enrolled, allowing for change over time to be tracked. Scales used to measure gang identity and self-differentiation were based on measures developed by Leach et. al. (2008) and Pyrooz & Decker (2011) to assess the strength of group identities. Results indicated significant changes in gang-related crime and gang identity, but not in perceptions of law enforcement. Changes in gang social identification were also found to predict changes in gang emotional identification. The results of this study can be utilized by prevention and intervention programs to decrease gang involvement and overall crime participation, both locally and globally.

Affect, Attentiveness, and Dexterity in Exploration of Novel Objects in Infants at Risk for Autism

Fleurette Fong, Ted Hutman, Ph.D.

University of California, Los Angeles

Prior research has found an association between unusual object exploration in 12 month-olds and risk for diagnosis of autism spectrum disorder (ASD) at 36 months (Ozonoff et al., 2008). This work suggests that repetitive behaviors – one of the core symptoms of ASD – may be present earlier than initially thought. However, few studies have questioned whether early repetitive behaviors and atypical play are significant markers of ASD. The present study examines novel object exploration in a sample of 60 infants at 12 months. High-risk infants have an older sibling who has been diagnosed with ASD. In this study, the examiner blows up a balloon and slowly releases air, creating a loud, unfamiliar sound. The infant is then allowed to inspect an identical balloon. The interaction is video-recorded and the infant's affect, level of attentiveness, and dexterity in exploration during air release and examination of the balloon are coded offline. Affect is coded on three levels: negative, flat, and positive. Attentiveness is coded on three levels: not attentive, moderately attentive, and clearly attentive. Lastly, dexterity is coded by tallying

behaviors such as throwing, pushing, waving, banging, stretching, or mouthing the balloon. Coders also note whether each behavior is done with one or both hands. We expect high-risk infants and infants later diagnosed with ASD to exhibit more negative affect, less attentiveness, and less dexterity in exploration.

Generational and Acculturative Differences in Coping Styles in Rural Latino Youth

Hardian Thamrin, Emily Escovar, M.A., and Denise Chavira, Ph.D.

University of California, Los Angeles

Research has shown that acculturation is associated with coping styles in adults; however, no study has examined this relationship in adolescents from rural Latino communities. This study examines whether coping styles differ between first, second, and third or fourth generation Latino youth and whether coping styles are related to level of acculturation. We hypothesized that higher level of acculturation across generations would be associated with functional rather than dysfunctional coping styles. 110 participants ($\bar{X}$ age = 15.89, SD = 1.19) were recruited from participating high schools in Imperial Valley. Coping styles were measured using the Coping Across Situational Questionnaire (CASQ; Sieffge-Krenke, 1995); subscales included active, internal, and withdrawal coping styles. Acculturation was measured using the Short Acculturation Scale for Hispanic Youth (SASH-Y; Barona & Miller, 1994). Findings revealed that internal coping, a functional coping style, was higher in third or fourth generation compared to first (p= 0.035) and second generation (p= 0.036). This effect was only present in females (p= 0.075 and p= 0.010 respectively). Internal coping style also was positively correlated with acculturation. Active and withdrawal coping were not associated with generation level or acculturation. Thus, internal coping may serve as a protective factor against mental illness especially for third and fourth generation immigrants. Future research should examine

the mediating role of coping styles between acculturation and mental health variables.

Competitive and Non-Competitive Reality-Based Programming – An Analysis of Cognitive Stimulation, Interactivity, and Audience Engagement

Ana Oliveira-Beuses, Marina Klimenko
University of Florida

Reality-based television programming has become a topic of interest in recent decades; however, many questions about its appeal remain unanswered. For example, some researchers have suggested that people may be drawn to such shows because they don't provide as much cognitive stimulation, thus, implicitly labeling all reality shows as low in cognitive appeal (e.g., Nabi et al., 2003). The present study set out to address the following three hypotheses: (1) competitive reality TV programs are more cognitively stimulating than non-competitive reality TV shows; (2) competitive reality TV shows are more interactive (i.e., involves viewer's participation) than non-competitive reality TV shows; and (3) reality TV shows of higher cognitive content and interactivity will have higher ratings. Twenty five reality competitive and reality non-competitive shows were selected (total of 50) and measured on their level of cognitive stimulation, viewer's interactivity, and its popularity rating. Cognitive stimulation was divided into two components; attentional load and language complexity. The scale used was specially developed for this study to properly address the proposed research question. As predicted, competitive reality television programs offered more viewership interaction and were more cognitive stimulating but only in terms of its attentional load. Finally, interactivity but not the cognitive content predicted higher ratings suggesting that people are drawn to reality programming that elicit viewership participation and personal involvement.

The Party Before the Party, the Night is Still Young: Playing Drinking Games as a Form of Prepartying Among Young Adults

Dominique Callahan, Jazmine Collins, Sarah Tully, and Byron L. Zamboanga, Ph.D
Smith College

Many young adults play drinking games or preparty (i.e., drinking before going to a social event/gathering), and because these activities involve heavy drinking, those who participate in them are at increased risk for experiencing negative alcohol-related consequences. The limited research among young adults who play drinking games as a form of prepartying has focused primarily on college samples. These studies also did not take into account the specific types of drinking games played, which is an important consideration given that some games pose more risk than others. Therefore, the present study extends the limited work on this topic by examining the kinds of drinking games that might appeal to prepartyers in a sample of young adult college and non-college students (N=484; ages 18-25; 62% non-current college students). Participants were recruited from Amazon's Mechanical Turk and completed anonymous self-report questionnaires in Qualtrics. Controlling for typical alcohol use, gender, and college student status, those who played drinking games as a form of prepartying consumed more drinks when prepartying than those who prepartied alone or with friends/roommates. In addition, many played extreme consumption games as a form of prepartying, which is troublesome given that these types of games are considered to be the most dangerous. Prevention and intervention efforts could target young adults (college/non-college students) who engage in this risky drinking practice.

Does Positive Feedback Impact Self-Efficacy or Performance?

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Feedback is a powerful learning tool as information about past performance can be used to improve future performance (Mory, 2004). Bandura (1997) defines self-efficacy as an individual's self-confidence in their ability to complete a given task. The current study examined the relationship between feedback, performance, and self-efficacy. A performance index and General Self Efficacy (GSE; Schwarzer & Jerusalem, 1995) scores were measured. It was hypothesized those who received positive feedback would score higher on the Content Quiz and GSE than those who did not receive positive feedback. 60 undergraduates were selected via convenience sampling and randomly assigned to receive positive feedback (via a green card with encouraging text) or no feedback. Participants were informed receiving a green card was indicative of desirable behavior (e.g., active listening) while watching a video. After the video, participants either received positive feedback or no feedback and completed the Content Quiz and GSE. A Mann-Whitney U showed no significant difference in Content Quiz scores ($p = .332$) and a two-sample t-test showed no significant difference in GSE scores ($p = .586$) across feedback conditions. Research shows different levels of feedback produce different effects on self-efficacy (Beattie, Woodman, Fakehy, & Dempsey, 2015). Given the current study examined the impact of minimal feedback on self-efficacy, it is recommended future research examine the impact of more detailed feedback.

Comorbidity in Children with Autism Spectrum Disorders: A Comparison with Neurotypical Children

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Literature suggests that children with autism spectrum disorders (ASD) exhibit high rates of comorbidity. Despite having an impact on behavior, comorbid disorders may be undiagnosed due to their similarity with ASD.

The purpose of this study was to compare the rates of behavioral and emotional disorders between children with ASD and neurotypical children. Because social impairments associated with ASD often co-occur with additional impairments in behavioral and emotional functioning, we hypothesized that children with ASD would exhibit higher rates of behavioral and emotional disorders than neurotypical children (Fodstad et al., 2010). Parents rated Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) symptoms on a scale from 0 (never) to 3 (very often) using the Child and Adolescent Symptom Inventory-4R (CASI-4R). CASI-4R scores for attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), anxiety, and depression were examined. The sample consisted of 40 high functioning children with ASD (Mage = 10.0, SD = 1.8, IQ > 85) and 40 neurotypical children (Mage = 10.3, SD = 2.1) who were matched in physical age, ethnicity, and mental age. The results indicated that children with ASD displayed a significantly higher rate of ADHD, ODD, depression, and anxiety disorders than neurotypical children. These findings expand on our understanding of comorbidity in children with ASD, and can inform diagnosis, intervention options, and treatment outcomes.

Caring Letters for Suicide Prevention: Response Timeliness of Reconnection to Care

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Caring Letters is a suicide prevention study that involves sending caring messages to discharged psychiatric inpatients. This multi-site randomized controlled trial aims to assess the effectiveness of the caring contacts intervention

in reducing suicide mortality rates among US military personnel and veterans. This presentation reports preliminary data from one of six participating sites: VA Palo Alto. A total of 342 participants were randomized to usual care (UC=184) or caring letters (CL=158) groups. Only the CL group receives thirteen emails over two years. Established safety protocols are followed to address distress responses. The research team responds with referrals to crisis resources and notifies Suicide Prevention Coordinators (SPC) to follow-up with participants. In total, 147 emails were sent by 57 participants. Of these emails, 25 indicating distress were sent by 18 participants. The average SPC notification time was 24.96 hours. Interventions included telephone care (7), outpatient appointments (8), welfare checks (1), and notification of mental health treatment teams (9). Our preliminary data demonstrates the feasibility of the Caring Letters program to provide timely support for distressed patients. Effective response times allow early intervention by healthcare providers to prevent self-harm behaviors. At trial completion, suicide mortality rates and service utilization will be assessed. We expect suicide mortality and re-hospitalization rates to be significantly lower in the CL group compared to the UC group.

Trans on Trains: A Study on the Lived Experiences of Filipina Transgender Women on the MRT (Manila Metro Rail Transit)

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This study sought to explore the overall lived experiences of Filipina transgender women with regards to riding the Manila Metro Rail Transit (MRT) by following a qualitative field research design and conducting short interviews with one MRT official, three security guards and more in-depth interviews with five transgender women. Significant findings include the lack of

an official policy for transwomen in the existing MRT segregation scheme, which places their exclusion or inclusion to be primarily dependent on security guards and personnel who have varying attitudes and conduct towards transwomen. Furthermore, transwomen participants place primacy on the general hassles of the MRT system (long lines, congestion and unpleasant environmental conditions); the experience of which is also influenced by the phase of transition and apparent femininity of the transwomen, with transitioning and less feminine looking trans being more likely to be excluded and receiving harsher reactions . All transwomen participants have experienced sexual harassment in one form or another, and the importance of changing the attitudes of people and the wider culture before facilitating structural and policy changes is recognized. Narratives of their coping mechanisms, experiences with officials and fellow passengers, as well as their outlook on various MRT issues are also presented.

Ethnic Identity in the Relation between Discrimination and Mental Health for Ethnic Minority Youth

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Research has consistently shown that discrimination predicts negative mental health outcomes among adolescents. However, the role of protective factors, such as ethnic identity, is less understood. The current study examines how two components of ethnic identity (i.e. exploration and belonging) might weaken the association between peer discrimination and mental health problems among ethnic minority adolescents. As part of a longitudinal study of middle school students, the current analyses included 2,715 7th graders who self-identified as East/Southeast Asian, African American, or Latino. Participants completed self-reported measures of racial/ethnic peer discrimination, ethnic identity, and mental health (i.e. social anxiety,

depression, and loneliness). The 2x2 Between-Subjects ANOVA's showed that ethnic peer discrimination was associated with worse mental health across all ethnic groups. Belonging was partially related to better mental health across ethnic groups. Among Latino students, belonging weakened the relation between peer discrimination and mental health. Future research should examine why ethnic identity may function differently across ethnic groups.

Is Unconscious Exposure Therapy Possible?: Exploring Fear Extinction Using Unattended Visual Stimuli

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Exposure therapy is known to be effective for treating specific phobias. However, many patients do not seek treatment or terminate treatment early on due to the averseness of the procedure. This problem could be alleviated if exposure could be achieved without the participants' direct attention to the phobic stimuli. Our study seeks to expand the current literature by testing if spatially unattended stimuli can also lead to fear extinction. We hypothesize that this form of extinction may be effective in reducing anxiety levels, although perhaps less so compared with traditional fear extinction. We will pair four neutral images with mild electric shocks to induce fear conditioning, using Galvanic Skin Response (GSR) as an indicator of anxiety. During extinction, two of these conditioned stimuli (CS+) are presented in the center of the visual field (attended condition), one is presented in the periphery (unattended condition) and one is not presented (unexposed condition). If unattended exposure is effective, GSR for both the unattended and attended CS+ should be decreased in comparison to the unexposed CS+ after exposure. If so, this research may provide a practical basis for creating exposure-based treatments for specific phobias that occur on an unconscious level.

Viral-Mediated Overexpression of miR-495 in the Nucleus Accumbens Decreases Drug-Seeking Behavior in Rats

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MicroRNAs (miRNAs) are small non-coding RNAs that bind to messenger RNA and prevent translation. It has recently been discovered that miRNAs may be dysregulated by psychostimulants such as cocaine. We previously found that miR-495 targets several addiction-related genes, including BDNF, CAMKII, and ARC, is highly expressed in reward-related brain regions such as the nucleus accumbens (NAc), and viral-mediated overexpression in the NAc decreases motivation to self-administer cocaine. The goal of this study was to further explore measures of motivation and examine if overexpressing and blocking NAc miR-495 levels decreases and increases motivation for cocaine, respectively. Rats were trained to self-administer cocaine, then infused with lentiviruses into the NAc that either overexpressed green fluorescent protein (GFP), GFP+miR-495, or GFP+miR-495-sponge, and then tested during extinction, cue and cocaine-primed reinstatement, and spontaneous and cocaine-induced locomotion. In accordance with our previous findings, NAc miR-495 overexpression decreased extinction, cocaine-primed reinstatement, cocaine-induced locomotion, and ARG expression, suggesting increasing NAc miR-495 levels also decreases motivation in the absence of cocaine. Surprisingly, NAc miR-495 blockade also decreased extinction and cocaine-primed reinstatement, both to a lesser degree than overexpression. Interestingly, these effects were associated with decreases in addiction-related gene expression. Overall, these finding support our hypothesis that miR-495 gene targets in the NAc are involved in motivation for cocaine.

Strengths and Limitations of Girl Power: An Examination of Mindset and Stereotype Belief on Science Achievement

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In the current study, we investigated if gender stereotypes about ability in science influence science achievement for female and male secondary school students. We hypothesized that mindset would have a moderating effect on this relationship. Multi-group, multi-level regressions were ran on data from 3,176 6th-12th grade students from a mid-Atlantic metropolitan area (49.78% female; 36.84% minority). Results reveal that stereotype beliefs have a stronger relationship to achievement among girls than boys. Specifically, girls who believe that girls are better at science than boys had significantly higher grades than girls who reported that boys were better at science than girls ($\beta = .3319603$, $p < .002$), even when controlling for previous achievement, race, and socioeconomic status. Additionally, having a fixed view about science ability negatively moderated the effect of gender stereotype on achievement for girls with this belief ($\beta = -.345847$, $p < .001$) and positively moderated the effect on achievement for girls who reported that there was no difference between girls' and boys' science ability ($\beta = .1824766$, $p < .051$). Gender stereotypes did not significantly impact boys' achievement in science. The study demonstrates the importance of stereotype beliefs and ability beliefs in shaping science achievement in girls. The findings discuss the relevance of understanding girls' motivational trajectories in science and their endorsement of STEM college majors and careers.

Group differences in subtle head motion alter apparent findings from diffusion-weighted MRI

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Common findings in diffusion-weighted imaging studies of children and adolescents with autism spectrum disorder (ASD) include reduced fractional anisotropy (FA), increased mean diffusivity (MD), and increased radial diffusivity (RD) in white matter tracts. However, recent findings suggest that head motion may produce spurious group effects. This study examines 57 ASD and 50 typically developing participants to determine whether increasing stringency of group matching for head motion eliminates findings of group differences in diffusion measures. Groups were compared at 3 levels of stringency beginning with (1) the full sample. Groups were then (2) qualitatively matched by visually inspecting scans for motion-related artifacts (signal dropout, image noise, shifts in head placement), and then (3) quantitatively matched on average translation, average rotation, proportion of slices affected by signal dropout, and severity of signal dropout. At each stage, groups were compared on FA, MD, RD, and AD (axial diffusivity) using Tract-Based Spatial Statistics (TBSS) and probabilistic tractography. With both methods, common findings were initially replicated. With TBSS, optimal matching nullified all effects. However, with tractography, matching not only eliminated artifactual effects, but also revealed subtle effects not previously seen in less tightly matched data. These results suggest that group differences in head motion have defining effects on group differences in diffusion measures, and the existing ASD literature should be revisited with caution.

Does Presence/Immersion Confer an Advantage in Learning in Virtual Reality?

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We tested the effects of immersion (the sense of inhabiting the virtual world) and presence

(the sense of embodying one's avatar) on long-term retention of information learned in virtual environments (VE). While VE are increasingly utilized in pedagogy, there is mixed evidence on the effects of presence/immersion—some reported that increased presence/immersion resulted in better recall, while others reported the opposite. Most past research examined memory visual-spatially (testing recall of visual information about the VE itself), thus both memory and presence/immersion measures were based on the VE itself, making it difficult to disentangle the relationship between the two. We studied the effects of presence/immersion on verbal memory, thereby isolating the memory task from the VE upon which presence/immersion were based. Participants learned 40 Swahili and 40 Chinyanja vocabulary words over the course of four learning sessions in a richly featured VE. They were tested (cued by English translations) before each exposure, and later tested again outside the VE on Day 2 and Day 8. We found that individuals who reported higher levels of immersion showed significantly greater recall on Day 8 (M=.42, SD=.08), as compared to those reported low immersion (M=.17, SD=.06). However, there were no effects of presence. These results demonstrate that increased immersion, but not presence, during VE learning might facilitate long-term retention.

The Misinformation Effect: How memory becomes false and eye witness testimonies become toxic

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Foothill College

The misinformation effect is the alteration of an episodic memory when new information is assigned to a memory. Previous research has demonstrated that exposure to false post-event information causes false or inaccurate information to become consolidated into a memory, and then to be expressed as true information (Loftus, & Pickrel, 1995). The purpose of this study was to evaluate the reliability of eyewitness testimonies. The study specifically evaluated whether people reported false information as a result of being asked questions that contained false post-event information. We predict that the results will demonstrate a positive relationship between exposure to suggestive questions and reporting false post-event information. Participants viewed an incident video of a protest and then provided a written summary of the incident video. After the free recall exercise, participants were given a questionnaire about the video. The experimental group's questionnaire contained biased questions that exposed them to false post-event information. The control group was not exposed to the misinformation. All participants then provided a second summary of the video. We expect to find that participants who were exposed to misinformation will provide a false account of events in the video. The existent inaccuracy of memory as a result of the misinformation effect presents strong implications about the preponderant influence of eyewitness testimonies in the arena of criminal law.

Qualitative Analyses of Therapist Perceptions of Emergent Life Events when Delivering Evidence-Based Practices

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Despite expected benefits for evidence-based practices (EBPs) on mental health outcomes, EBPs have had mixed results in community settings (Weisz et al. 2012). Emergent life events (ELEs), stressful experiences unexpectedly disclosed in session, may explain this discrepancy because they disproportionately affect community populations. ELEs may threaten client progress and disrupt treatment integrity (Chorpita et al. 2014). This study examines ELE frequency and characteristics using survey data from 789 therapists who reported on one client they had seen; 44.6% of therapists described an ELE that occurred with this client via open-ended

response. Qualitative responses were coded using an existing ELE coding system. Preliminary qualitative analyses indicate that the least common ELE category was exposures to community violence (2.4%), while the most common was health concerns (18.2%). While it was predicted that the initial coding system would adequately capture the range of ELEs, many therapist responses did not fit into any existing categories (24.9%); this suggests that either the existing framework is not inclusive of ELEs that occur in the community or that therapists overly perceive some events as interfering. This study will inform the refinement of an ELE coding system.

Frustration and Self-Efficacy: Understanding it's Effects on College Students

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Frustration is a negative reaction that results from an individual feeling that they cannot complete a goal or task (Baron & Richardson 2004). Self-efficacy, a term coined by Albert Bandura (1977) is described as one's mindset, a belief about oneself on their ability to complete a task or goal. It was expected that when an individual was frustrated, their levels of self-efficacy would be inversely affected and they would not be able to see themselves completing a goal in the future. In this study, 57 participants, 17 male and 40 female, were sampled from Cerritos College Psychology Department through sign up sheets. Each group of participants were assigned a specific group of letters varying in the amount of vowels from control to experimental. This was meant to provoke frustration, which was the independent variable in this study; while measuring self-efficacy before and after the task. The hypothesis was unsupported by the data. However, after running further statistical analyses the results showed significance heading in the predicted direction.

Stereotype Threat and Black Identity

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Stereotype threat is a situational phenomenon that occurs when stigmatized individuals experience concern about confirming a negative stereotype (e.g., Steele, 1997). Herein, we ask whether stereotype threat impacts affective aspects of Black identity, specifically private and public regard. Private regard (e.g., "I am happy about being Black") refers to one's feelings about being Black whereas public regard (e.g., "Others respect Black people") refers to one's perception of how others feel towards Black individuals (Sellers, Smith, Shelton, Rowley, & Chavous, 1998). Participants self-identified as either Black or African American college students (N= 41) and were asked to complete a "puzzle solving task" (Ravens Progressive Matrices). The puzzle task was introduced as measuring "intellectual ability" (threat), "creativity" (no threat), or as being "culture fair" (threat removed). We compared difference scores on private and public regard. A planned contrast revealed that participants in the threat condition exhibited a significant decline in private regard (M = -1.43, SE = .73) as compared to participants in the no-threat (M = 1.57, SE = .91) and threat-removed conditions (M = .08, SE = .59), t(38) = 2.42, p = .02, d = .78. A similar planned contrast on the difference scores in public regard was non-significant, F(2, 38) = .51, p = .61. We discuss ramifications to well-being.

Effectiveness of Mindfulness-Based Cognitive Therapy for Recurrent Depression: A Systematic Review

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Major depressive disorder (MDD) will affect almost 20% of the U.S. population over a

lifetime (Blazer, 1994 & Kessler, 2005). Due to its recurrent nature, each additional episode of MDD dramatically increases risk of relapse (Britton, 2012). Mindfulness-based cognitive therapy (MBCT) was developed as a targeted depression relapse prevention program. To evaluate the clinical effectiveness of MBCT on MDD, we conducted a systematic review of randomized controlled trials that examined effects of MBCT on depressive symptoms and/or recurrence. We identified 34 relevant studies; 29 yielded positive effects and five yielded null effects. Studies using active control groups as well as antidepressant medications resulted in positive outcomes from MBCT, which persisted after treatment completion. Overall, we found that MBCT is effective in reducing depressive symptoms and preventing relapse in persistent and recurring MDD. Mechanisms underlying MBCT's effects on depression outcomes will be considered. These results suggest that MBCT should be available to depressed individuals in remission because this therapy could capture a critical window that current therapies may neglect.

Examining and Influencing Attitudes Toward Muslims

Ryan Allred, Amber Bleth, Brionna Brown, Selina Chart, Cierra Cooper, Sana Keshtkaran, Jane Kwon, Eleah Lovell, Catherine Moffett, Nicole Olson, Cortney Simmons, Cambrea Taylor, Jessica Thornberry, Tatiana Ubay, Bailey Wilson, Connie Yeung, & Margaret A. Brown

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After Wheaton College professor Dr. Larycia Hawkins made statements in support of the Muslim community and wore a hijab as a gesture of interfaith solidarity, she was suspended from her job. While the Christian college emphasized that the content of her statements was the issue, we hypothesized her evaluation was affected by gender stereotyping and Islamophobia (e.g., Cragun & Sumerau, 2015). We examined these variables using experimental methodology. We provided one

quote ("Muslims and Christians worship the same God") but varied the gender of the quote's author and provided an accompanying picture of the author wearing either traditional Western or Muslim clothing. The dependent variables were the perception of the author and the statement. The convenience sample recruited through Facebook consisted of 241 participants, most of whom identified as American and Christian. Using a series of 2 x 2 ANOVAs, we found no main effects of gender, but statistically significant main effects of Muslim affiliation in each test (i.e., participants rated the author and statement less favorably when the author was wearing traditional Muslim clothing). There was a significant interaction of gender and Muslim affiliation for judgments of accuracy, such that people rated the man in Western clothing as most accurate, but clothing did not affect ratings of the woman's accuracy. She was seen as inaccurate regardless of clothing.

Do I Fit In? School Climate and Identity Development for Minority Youth

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Early adolescence is a critical time for individuals to establish connections with their ethnic group. Positive ethnic identity is regarded as a buffer to psychological stress and is associated with higher academic achievement. The current study was investigated the role of school racial climate on the numerical minority students' ethnic identity. It was hypothesized that numerical minorities have less strong ethnic identity unless they perceive their school to encourage interethnic interactions and the rules to be fair across all students. Surveys were administered to 3700 California seventh graders which assessed participants' ethnic identity, perceptions of their school's racial climate, and ethnic representation at their school. As hypothesized, analyses revealed that being a minority did not affect students' ethnic identity if they perceived their school's racial climate to be positive. Furthermore, minority students

who attended a school with a fair school climate had a stronger ethnic identity. These findings suggest that the racial climate of a school plays an important role on ethnic identity for minority individuals. Implications of this study support implementation of diversity programs that promote a more inclusive school environment.

Got Sleep? The Effects of Sleep Deprivation on General Health, Caffeine Consumption, and Academic Performance.

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Foothill College

Researchers have found that adequate, uninterrupted sleep may optimize learning and cognitive functioning for college students. Considering a high percentage of students in college may be sleep deprived raises a concern about academic performance, physical health, psychological health, and caffeine consumption. Studies have shown that lack of sleep is related to lower levels of attention, impaired memory, and poor decision making; all of which are essential to being successful in school. Low levels of sleep may also influence one to resort to consume high levels of caffeine. In our study, we will investigate the influences of sleeping habits on academic performance and caffeine consumption among students at the college level. 81 participating Foothill students across various academic disciplines will be asked to complete a survey asking about their sleeping patterns, perceptions of sleep, grade point averages, caffeine consumption, learning experiences, and overall physical and mental health. We predict that students with lower levels of sleep will be less aware of the consequences that derive from insufficient sleep and will be more likely to resort to caffeine consumption. Our findings will illustrate that the average college student isn't getting an adequate amount of sleep, influencing high levels of caffeine intake which

may be detrimental to one's health, academic performance, and well-being.

Toddlers' Attention to Pragmatic Cues: The Role of Language Experience

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Previous research has shown that bilingual children attend to referential gestures more than monolinguals (Yow & Markman, 2011; Brojde, Ahmed & Colunga, 2012). This study uses eye-tracking to investigate how bilingual experience affects visual attention during a word-learning task. Monolingual and bilingual 16 to 30-month-olds were tested in a word-learning task where, in a learning phase, the experimenter presented a novel object and gave it a name. In the test phase the novel object from the learning phase was presented alongside a different novel object to see if word learning occurred in the toddlers. Toddlers' visual attention to the face of the experimenter and to the labeled object in learning and test phases were measured using eye-tracking to measure eye positions and movements. If toddlers' attend to the same labeled object during the test phase that was presented during the learning phase word learning has occurred. We found an overall difference in attentional patterns based on what cue the child saw, $F(4,64) = 18.316$, $p< .01$, but there were no differences in attention between monolingual and bilingual infants. Additional planned analyses will investigate how looking behavior may change based on vocabulary content. These results will have theoretical implications in better understanding how language environment influence visual attention and word learning.

Priming Students to Interpret Difficulty Positively in order to Appreciate Desirable Difficulties

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Successful learning requires that students accurately monitor their current learning and understand what study strategies are effective (Dunlosky & Metcalfe, 2008). Viewing intelligence as fixed or flexible (i.e., fixed versus growth mindset) affects the interpretation of difficulty and in turn, academic performance (Yeager & Dweck, 2012). The influence of mindsets and knowledge of study strategies on learning has not been examined. Study strategies that are effective for long-term learning engage learners in such a way that learning feels difficult causing students to choose easier but less effective strategies (Bjork, Dunlosky, & Kornell, 2013). A "desirable difficulty" is self-testing; it takes effort and can lead to mistakes, but is more potent than rereading. This study will prime 300 participants to interpret experienced difficulty as either important or impossible. They will learn Swahili-English word pairs, some of which will be presented repeatedly or tested repeatedly. The two primed interpretations will be examined to determine whether participants understand of what is an effective learning strategy when prompted to choose between different study strategies. It is hypothesized that students primed to interpret difficulty as that the meaning of the information is important, will choose self -testing as the effective study strategy. This study will contribute to the existing literature on processes behind learning and encourage students to recognize the importance of self -efficacy.

Are Rates of Early Nonsocial Attention Related to School-Age Language Development in Infants at Risk for Developing Autism Spectrum Disorder (ASD)?

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Reduced joint attention (JA) is predictive of later language challenges among autistic children (Sigman and Ruskin, 1999). Although this is often interpreted as evidence that JA is a form of social attention that helps children understand how to communicate (Charman et al., 2000), others have hypothesized that atypical non-social attention may underlie impaired JA in autism (Keehn et al. 2013). This is the first study to examine if atypical non-social attention is predictive of impaired language in individuals at high- or low-risk of autism. When participants were 18 months old, examiners caught their attention and shook two rattles for approximately 15 seconds. The rate of gaze shifts between rattles (nonsocial attention) and the duration of attention to the examiner (social attention) were coded. At school-age, the Clinical Evaluation of Language Fundamentals was administered. Preliminary analyses suggest that autistic participants exhibited reduced social attention (p = .03) in infancy and impaired language at school-age (p = .02) relative to typically developing children. Atypical nonsocial attention (p = .02), but not atypical social attention (p = .30), was associated with later impaired language. Unexpectedly, heightened rather than reduced non-social attention was associated with poorer language outcomes. This preliminary finding is consistent with evidence that infants at-risk for autism are more interested in non-social stimuli than low-risk infants (Bhat et al., 2010).

Bilingual Children's Use of the Shape-Bias in Labeling Novel Objects

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There is evidence that English-speaking children generalize nouns they have learned to new objects based on similarity in shape (Landau et al., 1988) while Spanish-speaking children show no preference for generalizing nouns based on shape, color, or texture (Hahn & Cantrell, 2012). However, it remains unclear whether bilingual English-Spanish speaking children will have a shape preference (bias).

The present study examined whether bilingual children (18-24 months old) show this shape bias. Children were given a novel noun generalization task (learning labels for new objects) either in English or Spanish to assess whether language of presentation affected responses. We predicted that children in the English condition would make greater shape-bias responses than those in the Spanish condition. While data collection is ongoing, preliminary results showed that children in the English condition made noun generalizations based on shape (shape bias) 53% of the time, while those in the Spanish condition only showed shape bias 50% of the time. These initial data suggest a trend in which language presentation may influence bilingual children's biases when learning/generalizing new nouns.

The Role of Legality on Stigma Towards Substance Addicts

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Of mental illnesses studied, drug addiction is consistently found to be one of the most stigmatized. Previous research has found that the public views individuals suffering from drug addiction as responsible for their condition and dangerous, resulting in devalued attitudes. This stigma ultimately reduces treatment seeking and adherence by the individual suffering from addiction. The current study aimed to investigate how the public's stigmatization process is influenced by the legality of the substance to which an individual is addicted. A total of 304 (M = 18.76 years old, 76% female) participants answered questions on an online survey pertaining to their perceptions, attitudes, and behavioral reactions towards individuals addicted to ten different randomly presented substances; four being legal (Alcohol, Caffeine, Prescription Drugs, and Tobacco/Nicotine) and six being illegal (Cocaine, Heroin, Methamphetamine, PCP, MDMA/Ecstasy, and Marijuana). As hypothesized, results multiple ANOVAs indicated a significant difference between

attitudes of individuals addicted to illegal substances in comparison to legal substances on nine different constructs of stigma: perceived responsibility and dangerousness; feelings of anger, pity, and fear; and behavioral reactions of helping and avoidance; and support for segregated and coercive treatment. These findings provide insight into the process of stigmatization as it relates to drug addiction. These findings also have implications for interventions aimed at reducing stigma in the context of substance addiction.

Anxiety and Motivation to Access Food in Overweight Children

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About 1 in 3 children in the US alone are overweight or obese (CDC, 2016). Eating in response to emotions may be an important contributor to overeating and weight gain. Overweight people tend to eat more when they experience anxiety (Geliebter and Aversa, 2003). Anxiety is also associated with increased food cravings (Gendall et at., 1997). Yet, no studies have explored the link between anxiety and motivation to access food, especially in a population of overweight and obese treatment-seeking children. We hypothesize that higher anxiety is related to greater drive for accessing food in children. Fifty-nine overweight and obese children (9.94 ±1.65, 72% female) who endorsed overeating were seen at a baseline visit as part of an overeating intervention. Children completed the Power of Food Scale (POF) and the State-Trait Anxiety Inventory (STAI). Regression analysis showed that higher scores on the STAI were associated with higher PO F scores (F (3, 48) =6.9, p<.01). The Food Available sub-scale was significant (β=.52, p<0.01), suggesting that higher anxiety is related to greater drive to access food. This may explain why overweight, anxious children tend to overeat available food.

College Students' Social Identities: Intersectionality of Race and Social Class

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Belongingness is a basic human need to feel like an accepted member of a group. Yet, individuals often maintain stereotyped identities that threaten the sense of belongingness under various contexts. Underrepresented college students are especially vulnerable when confronting overlapping stigmatized identities, known as intersectionality. Specifically, social class, or socioeconomic status (SES), and racial identity in a predominantly white and affluent university may present significant threats to sense of belonging and academic achievement if the stigmatized identity is salient within an evaluative environment. Students may underachieve academically, or develop a belongingness uncertainty. In our study, we examined how ethnicity and SES identities interactively influence psychological well-being at a predominantly white and affluent university. We hypothesized that having a double-bind of low SES and ethnic minority status would harm psychological well-being considerably more than having just one stigmatized identity. Questionnaires were distributed among undergraduates to assess identity significance, self-esteem, life satisfaction, and testing insecurity. Results revealed race & class identities predicted higher testing insecurity, school insecurity, and belongingness uncertainty among low SES students. In contrast, race and class identity strength predicted greater life satisfaction among high SES college students. Results build from previous findings regarding belongingness, and incorporate an intersectional analysis to reveal a complicated relationship among stigmatized identities in how these identities are associated with sense of belonging, and subjective well-being.

Factors Influencing Pregnancy Intentions Among Adolescent Girls in San Diego County: A Qualitative Exploration

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Background: Adolescent motherhood increases neonatal health risks. Hispanics are disproportionately represented among adolescent mothers, and 57% of US Hispanic adolescent births occur at the US-Mexico border. This study qualitatively examines factors that influence adolescent girls' perceptions of the costs and benefits of adolescent pregnancy in the context of the US-Mexico border.
Hypothesis: While this is an exploratory analysis, we hypothesize that adolescent girls between the ages of 15-19 will cite various social and economic costs to adolescent pregnancy, and a desire to delay pregnancy until adulthood.
Methods: Adolescent girls between the ages 15-19 were recruited from a health clinic in San Diego county near the US-Mexico border to participate in a survey study examining risk factors for pregnancy and STI risk. A subset of participants (n-21) were invited to complete qualitative interviews; interviews were coded and analyzed for themes related to pregnancy intentions.
Results: Almost half of participants were Latino (43%); 24% and 19% were White and Asian, respectively. Long-term contraception (e.g., the implant, shot, or patch) was reported most frequently (85%). Emergent themes highlighted girls' reasons to delay pregnancy, including: 1) greater time to achieve educational goals and financial stability and 2) recognition of the time commitment and financial and social costs associated with adolescent parenthood. Girls responsible for younger siblings were particularly cognizant of the challenges of childrearing.

Natural acoustic stimuli reveal tonotopic frequency maps in primary auditory cortex

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Tonotopic (i.e, spatially organized) frequency maps of the early human auditory cortex obtained using functional magnetic resonance imaging (fMRI) and acoustic stimuli, are usually not as clear and detailed as spatial retinotopic maps of early visual cortex. Previous studies have relied upon synthetically created tones to probe frequency representation in primary auditory cortex, but few groups have attempted to map tonotopy using natural stimuli. Hypothesizing that natural stimuli can be used to create frequency maps in primary auditory cortex, the present study aimed to recover tonotopic maps in individual human brains by using fMRI, natural musical stimuli, and voxel-wise encoding models. Voxel-wise encoding models describe the relationship between each voxel's response and the stimulus. Encoding models of primary auditory cortex were estimated by regressing (i.e, computing the relationship between) the time-series of low-level spectral (i.e, frequency) features extracted from the stimuli onto the fMRI data. These model weights and other metrics, such as the spectral centroid (a weighted frequency average), were then projected onto cortical surfaces for visualization and interpretation. This procedure reveals a mirror symmetric tonotopic map across Heschl's gyrus in primary auditory cortex. Further work is now ongoing using a wider range of controlled natural stimuli.

Developing an Integrated Social Network Intervention to Increase Organ Donor Registration

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University of California, Los Angeles

Many patients in need of an organ transplant often face a long wait due to the lack of available organs from donors. Existing interventions to promote community health awareness and engagement have proven to be beneficial, but they are difficult to implement, resource-intensive, and hard to generalize beyond the limited scope of local results. We

hypothesized that applying a novel bottom-up approach to health awareness based in social networks via an integrated social network intervention (ISNI) would increase interest and engagement in organ donor registration. Our ISNI consisted of introducing a publicly available story about an organ transplant recipient to a focus group within the community to address misconceptions and barriers to organ donation via a quasi-experimental observational study with concurrent controls. By using technology and social media platforms including Facebook and Twitter to implement our ISNI, we utilized a complex network theoretical framework based on social cognitive theory along with peer influence to reach over 200,000 people in 90 days using a cost-effective budget. Analysis of engagement via big data information sciences showed that our campaign yielded a 23% increase in engagement compared to non-profits. Our study demonstrates the affordable and effective applications of social networks, technology, and big data information sciences in rapidly exposing and engaging a large population to address issues of public health and preventative healthcare.

The "Chip-on-the-Shoulder" Effect: The Motivational and Performance Consequences of Disrespecting Students

Caitlin Courshon, Tim Urdan

Santa Clara University

In sports, it is common wisdom that being disrespected increases motivation to perform by creating a chip-on-the-shoulder effect. However, there is little research examining whether this assumption applies to the academic domain. The purpose of this study was to examine how praising or disrespecting students affected academic performance and perceived effort. We predicted that praise would increase effort and performance and disrespect would decrease them. In Study 1, 200 college students were told either to try hard (Control), that they were expected to do well (Ego-Boost), or that they were expected to

perform worse than students from a more prestigious university (Disrespected). Participants then completed a brief academic test. Students in the Disrespected group performed worse than the other two groups on the test. In addition, students in the Ego-Boost group perceived that they tried harder and performed better than students in the other two groups despite not outperforming the Control group. In Study 2 (n=140), we added a Team Disrespect condition, in which participants were told they were competing against students from another university that had disrespected them. There were no differences in test scores between the four groups, but the Ego-Boost group once again perceived that they tried harder.

Music and Personality: The Effect of Music and Gender on Personality Stereotypes

Katrina L. Cibuzar, Dr. Christine Malone (advisor), and Dr. Elizabeth Nawrot (advisor)
Minnesota State University Moorhead

Previous research suggests that individuals project stereotypes associated with background music onto strangers (Lastinger, 2011). This current study is concerned with the automatic processing of first impressions and how that processing could be influenced by environmental factors such as music. The first part of this research focused on how gender stereotypes are influenced by listening to different genres of music. Participants (n=62) listened to pop, rock, or no music while rating pictures of males and females on gendered characteristics. It was predicted that rock music would evoke male stereotypes while pop music evokes female stereotypes. Results showed that participants rated all individuals significantly higher on female stereotypes compared to male stereotypes, regardless of gender and music condition. Participants in the condition without music conformed most frequently to gender stereotypes in their ratings overall. The second part of the study further investigated on the effect of different rock pieces on gender stereotypes. It was predicted that participants

would conform more to male stereotypes overall in both music conditions. Participants (n=43) repeated the first study, but were assigned to one of the two rock song conditions. Results supported this as participants rated all individuals higher on the male stereotypes than the females across all conditions. It was concluded based on results that music has an effect on personality stereotype judgements, but the judgements were buffered instead of enhanced. This information could be applied to situations where background music may effect important first impressions, such as a first date or job interview.

The Influence of Culture on Moral Memory

Suzie Kim, Chelsea Helion, & Kevin Ochsner
Columbia University

Autobiographical moral memory is influenced by antithetical roles individuals play in moral events – the role as a moral agent and a moral patient. Moral agents are entities that possess the capacity to do right or wrong, whereas moral patients are ones that can be the targets of the agent's actions (Gray & Wegner, 2009). Differences in perceived agency influences the recall of moral events, such that moral patient events are remembered as being significantly more negative than moral agent events (Helion, 2014). The current study expands upon these previous findings by examining the influence of culture on moral memory – specifically how independent self-construals represented in individualist cultures versus interdependent self-construals of collectivist cultures may moderate the relationship between moral memory and perceived agency. We hypothesized that individuals who had a more interdependent (vs. independent) self-construal would report less negativity for moral patient events as compared to moral agent events. To test this hypothesis, participants first recalled an experience in which they were a moral agent or a moral patient; they then reported how negative the event was, and their levels self-construal were measured. As predicted, we

found an interaction between memory negativity and self-construal, such that participants with interdependent self-construals reported lower negativity for patient as compared to agent events, but this effect was reversed for participants with independent self-construals.

Is STEM Running Out of Steam for Asian Americans?

Daniel Chai & Dr. Allyson J. Weseley
Roslyn High School

While many people view Asian Americans as a "model minorities" who excel in math, science, and music, research has shown that they have to outperform other races academically to receive equal consideration by colleges. The present experiment investigated the effect of race and stereotypes on perceptions of students in the college admission process. It was hypothesized that a stereotypical Asian American student would be perceived as making a lesser contribution to the diversity of selective colleges, having a lower level of social competence, having a lower level of academic competence, and having a lower likelihood to be accepted into selective colleges when compared with a counter-stereotypical Asian American student and White American students. College admission officers (N=79) were randomly assigned to view a shortened version of a college application. The stereotypical Asian American student was perceived to be significantly less likely to be accepted into college and had a lower perceived social competence than the other three students. Additionally, students who participated in counter-stereotypical Asian activities were perceived to be more likely to be accepted, more socially competent, and contribute more diversity than students who participated in stereotypical Asian activities. This study suggests that rather than all Asian American students being disadvantaged in the college admissions process, it is only those who fit common stereotypes.

Agreement Between Self and Psychiatrist Rating of Suicidal Ideation

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University of California, San Diego, San Diego State University, Veterans Affairs San Diego Healthcare System

The goal of this study is to determine the degree to which self-reported risk factors of suicide are documented by urgent-care psychiatrists. We hypothesize that agreement between veterans' self-reports and psychiatrists' clinical notes is low.

Veterans attending a psychiatric emergency clinic (n=377) completed a self-report on suicidal ideation (SI) and other acute risk factors. Clinical notes of their attending psychiatrists were coded by the researchers. Agreement between the self-report and the psychiatrists' clinical notes regarding SI was examined.

Psychiatrists differed from the veterans in their ratings of SI in 46% of cases. Among the discordant cases, the veterans' self-rating was more severe than the psychiatrists' in 97% of cases. 60% of self-reports of SI were not noted in the psychiatrists' reports. Of the 297 veterans who were not noted to have any degree of SI by the psychiatrist, 31 (10%) self-reported a suicide plan and 18 (6%) plan preparations. Agreement between psychiatrists' notes and self-reports did not differ by psychiatrist status, presence of major depressive syndrome or known history of a suicide attempt. Results did not significantly change when veterans most likely to over report SI were excluded.

This low agreement suggests that inclusion of a self-report of SI would complement information gleaned from the clinical interview for a more comprehensive risk assessment.

Can Bridge Programs Enhance the Survival of First-Generation College Students?

Donald H. Ryujin, Stephen T. Chen, Kaylene L. Co, Madeline L. Johnson, Emilia M. Tietje

California Polytechnic State University- San Luis Obispo

Numerous studies (Nuñez & Cuccaro-Alamin, 1998; Warburton, Bugarin, & Nuñez, 2001; Chen, 2005) on the attrition rate of first-generation college students empirically document their disproportionate failure in trying to obtain a college degree. Unfortunately, very few studies present any empirical data that give us an understanding of how these students can be helped and retained. Thus, this research examines graduation rates for first-generation, low-income students who have attended a "Bridge" program, Summer Institute (SI) at California Polytechnic State University, San Luis Obispo (Cal Poly). In a previous study, first-year retention rates for SI students were higher than non-SI students. The SI students also had similar retention rates to the general Cal Poly student body. The current study examines retention/attrition rates for SI students (n = 350) and their corresponding non-SI cohorts (n = 300) for the past five years (2010 to 2015), as well as a comparison to the general Cal Poly student population. Given the findings from the initial SI study, it is hypothesized that attendance at Summer Institute significantly enhances the retention and graduation rates of first- generation, low-income Cal Poly students. The benefits of this research are significant, as this research would rank as one of the few studies to empirically assess a university's attempts to retain first-generation, low-income students.

The Effects of mir-495 in Cocaine Addiction

Trisha Chaudhury, Ryan M. Bastle, Madeleine St. Peter, Nicholas Galles, Colton D. Smith, Robert J. Oliver, Kenneth Leslie, Jennifer Taylor, Nora Perrone-Bizzozero, Janet L. Neiswander

Arizona State University

MicroRNAs (miRNAs) are small, non-coding RNAs that post-transcriptionally regulate gene expression and have been implicated in drug addiction. We previously found that miR-495 targets several addiction-related genes and is downregulated in the nucleus accumbens (NAc) following acute cocaine administration. Here, we measured NAc miR-495 expression during cocaine self-administration (SA) and tested the functional role of NAc miR-495 by viral-mediated overexpression during cocaine and food SA. Rats were trained to lever press for cocaine (0.90 mg/kg/infusion) for either 1 or 22 days on a fixed ratio (FR) schedule of reinforcement, sacrificed one hour following their final session, and NAc tissue was dissected and processed using qRT-PCR. We found that NAc miR-495 levels decreased after 22, but not 1, day of SA. A separate group of rats were infused with a lentivirus into the NAc that overexpressed either green fluorescent protein (GFP; control) or GFP+miR-495 and were tested on a FR5 and progressive ratio (PR) schedule. NAc miR-495 overexpression decreased cocaine intake under a PR, but not FR5, schedule. We performed the same manipulation on a separate group of rats that were trained to lever press for food reinforcement and observed no effects on either schedule. Taken together, NAc miR-495 appears to be downregulated following prolonged, but not brief, cocaine SA and regulates genes involved in cocaine, but not food, motivation.

Associations between Stress Reactivity and Alcohol Use among Heavy Drinking Young Adults

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University of California, Los Angeles

Epidemiological evidence has demonstrated a robust relationship between stressful life experiences and substance use. The relationship between acute stress reactivity and severity of alcohol use is less well understood. A guided imagery task has shown to capture mood stress reactivity. We hypothesized that greater levels of negative mood and tension would be associated with heavier alcohol use. Additionally, we hypothesized that greater

positive mood and vigor would be associated with less severe alcohol use. Sixty-four (23 females) heavy drinkers completed a 30-day drinking history and listened to personalized guided imagery scripts in a randomized order. Stressful imagery produced increases in negative mood and tension and decreases in positive mood and vigor (p < .001). Positive mood reactivity was found to be correlated with drinks per drinking day (DPDD; r = .345, p < .01) and binge drinking (r = .427, p = .001). Vigor reactivity demonstrated similar results (DPDD: r = .279, p < .05; binge drinking: r = .346, p < .01). Greater stress-induced reductions in positive mood and vigor were related to less alcohol use. Negative mood and tension reactivity were not correlated with alcohol use (p ≥ .14). These associations may be reflecting dissociations between internalizing (e.g. stress reactions) and externalizing (e.g. alcohol use) symptoms among this population of young adults.

The Impact of Client/Therapist Racial/Ethnic Match on Engagement in Evidence-Based Mental Health Services

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University of California, Los Angeles & University of California, San Diego

Racial/ethnic minorities have poorer engagement in mental health services, including lower attendance rates and higher attrition compared to European Americans (Polo et al., 2012). In order to improve mental health services for minorities, it is vital to understand how therapist and client race/ethnicity impacts barriers to engagement in therapy sessions. This paper examines mental health disparities within Los Angeles County, specifically focusing on barriers to engagement within the delivery of evidence-based practices (EBPs). I hypothesize that there will be improved engagement if there is a race/ethnic client-therapist match. The data is taken from a survey of 789 therapists, who reported barriers during EBP delivery for one client in the past two months. The majority of

the therapists were Hispanic (42%), and non-Hispanic White (34%). Clients were predominately Hispanic (59%) and African-American (12%). The engagement barrier reported most frequently was clients having difficulty completing homework or between session activities (30.4%). This study will use chi-square analysis to determine if the frequency of barriers to EBP implementation differs based on client-therapist race/ethnicity match.

Latino or Nah?: Being Miscategorized as Latino/a Can Influence Teacher Evaluation of the Student

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Latino students (especially those with darker skin complexion) are likely targets of ethnic discrimination that affects their academic performance. Extending past research (Hunter, 2007), this study examines Non-Latino students (N = 3,000) and how being miscategorized as Latino or correctly categorized as non-Latino influences how their teachers evaluate their academic performance. Teachers were asked to rate the participant's' academic engagement in the classroom. Results showed that students who were miscategorized as Latino had, on average, lower teacher ratings than the students who were categorized as Non-Latino. This analysis extends previous work (Catherine Riegle-Crumb & Melissa Humphries, 2012), showing that teachers have biases of their students and they tend to perceive ability of minority students lower than white students. An additional follow up analysis was done which included Latino students correctly categorized as Latino. We correctly hypothesized that they would have similar teacher ratings than the Non-Latino students who were miscategorized as Latino students. This research is significant in current issues of education since the findings point towards discrimination based on physical appearances. Students are seen to be penalized for

resembling Latino students, regardless of their true ethnicity. This research can inform teachers, school administrators, and educators of biases that can lead to discrimination they may be currently unaware of and can lead to discussion of more blind-like grading of students.

The Influence of Maternal Serotonin Transporter Gene on Activity and Emotionality in Rhesus Macaques

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Brigham Young University & University of California, Davis

Genetic effects on temperament have been widely studied. In infant rhesus macaques (Macaca mulatta), the serotonin transporter (5-HTT) genotype affects temperamental traits Activity and Emotionality. However, independent of infant's genotype, mother's genotype modulates infant temperament. We hypothesize infant temperament is dependent on infant's and mother's 5-HTT genotype. Given inherent sex-differences in social roles, we also hypothesize genotype affects sons and daughters differently. Subjects were 626 infants (males: n=317, females: n=309; mean age: 106 days) housed in outdoor enclosures at the California National Primate Research Center. To assess temperament, infants were separated from their group and observed over two days to measure temperamental traits Activity and Emotionality. Blood samples were obtained to genotype mothers and infants. Data were analyzed using mixed design, One-Way ANOVA. Results show on both days male infants with ss genotypes exhibit higher Emotionality than males with LL or Ls genotypes ($p<.05$). Mothers' genotype also affected temperament on both days, with sons of mothers with ss genotypes showing lower Activity than sons of mothers with LL genotypes ($p<.05$). Daughters of mothers with SS genotypes exhibit higher Emotionality than daughters of mothers with LL or Ls genotypes, but only on Day 2 ($p<.01$). Results suggest 5-HTT genotype influences male and female temperament differently. Additionally, certain temperamental traits may be more sensitive to maternal genotype, dependent on infant sex.

All poster presentations will be held in the Math Courtyard

The Effect of Presenter's Demeanor and Mode of Presentation of Items on Memory Retention

Danicca Noelle V. Pineda, Frances Stephanie Ll. Perilla, Patricia G. Gabriel, & Madeleine Jewel B. Maog (Faculty Advisor: Asst. Prof Divine Love A. Salvador)

University of the Philippines Diliman

This study examined the effects of presenter's demeanor and mode of presentation of items on memory retention. The researchers hypothesized that more items will be recalled if (1) the presenter's demeanor is informal, (2) and if the mode of presentation is through pictures; and that (3) there is an interaction effect between the two variables. The independent variables of this study were: (1) the presenter's demeanor with two levels displaying a formal or informal demeanor; and (2) the mode of presentation of the items as pictures (realistic representation of the items) or words (how the items are spelled out). The experiment had an in-between subjects design with four treatment conditions, namely (1) formal-pictures, (2) formal-words, (3) informal-pictures, (4) informal-words. The dependent variable was memory retention, and was measured by the number of items recalled and written down by the participant. The participants were Introductory Psychology students from the University of the Philippines Diliman. Via an independent sample t-Test and a two-way ANOVA, the study showed that Presenter's Demeanor had no significant effect on memory retention, as well as there having no interaction effect between the two variables. However, the Mode of Presentation of Items had a significant effect on memory retention, specifically Pictures as Mode of Presentation of Items had a significantly greater effect on memory retention compared to Words.

Understanding how Self-Concept Affects Friendship Quality among Adolescents

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Self-concept is defined as ideas or perceptions held about oneself (Sebastian, Burnett, & Blakemore, 2008). Previous research suggests that negative self-concept poses as a risk factor to domains affecting social functioning among adolescents (Marsh, Parada, &Ayotte, 2004). Building upon this finding, the current study examines the effects of self-concept on quality of adolescent friendship. We hypothesized that adolescents (N=406; ages 11-17) with low levels of self-concept would display low levels of friendship quality. The Piers-Harris Children's Self-Concept Scale and Friendship Qualities Scale were used as multidimensional measures of self-concept and friendship quality respectively. Conducting bivariate analysis, we analyzed the relationship between friendship quality and various domains of self concept like popularity, freedom from anxiety, and happiness. Supporting our hypothesis, results indicate that low levels of friendship quality are significantly correlated with low popularity (r=.16, p<.01), low freedom (r=.22, p<.01), and low happiness (r=.23, p<.01). This has significant implications for promoting positive self-concept among adolescents in order to improve peer relations.

The Influence of Gender Differences on Expectations and Memory for Social Feedback

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University of California, Los Angeles

Gender differences have been demonstrated in response to social stress. Specifically, women react more negatively (e.g. elevated cortisol levels) than men after receiving social rejection feedback. Little research has explored whether expectations and/or social feedback may differentially influence both the affect and memory of men and women. The present research explores this possibility using anticipatory cues followed by social evaluation. Healthy college students rated how they felt in response to being accepted onto or rejected from a cooperative game team, and were tested on their memory of the individuals who had accepted or rejected them. Given that women are more sensitive to social feedback, we predict they will report feeling worse after social rejection and better after social acceptance than males. We also suspect that women will recall individuals who rejected them more often than those who would accept them, as well as recall those they anticipated would reject them more often than accept them, than will men. Further evidence of greater sensitivity to social feedback in women could contribute to our understanding of the greater prevalence of anxiety disorders in women.

Peer Victimization: A Mediating Factor Between Cultural/family Variables and Internalizing Symptoms

Desiree Delgadillo, Amy Rapp, Denise Chavira, Ph.D.

University of California, Los Angeles

Research has shown that victims of peer aggression are at increased risk for developing internalizing disorders such as anxiety and depression (Reijntjes et al., 2010). However, few studies have examined the role that familial and cultural factors have on peer victimization and internalizing symptoms. In this study we tested a mediational model to assess whether acculturative stress and low levels of familism increase the risk of peer victimization, which in turn increases anxiety and depressive symptoms. Questionnaires

measuring bullying, depression, anxiety, acculturative stress, (i.e. the stress that arises as a result of contact and interaction between two or more cultural groups), and familism (a cultural value that emphasizes close, loyal, family bonds and a prioritization of the needs of the family over the self), were administered to a sample of approximately 110 predominantly Latino students (ages 13-18) from a rural community. Acculturative stress and low levels of familism were significantly associated with internalizing symptoms (β =1.05, p<.0001, β =-0.055, p<.0001) and with peer victimization (β =1.09, p<.0001, β =-0.066, p<.0001). Peer victimization was also significantly and independently associated with anxiety and depression symptoms (β =.323, p<.0001). Nearly 25% and 29% of the relationship between acculturative stress/familism variables and internalizing symptoms was partially mediated by peer victimization. Our findings may have important implications for the development of culturally tailored school based interventions for peer victimization.

Therapist Adaptations to Evidence-Based Practices for Youth in Community Mental Health Agencies

Melanie Tran, Sara Linerio, Joanna Kim, M.A., Jennifer Regan, Ph.D., & Anna Lau, Ph.D.

University of California, Los Angeles

Clinicians in community mental health settings often modify evidence-based practices (EBPs) to improve the fit of the intervention to clients' needs. The present study codes therapists' report of treatment adaptations and calculates the frequency of eight common types of adaptations (e.g., lengthening pace, omitting components) as well as reasons for adapting their delivery of EBPs. Qualitative data comprised of brief fill-in responses in which therapists described their adaptations of one of six EBPs studied within a large-scale system reform in Los Angeles County. The

survey asked therapists to describe the adaptation specific to one client within the past two months. Average length of text string responses was 162 characters. Based on preliminary data from a subset of the overall sample (N = 241), the top three adaptations were modifying presentation of components (54.4%), implementing supplemental content (18.2%), and adjusting order of sessions (18.2%). The primary reason for adapting was client age/developmental level (46.2%). In the full sample, we hypothesize the most common adaptation will continue to be modification of presentation and the most common reason for adapting will continue to be client age and developmental stage. This study has implications for evaluating delivery and sustainability of EBPs in the community, regarding the helpfulness of certain adaptations for clients and understanding why therapists adapt certain practices.

I Feel Your Pain: Examining the Role of Perspective-taking on Sadness Contagion

Nicole A. Bautista, Erika H. Siegel, Jiyoung Park, Belinda Carrillo, & Wendy Berry Mendes

University of California, San Francisco & California State University, East Bay

This study examined the physiological and psychological effects of emotion and perspective-taking between strangers. Previous studies suggest stress and anger, both the feeling and the physiological responses, can be transferred from one individual to another resulting in the synchrony of bodily responses. There is limited research to date on whether other affective states such as sadness can be contagious in a similar way. Our study included 36 male and female participants from ages 18 to 35. In this study, some participants were asked to share a sad story from their life while others described a neutral event. Meanwhile, their partner was instructed to either engage in perspective-taking or social distancing (i.e. objective- taking). Participants

were then brought together and performed a series of interpersonal tasks while their autonomic nervous system reactivity was passively recorded. To analyze our findings, we conducted a repeated measures ANOVA and a bivariate correlation. Results indicated that dyads assigned to the sad/perspective-taking condition had greater heart rate reactivity across all tasks than individuals in the sad/objective-taking, neutral/perspective-taking, or neutral/objective-taking conditions. Heart rate variability, an index of affect contagion, appeared more reactive for participants in the perspective-taking conditions, irrespective of their affective state. This suggests that physiological synchrony may be stronger for individuals taking the perspective of others, but is even stronger when their partner is sad. We believe these data are a powerful first step to understanding the basis of empathy and feeling connected to others.

The Effect of Highlighting and Reading Medium on Memory

Apryl Mae C. Parcon, Francesca Ysabel M. Cuerdo, Genquen Philip Carado, Jemimah Emerald T. Bartolome, Paul Angelo U. Gaspar

University of the Philippines Diliman

This study examined the effects of reading medium and highlighting on memory recall and recognition. While previous studies have investigated on memory across different media platforms and the effects of highlighting separately, this study aimed to determine the effect of reading on either e-book or paper on memory in the presence of three different highlighting conditions. A 2 (printed copy, electronic copy) x 2 (active highlighting, passive highlighting, no highlighting) Between-subjects Factorial Design was used for this experiment. The 120 participants, who were all students of the University of the Philippines - Diliman, were randomly assigned to the six different treatment conditions. They were all given 5

minutes to read a passage and an additional 3 minutes each to answer questions of multiple choice and identification types. At the 95% confidence interval, no significant effects of reading medium and highlighting were found. In addition, the two variables did not interact to affect memory significantly. These results suggest that efficient reading can be equally achieved across two different reading mediums regardless of whether or not highlighting is present.

Parent Expressed Emotion and the Intergenerational Association of Internalizing Symptoms

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Although parent and child internalizing symptoms (i.e., anxiety, depression) are reliably and positively associated, few studies have differentiated the unique roles of parent anxiety from depression. One potential mechanism linking parent and child anxiety symptoms is the family environment, given that it is separately related to parental anxiety and child internalizing symptoms. In a sample of 170 families of parents and children with and without ADHD, we examined the concurrent and longitudinal association of parent anxiety and child internalizing symptoms and the mediating role of parent expressed emotion (i.e. criticism, emotional overinvolvement, warmth) coded from the Five Minute Speech Sample. Preliminary analyses revealed that parent anxiety symptoms did not predict child internalizing symptoms two years later, but they were positively associated concurrently (p<.01), even with stringent control of parent depression and ADHD and child ADHD. Multiple mediation analyses using bootstrapping revealed that parent expressed emotion did not mediate this association, although parent depression predicted increased criticism. Findings suggest that parent anxiety has a specific association with

child internalizing problems above and beyond other parent and child psychopathology. Specific mechanisms beyond expressed emotion likely underlie the intergenerational transmission of anxiety.

Should the Radio be Band? The Effects of Listening to Music on Driver Skill ad Stress

Alyssa Rust
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Recent research has investigated the effects of listening to music while driving and the effects of it on driver stress level. Although studies have been done to test how different types of music affect frequency of driver error and stress while driving, there have been no studies that use a counterbalanced design to investigate the type of music an individual listens to may alter his or driving skills and stress. Students participated in a study where they completed three tasks on a driving simulator; in one task the participant listened to no music, in another task the participant listened to high-tempo, negative valence music, and in a third task the participant listened to low-tempo, positive valence music. After each task, the participant took a survey to test their psychological stress level and had their pulse level taken to measure physiological stress. Participants driving while listening to music were found to to make more mistakes while driving than when they were driving without music, with the most errors being made while listening to high-tempo, negative valence music. Also, driver stress levels, both psychological and physiological, were higher when participants were listening to music than when they weren't listening to music, with the highest stress levels occurring while listening to high-tempo, negative valence music.

Sex and Sexual Orientation as Factors of Self-Disclosure

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Based on the notion that women are more likely to disclose than men, and people in general are more likely to disclose to heterosexual individuals rather than homosexual individuals, this experiment studies the effect of sex of an individual, and sexual orientation (of their partner in the conversation) on disclosure. Male and female college students (N=198, half of the sample male and the other half female) were assigned to one of four different versions of a vignette designed to simulate an interaction with either a heterosexual (straight man and straight woman) or a homosexual partner (gay man and lesbian woman), then given a self-disclosure questionnaire to measure the breadth and depth of the participant's disclosure based on their sum scores. Results of the experiments were tested using Two-Way ANOVA on SPSS. Results show that sex remains to be a factor of self-disclosure as females disclose more than males, but sexual orientation is not.

Culturally Competent Mental Health Interventions and Service Utilization in Black American Youth

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Black Americans report significantly more adverse life events than other ethnicities despite reporting disproportionately low rates of mental health service utilization (Turner& Lloyd, 2004; SAMHSA, 2012). Adverse life events often cause symptoms that warrant professional mental health intervention; and in my study, I aim to identify factors that may prevent or deter Black American youth from seeking clinical psychological services. Using qualitative surveys composed of eleven original questions concerning mental health service, I hope to understand: a) What are potential explanations for the underrepresentation of Black American youth among national mental health service users? and (b) What can be done to increase utilization in this population? I hypothesize that low service utilization among Black Americans is related to the limited prevalence of culturally competent interventions. In order to address this disparity, I propose an original conceptual model called the "Culture-first Intervention Framework." This model identifies seven key components of culturally competent mental health interventions and could help improve the success of mental health interventions by primarily addressing the influence of cultural environments on human behavior. Research findings will be used to identify the population's service needs and preferences, edify future interventions, and increase mental health service utilization among Black American youth.

Friendship Quality and Concept in Children with ASD: Associations Between Internalizing and Externalizing Behaviors

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Problem behaviors and a conceptual understanding of friendship are examined in relation to the quality of friendship in children with Autism Spectrum Disorder. Research suggests that children with ASD lack a conceptual understanding of loneliness and have lower quality friendships (Bauminger & Kasari, 2000). Researchers have also suggested that internalizing behaviors are linked to lower friendship quality in children with ASD (Mazurek & Kanne, 2010). The proposed study expands on existing research by predicting that (1) children with no concept of friendship will experience lower quality friendships than children with a concept (2) friendship quality will be significantly associated with internalizing behaviors and (3) friendship quality will not be associated with externalizing behaviors. Participants were 62 children, 4-7

years old, with ASD. Child friendship was measured using a coding system. Behavior problems were measured with the Social Skills Inventory System (Gresham & Elliot, 2008). Preliminary analyses show a main effect of friendship concept $F(2,62)=19.74$, $p<.001$. Children with no friendship concept reported lower friendship quality compared to children with a concept of friendship. Friendship quality was significantly related to internalizing behaviors $r(61)=.35$, $p<.001$. These findings expand our knowledge of friendships in children with ASD.

The Relationship Between Optimism and Familial Support in College Students

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The millennial generation is faced with new pressures, obstacles, and expectations that differ from those of previous generations. With increased obstacles, the ability for emerging adults to accomplish their goals may be affected as well as long-term decision making. Due to this critical time, investigating what may affect an emerging adult's outlook on their future is significant in order to better understand ways that can help emerging adults' transition into adulthood. The present study examined the relationship between familial support and optimism levels in college students. A total of 129 students currently enrolled at Seattle University completed an online survey which included basic demographic information and measures assessing perceived levels familial support and optimism. The researchers hypothesized 1) that students with higher levels of perceived familial support would have greater levels of optimism and 2) the optimism subscale of personal problem solving would have the strongest correlation with familial support. Results found that greater levels of perceived familial support were related to higher levels of optimism. The optimism subscales of general efficacy, personal problem solving, and career expectancy were all found to be

significantly related to familial support. Together, these findings suggest that college students that have greater levels of perceived familial support are likely to be more optimistic about their future which is consistent with existing literature.

Effect of Alpha Oscillations on Iconic Memory

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Alpha-band oscillations (roughly 8 to 12 Hz) are conceptualized as an attentional buffer that filters sensory information according to behavioral demands. Specifically, the phase and power of these oscillations are associated with sensory stimulus processing. The involvement of alpha oscillations in sensory information processing led us to hypothesize that these oscillations impact iconic memory recall. In the study, participants completed a computer-based memory recall task. On each trial, the screen flashed white to induce an event-related reset of the alpha oscillations; 8 letters then appeared on the screen at a randomly sampled frame between 225 to 1400 ms following the flash. Subjects were prompted to recall 3 letters as indicated by a post-cue appearing at either 100ms, 400ms, or 1000ms following letter presentation. We replicated classic effects of recall performance degrading with increased cue delay. Furthermore, we quantified rhythmicity in recall performance, indicating a potential role for oscillations in iconic memory processing.

Violating Netiquette on Facebook?: Effects of Disclosure and Valence on Bystanders' Perceptions

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Although bystanders can help victims of cyberbullying feel better, they are unlikely to actively intervene in online bullying. In fact, research shows that bystanders are even more

likely to reinforce a cyberbully's behavior (Barlinska et al., 2013). To gain insights into what specific factors influence bystanders' behavior online, the current study examined bystanders' perceptions of a cyberbullied teen. Participants (n=118) were randomly assigned to view the Facebook profile of a victim who posted an update ranging in personal disclosure (high vs. low) and valence (positive vs. negative). In all conditions, a cyberbully responded to the victim's post with a mean comment. Participants' perceptions of the victim's and bully's (1) Neediness (2) Unpleasantness (3) Insecurities, and (4) Selfishness were examined across conditions. Results show that bystanders formed the most negative impressions of the victim when she had a high disclosure post (i.e. revealed more personal information) because the victim's highly personal post violates Netiquette. Interestingly, bystanders did not form negative perceptions of the bully. Thus, we believe that if a bystander forms negative perceptions of the victim and no negative perceptions of the bully, this may explain why bystanders are more likely to reinforce the cyberbully's behavior. The results of the current study have important implications for encouraging active bystander behavior to alleviate negative psychological outcomes of cybervictims.

Critical Consciousness and the Interaction of Race in Academic Outcomes among Adolescents

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Freire (1970) theorized that increasing critical awareness of systemic institutionalized inequities, or critical consciousness (CC), is essential for deconstructing them and creating equitable student outcomes. Research has found positive associations with CC and academic motivation among African American high school students (Carter, 2008), as well as academic achievement (Luginbuhl,

McWhirter, & McWhirter, 2015). Our research study examines how CC is related to academic motivation among high school students of color compared to White students. Academic motivation was operationalized as aspiration, GPA, school utility, and school importance. We hypothesized that CC will be positively associated with academic motivation. Given a significant correlation, we hypothesized that the relationship will be stronger for students of color than for White students, because CC can be utilized as a tool for combating oppression and students of color experience the inequity and barriers that construct oppression while White students do not (Watts, 1999). We also hypothesized that the relationship will differ between grade levels and gender. Our sample of 236 high school students was collected from a larger diverse, national online sample examining CC. Using linear regression, the results indicate that critical consciousness is positively associated with academic motivation and that relationship differs given race, gender, and grade level. Findings suggest the importance of CC curriculum to improve academic outcomes for high school students of color.

Effects of Social Setting, Rearing, and Genotype on Alcohol Consumption in Rhesus Macaques (Macaca mulatta)

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Rhesus monkeys are widely used to model human alcohol use disorders (AUDs). Studies show that rearing condition, sex, and the serotonin transporter genotype (5-HTTLPR) modulate alcohol intake. However, nonhuman primate models establishing the effect of social condition on alcohol consumption have been investigated less often. In this study, we

investigate how genotype and rearing as mediated by social setting may differentially affect males and females. To investigate this, data were collected from 212 adolescent rhesus macaques. An aspartame-sweetened 8.4% alcohol solution and its sans-alcohol vehicle were available 1 hour daily for subjects to consume. Social condition (in social group or alone), Rearing condition (mother-reared or peer-reared), and 5-HTTLPR Genotype (LL and LS) were independent variables. Separate two-way ANOVAs were performed for males and females. Results indicated the importance of social setting on alcohol intake for both sexes, showing that drinking alone augments alcohol intake for both sexes. For males, there was a significant genotype-by-social condition interaction (p=0.027), with LS genotype males caged alone drinking to intoxication each day. For females, social setting interacted with early rearing experiences (p=0.014) to induce high intake in isolated subjects who were maternally-deprived. Our studies show that social setting must be considered when evaluating the effect of rearing and genotype on alcohol intake and suggest that different variables modulate alcohol intake in males and females.

Dress To Impress: The Influence of the Enclothed Cognition Effect on Self-Esteem and Self-Efficacy

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Many people are acutely aware of the impact what one wears can have on other people's perceptions of them. However, perhaps less appreciated is the effect one's clothing can have on oneself. According Adams and Galinsky's enclothed cognition effect, clothing can have a strong influence on performance on cognitive tasks and behavior. The purpose of the present study was to explore the effect of clothing on two of the most essential traits an individual can have: self-esteem and self-efficacy. It was hypothesized that compared to participants in casual attire, those in

professional attire would display higher levels of A) self-esteem, B) self-efficacy, and C) be more likely to apply for a higher level position. Participants (N=104) were randomly assigned to wear their own clothing (control), casual, or professional attire, while completing a shortened version of the Rosenberg Self-Esteem Scale, the General Self Efficacy Scale, and a question regarding the likelihood of applying for a new job. Analyses using ANOVAs and Tukey Kramer post hoc tests revealed that students in adult clothing scored significantly lower (p<.001) than students in both other conditions on all three variables. In addition, students who wore professional clothing reported marginally higher self-efficacy and a marginally greater likelihood of applying for the job than students in the control group.

Density Relationship and Proximity of Tobacco Outlets to Intermediate/Secondary Schools

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In Los Angeles County, smoking rates have declined significantly over the prior two decades. However, smoking rates among Koreans have remained high relative to other racial groups, a problem that is observed even among youth in Los Angeles County (Lee et al. 2001). Despite being only 2.9 square miles, Koreatown in Los Angeles County is characterized by a relatively high number of smoking outlets and alcohol retailers. The easy availability of tobacco retailers, which is often accompanied by tobacco advertising may place youth in this subgroup at high risk for cigarette smoking. As the prevalence of smoking in Korean youth is high, we hypothesize that density of tobacco retailing outlets near schools will be comparatively higher in Koreatown than that observed in other areas of Los Angeles County that have

concentrations of Asian youth. Researchers mapped 2.9 miles of Koreatown in Los Angeles to identify the locations of tobacco retailers. Additionally, Los Angeles County tobacco retailer licenses provided further information. ArcGIS software provided visualization of the results. Mapping of tobacco outlets indicated a higher density of smoking outlets relative to schools within Koreatown compared to other Asian subpopulations (Little Bangladesh, Little Tokyo, and Chinatown) in Los Angeles. These findings provide evidence of marketing strategies that target Koreans and provide suggestions for policy and treatment interventions to lower smoking rates in Korean citizens in Los Angeles County, and especially for school aged youth.

Examining Correspondence Between Parent Report and Child Self-Report of Personality

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Literature indicates that child behavioral self-reports are unreliable compared to parent report of child behavior. Obtaining reliable reports of children is critical in addressing differences in child development. This study measures the degree of correspondence between child self-report using the Big Five Questionnaire-Children (BFQ-C) and parent report of personality using the Hierarchical Personality Inventory for Children (HiPIC). The sample included forty school-aged children (M = 9.9 yrs, SD = 1.8 yrs; IQ > 85) diagnosed with Autism Spectrum Disorder (ASD) who participated in a randomized controlled trial of cognitive behavioral therapy and forty neurotypical children (M = 10.3 yrs, SD = 2.0 yrs), matched by ethnicity and mental age. We expect parent report and child self-report to be more congruent for neurotypical participants than parent report and child self-report of children with ASD. Differences in report can be attributed to the unawareness of social communication skills and appropriate behaviors characteristic of ASD. Finding a difference between parent reports of children with ASD and parent reports of neurotypical children would indicate that a quantitative approach should be taken to avoid unconscious influence of ASD personality characteristics. Assessment of ASD emphasizes parent report of child behaviors, but differences in parent reports and child self-reports between neurotypical individuals and individuals with ASD can significantly impact assessment measures and procedures used in diagnosing ASD.

Child-Reported Neglect is Associated with Increased Amygdala Volume in Early Adolescent Boys

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Background:
A lack of nurturing caregiving experiences during childhood has been posited to adversely affect brain development, increasing individuals' risk for psychiatric disorders. Studies of institutionalized children have documented an association of psychosocial deprivation with increased amygdala volume. We sought to examine the association between neglect and amygdala volume in early adolescence in a typical community sample of children and their biological caregivers.
Methods:
Participants were 43 children (Mage=10.93 years, SD=1.08; 58% female). Neglect was assessed using child-report on the Multidimensional Neglectful Behavior Scale Short Form. Right and left amygdala volume were calculated from T1-weighted MRI images segmented using FreeSurfer. Mixed models were used to include repeated assessment of amygdala volume by hemisphere. Sex, age, pubertal stage, and intracranial volume were included as covariates.

Results:
We found a significant three-way interaction of neglect, sex, and hemisphere ($F(1,39)=5.71$, $p=.02$). Post-hoc analyses conducted separately within each sex yielded a robust association between neglect and greater right amygdala volume in boys (Est.=36.14 [15.39], $p=.024$), but not in girls (Est.=-9.45 [10.63], $p=.38$).

Conclusions:
Our results provide support for recent findings of sex-specific amygdala responses to early life stress; in the present study we found an association between childhood neglect and amygdala volume only in males. Thus, neglect may increase risk in boys for difficulties with anxiety and emotion processing through enlargement of the right amygdala.

Reversing the local dominance effect: Construal level matters

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The Local Dominance Effect (LDE; e.g., Zell & Alicke, 2013) states that people rely more on social comparison information from individuals versus aggregates, despite aggregates being more diagnostic in forming self-evaluations. We tested Construal Level Theory (CLT; Liberman & Trope, 1998) as a potential moderator. CLT suggests that events are evaluated differently when construed abstractly (focusing on the "big picture") versus concretely (focusing on specific details). We hypothesized that when when construing abstractly, self-evaluations should be influenced by aggregate information, demonstrating "Global Dominance". Participants completed a difficult trivia task and then completed a writing task that manipulated their construal level. Next, participants were given false feedback about their performance on the trivia task: they were told they performed either above or below average (global comparison), and in some

conditions that a co-participant had done either better or worse (local comparison, always in the opposite direction of the global comparison). Finally, participants evaluated their performance and satisfaction. Results support our hypothesis: when in a concrete mindset, participants demonstrated the LDE; their self-evaluations relied disproportionately on comparison information from their co-participants instead of the average ($F(1, 108)=19.08$, $p<.001$). However, when in an abstract mindset, the LDE was reversed and participants' self-evaluations relied more on global comparison information ($F(1, 112)= 5.706$, $p=.019$). Implications of this research include interventions for better understanding risk (compared to average) of developing disease.

The Development of Emotion Discrimination in Dance and Music

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Humans express emotion not only through facial expressions, vocalizations, and body postures, but also through different art forms. Studies have shown that even infants are able to detect emotion in facial expressions (Hunnius, 2011), however it is unclear whether humans have an innate ability to discriminate between emotions when they are expressed in an artistic manner. Research supports the idea that young children are able to discriminate between different emotions in music (Nawrot, 2003) and in dance (Lagerlöf & Djerf, 2009). The current experiment further explored this idea by hypothesizing that individuals of all ages have developed a propensity for intermodal matching of emotions in dance and music. Dancers were recruited to create videos of improvised dance performances portraying three different emotions: happy, sad, and angry. Participants, including preschool-age children and adults, viewed two videos of dance movements while listening to instrumental music that matched one of them emotionally. Data revealed that

adults were able to verbally identify the emotionally congruent dance movements significantly more often than preschoolers (p < .002), which is in accordance with previous research. However, children did identify the correct dance at a frequency significantly above chance level (p < .05), suggesting that understanding of emotion portrayed by artistic body movements develops at a young age.

Are Food Addiction and Alcohol Abuse Two Branches of Pathology from the Same Vulnerable Tree?

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Researchers often study food addiction and alcohol abuse in isolation. Yet, these pathologies may stem from similar causal mechanisms. Indeed, many severe and moderate alcohol drinkers report heightened sensitivity to reward, and sensitivity to reward may be a factor in overeating (Volkow, Wang, Fowler, & Telang, 2008). This led researchers to the biological vulnerability hypothesis, or the idea that an individual with a propensity for heavy alcohol use might too have a propensity for overeating (Gearhardt & Corbin, 2009). The objective of the current study was to see if there was an association between reported behavior in response to food consumption and in response to alcohol. We hypothesized that there would be a strong positive association. Participants (N = 88) responded to the Yale Food Addiction Scale and the Alcohol Use Disorders Identification Test. Results supported our hypothesis and showed a significant positive relationship between food addiction and alcohol abuse symptoms, r(86) = 0.48, p < .001. These results indicate that individuals with a propensity for overeating also had a propensity for heavy drinking, supporting the idea of an overlap in vulnerability for food addiction and alcohol abuse. It may be worthwhile for future work to study and

intervene on these two pathologies simultaneously.

Development of Executive Functions and Theory of Mind: Infant Frontal Lobe Activation as a Predictor

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Research has shown that Executive Functions (EF) level has functional link to Theory of Mind (ToM) ability; however, underlying neural correlates of that relationship remain largely unknown. Frontal lobe, home of EF, has been found to play an important role in adult's ToM ability; thus, we investigated whether there is a developmental relationship between infant frontal activity and both later EF and ToM ability. 30 children were studied as infants and again as 3-year-olds. Frontal alpha event related potential (ERP) at 7-months during an action imitation task was correlated with belief subscale score from Children's Social Understanding Scale (CSUS), effortful control subscale score from Child Behavior Questionnaire (CBQ), and average vocabulary score from Developmental Vocabulary Assessment for Parents (DVAP) taken at 3-years. Results revealed a significant correlation between infants' frontal alpha event related desynchronization (ERD) during action execution and later executive functions level (r(30) = -0.470, p = 0.009) and another between executive functions level and belief understanding ability (r(30) = 0.385, p = 0.036). Yet, frontal activation did not predict later general vocabulary level, and vocabulary level did not have a significant relationship with later belief understanding ability. This data demonstrate that infant frontal activation maps specifically onto later executive functions level and support the contribution of early frontal activation in development of social cognition through controlling of infants' own actions.

Reducing Stigmatizing Attitudes toward Veterans with PTSD: The Impact of Empathic Engagement with Fictional Literature

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Combat-related post-traumatic stress disorder (PTSD) diagnoses are becoming more prevalent, but fewer than half of veterans diagnosed with PTSD seek treatment. Stigmatizing attitudes toward military veterans with combat-related PTSD prevents veterans from seeking treatment. Fictional literature may serve as an efficient, accessible way to increase personal experience with, and empathy toward, individuals diagnosed with a mental health disorder. In prior research, increased levels of empathic engagement with fictional literature (i.e., "transportation" into the text) has been associated with increased reports of empathy for others. In this study, undergraduate participants (N=450) were randomly assigned to read one of three passages: a fictional literature passage about PTSD, a nonfiction passage about PTSD, or a fiction control passage (i.e., not about PTSD). Afterwards, self-report surveys assessed stigmatizing attitudes toward people with PTSD, empathic concern for the character in the vignette, and transportation into the text. We hypothesized that the fictional PTSD (vs. nonfiction PTSD) passage would decrease stigmatizing attitudes toward people with PTSD. We also hypothesized that the fictional PTSD (vs. fiction control) passage would increase empathic concern toward the character in the vignette and that this effect would be mediated by increased transportation into the text. Analysis of covariance revealed that the fictional PTSD passage was associated with more pity toward people with PTSD than the nonfiction PTSD passage, $F(1, 243) = 5.16$, $p = .024$. Empathic concern for the character was greater with the fictional PTSD passage than the fictional control passage, $F(1,211) = 77.45$, $p < .001$.

Transportation into the text partially mediated the effect of the fictional passages on empathic concern, $B = .15$, $SE = .03$, 95% CI [.10, .22].

Using Comparison and Similarity to Support Learning in Statistics

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Math word problem-solving has been studied extensively in K-12 topics like algebra. Researchers are currently testing strategies effective for math problem-solving on topics in statistics. Structural awareness and comparison have been identified as key components for identifying problem type and problem-solving procedures (Gentner & Smith 2013). However, in typical statistics classrooms, concepts are taught sequentially with few opportunities for comparison between current and previous concepts, leaving little time for students to make distinctions before proceeding. Extending previous work (Quilici & Mayer 2002), this study examines the effectiveness of learning materials that highlight connections and distinctions between problems by varying the similarity of cover stories and the opportunities for direct, side-by-side comparison. Participants were provided with one of four lessons: similar problems with comparison, varied problems with comparison, similar problems sequentially, or varied problems sequentially. Participants were then tested on their ability to correctly identify the appropriate statistical test for a novel set of problems. We expect comparison and problem similarity to have a positive effect on categorization because they highlight structural similarities and differences between problem types. However, we found that comparison and varied problems had a positive effect on categorization, with comparison of varied problems benefiting learning the most. This finding suggests that comparing varied problems may encourage

students to rely less on surface characteristics and become attuned to structure.

The impact of stereotype threat and task goals on reading

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Previous research has shown that negative stereotypes can alter task performance in certain domains if individuals belong to a group with applicable negative stereotypes. Research has also shown that specific task goals for skilled reading can affect how text is processed. This study will measure eye movements to assess reading behavior for two task goals. Participants will be asked to read sentences either for comprehension or to asses grammaticality. Sentences will resemble those found on the sentence error portion of the SAT, and will be presented in either erroneous or corrected forms. Demographic information (e.g., race, gender, and ethnicity) will be used to analyze the impact of negative stereotypes on processing and accuracy on questions. We hypothesize that assessing grammaticality will significantly increase the amount of time spent looking at potentially erroneous text regions. We also hypothesize that task goals and negative stereotypes regarding linguistic competence and intellectual abilities will interactively influence both accuracy on questions and eye movement behavior during reading. More generally, we aim to increase understanding of the impact of negative stereotypes on education.

Psychotherapy Disengagement in Asian American Males and Females

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Underutilization of mental health care remains a prevalent issue for Asian Americans, despite much research responding to the call for culturally relevant practices (U.S. DHHS, 2001). While factors related to psychotherapy disengagement have been discovered (e.g., Sue, Fujino, Hu, Takeuchi, & Zane, 1991), further exploration by gender is needed. Using a mixed-methods design, we examined the phenomenon of disengagement by qualitatively analyzing clinician notes for 30 Asian American patients (12 female, 18 male) in conjunction with demographic and quantitative symptom data. Preliminary results show that females had a longer delay until intake and attended less sessions than males despite endorsing more PAI symptoms overall (e.g., significantly higher suicidality). Both genders exhibited behavioral disengagement with forgotten/incomplete assignments. Gender-specific disengagement behaviors were also present at different points in time. E.g., at the intake process prior to therapy, females hesitated to share any information with more than one clinician, while males disengaged during therapy with late arrivals and quiet behavior. Overarching themes that may relate to behavioral disengagement (e.g., expressed discontent with progress, somatic emphasis of distress, clinician-patient perspective mismatch, and pre-existing stigma towards mental distress) will also be discussed. Of note, when expressing discontent with progress, while both genders mentioned persisting/increasing levels of distress, females focused on interpersonal distress while males focused on symptomatic distress.

Truth is in the Eye of the Beholder: Investigating truthiness as a function of source trustworthiness and semantically related photographs

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Recent studies have demonstrated that a written trivia claim of unknown veracity, paired with a semantically related photograph,

results in judgment that the claim is true. This effect is known as "Truthiness" (Newman, Garry, Bernstein, Kantner & Lindsay, 2012; Newman et al., 2015). Research on truthiness has been limited by two factors including, 1) only measuring written claims' veracity, and 2) ignoring the trustworthiness of the source delivering the claim. Therefore, we designed a 2 (Semantically related photograph: present vs. absent) X 2 (veracity of the claim: true vs. false) X 3 (source trustworthiness: high vs. low vs. unknown) mixed factorial design, to understand the interaction between semantically related photographs and audio statements of varying trustworthiness. With source trustworthiness operating as between subjects factor, and veracity of the claim, and photograph as a within subjects factor. Given this design we predict, using a 2X2X3 mixed factorial ANOVA, will reveal an interaction between the presence or absence of a semantically related photograph and source trustworthiness. More precisely, when the source of the audio claim is low in trustworthiness we expect an effect of the semantically related photograph, but not when the source is high in trustworthiness. We predict the presence of the semantically related photograph will result in higher ratings of truth, only when it is paired with a source low in trustworthiness.

Explore and Be Creative: The Effect of Multicultural Learning in Increased Creativity

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According to research, living in and adapting to foreign cultures facilitate creativity. The current study explored whether one aspect of the adaptation process, multicultural learning – exposure to foreign culture and individuals through an exchange program, can foster increased creativity. In line with this assumption, a pre and post test with a control group design was used to determine whether foreign travel can improve creativity among

41 university students enrolled in a business course as part of a summer study abroad program in Malaysia, Japan and Vietnam (aged 20-25 years old). The control group has an equal number of students from a similar degree but who had their summer study in their home university. The Torrance Tests of Creative Thinking were used to measure creative performance through various mental characteristics (fluency, flexibility, originality and elaboration). The experimental students' result improved significantly over the control group on all dependent measures which suggest that multicultural learning is associated with enhanced creativity. The author discusses the implications of the findings for promoting foreign exchange programs to augment creativity among university students.

Why Keeping Problems to Yourself is Detrimental: A Correlational Study between Internalizing Behaviors and Decreased Friendship Quality

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Friends are important people that share the thick and thin of life with us. Previous research shows that friendship quality is directly correlated with feelings of loneliness (Nangle, Erdley, Newman, & Craig, 2010). Extending this research, this study questions if friendship quality would influence internalizing behaviors—actions that direct problematic energy toward the self (Phares, 2008). Participants included 189 teenagers. Based on previous research, we hypothesized that teenagers who had lower friendship quality would show higher levels of internalizing behaviors. Scores from the Social Skill Rating System and the Friendship Qualities Scale were used in this study to examine levels of internalizing behaviors and friendship quality respectively. Using bivariate analyses, we explored the relationship

between internalizing behaviors and friendship variables such as companionship, happiness, and overall scores. Results show that high levels of internalizing behaviors are significantly correlated with low companionship (r=-.20, p<0.01) and happiness (r=-.17, p<0.01) scores, confirming our hypothesis. Interestingly, the same subscales of friendship quality are not significantly correlated with externalizing behaviors (for companionship, r=-.035, p=.317, and for happiness, r=-.022, p=.38). This result then serves as a reminder that more attention is needed in identifying and alleviating internalizing behaviors.

Work Related Stress among University Faculty

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Despite our recovering economy, costs for universities have increased along with enrollments. Meanwhile, administrative changes made to cut costs may be hurting both students and faculty. This study examines relationships between workplace stressors, socioeconomic variables (i.e. income and access to employment benefits), and emotional reactions, including anxiety and depression among college/university faculty. The researchers predict that factors tied to the nature of academic appointment (contingency, employment benefits) will be associated with negative emotions. An online survey was administered to 149 tenured, untenured tenure-track, and non-tenure-track faculty from American universities (60.4% permanent faculty, 66% women, 87% White/Caucasian). Participants' average number of years working in their primary position was 10.4. We investigated demographic and other correlates of Harm, Depression, Anxiety, and Stress. Our results show older faculty and those with more vulnerable employment situations were more likely to observe harm occurring to others in the workplace. Harm was correlated significantly and positively with age (r = .18), medical benefits (those without benefits reported greater perceived harm; r = .22), academic appointment (those with temporary appointments reported greater harm; r = .26), depression (r = .44), anxiety (r = .46), and stress (r = .52). Additionally, we are currently coding responses to open-ended questions about sources of stressors and will report on group (permanent vs. temporary) comparisons. When our analysis is complete, we hope to more confidently identify demographic characteristics and employment situations, which are associated with negative emotional reactions among faculty.

Categorization and Well-Being

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People often categorize instances at what has been termed the basic-level (e.g, tree) versus at the subordinate- (e.g., oak) or superordinate- (e.g., nature) levels (e.g., Mervis & Rosch, 1981). The basic-level provides a 'cognitive economy,' a compromise between specificity and generality, and is therefore the default/habitual level. We ask whether broadening everyday categorization to the superordinate-level would increase well-being. At the superordinate level, 'tree' and 'me' become subsumed under the broader category 'nature,' which might foster more connectedness with the world and an increased meaning in life. Participants (N = 97) reported their meaning in life and were randomly assigned to either the basic, subordinate or superordinate condition. In each condition, participants viewed a set of 6 images for 550 milliseconds. Each image was preceded by either a basic, superordinate, or subordinate label. Participants reported their state meaning in life again. A 2 X 3 mixed factorial ANOVA revealed a significant interaction, $F(2, 94) = 3.85$, $p = .025$. Simple main effect analyses indicated a significant

increase in meaning in life in the superordinate condition (t [46] = 2.31, p = .023) versus no significant changes in the basic and subordinate category conditions (t [21] = -.92, p = .362 and t [24] = -1.32, p = .186, respectively). These data show that thinking broadly might increase eudemonic aspects of happiness.

Intergenerational Change in Child Behaviors and Parent Socialization

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Over past decades, the U.S. has become a more Gesellschaft society, characterized by increased urbanization, education, and gender equality, and decreased family size. How have these changes influenced parent socialization and child behaviors? U.S.-born grandmothers who take regular care of their preschool age grandchildren will be recruited. Semi-structured interviews will be conducted, asking grandmothers about the three generations with respect to a) sociodemographic information; b) child behaviors at preschool age; and c) parent socialization. We predict that, over three generations, sociodemographics will become more Gesellschaft and there will be a perceived increase in individualistic traits adapted to a Gesellschaft environment: autonomy, self-expression, curiosity, and electronic technology use. We also predict that there will be a decrease over three generations in collectivistic traits: shyness and obedience. Lastly, we predict that later generations will use more individualistic parenting strategies (i.e. praise and support) and less collectivistic parenting strategies: control and criticism.

Longitudinal Relations Between Initiation of Joint Attention and Executive Functioning in Children Who Develop Autism Spectrum Disorder (ASD)

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Studies have shown that children with autism spectrum disorder (ASD) exhibit reduced initiation of joint attention (IJA) in infancy (Rozga et al., 2011) and impaired executive functioning in early childhood (EF; Dawson et al., 1998). However, longitudinal relations between early IJA and later EF have not been evaluated among children who develop ASD. Participants in this study were at high- and low-risk of developing ASD. Joint attention was evaluated when participants were 18 months old while parent-report of EF was collected at school-age (5-9 years old). A MANOVA with ASD classification as the predictor of EF subscales and subsequent post-hocs indicated that children with ASD had poorer EF on measures of inhibitory control, attention shifting, working memory, planning, emotional control, and the ability to monitor one's effect on others (p's<.05). IJA and ASD classification were then used as predictors for EF subscales in a multivariate regression. There was a significant interaction (p=.025) between IJA, ASD classification, and organization of materials. Post-hoc analyses indicated that high IJA in the ASD group is predictive of improved orderliness at school-age. Improved orderliness is important for effective functioning at school. Thus, interventions to promote IJA in toddlers may promote later success in school.

The Short-Term Effect of Meditative Practices on Interoceptive Awareness

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Meditation has well-known physical and psychological health benefits (Barbor, 2001). The relationship between meditation and interoception has been investigated, but more research is necessary. Craig (2003) defined interoception as internal feelings and signals such as hunger, thirst, and vasomotor activity that represent a sense of the physiological condition of the entire body. In humans, body signals play a role in emotional states

and can affect greater mood states positively (Seth, 2013) and negatively (Paulus & Stein, 2006). The present study investigated the effect of meditative practices (coloring a mandala, audio-guided meditation, and video-instructed yoga) on interoceptive awareness. It was predicted yoga would have the greatest effect on interoceptive awareness. 90 participants, tested in small groups, were randomly assigned to one of three meditative activities for 10 min. Immediately following the meditative activity, participants completed the Multidimensional Assessment of Interoceptive Awareness (MAIA; Mehling et al., 2012). A Kruskal-Wallis (Kruskal & Wallis, 1952) was used to analyze scores for each of the 8 scales of the MAIA ($\alpha = .01$). Results showed no significant differences between conditions on any of the 8 scales. There was, however, a notable difference ($p = .05$) between conditions on the Noticing scale, which assesses the awareness of comfortable, uncomfortable, and neutral body sensations. The implications of this potential difference and future research directions will be discussed.

Auditory Tones Impact Time Perception

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James (1890) describes present-time as focus of attention. In the current study, time estimation was used as a metric for present-time perception. A prospective paradigm indicates participants are aware of time as a factor in the study (Lontez, 2013) and was employed to investigate present-time perception under conditions of three different auditory frequencies. It was hypothesized auditory frequency would effect time estimation. 75 participants took part in this within subjects design. Three conditions of auditory tones (white noise, consistent, inconsistent) were presented with variations in Hz and volume. Consistent and inconsistent frequencies were created by manipulating volume within auditory tones. Participants

estimated the duration of nine tones (3 of each condition) with an actual duration of 30 sec. Participants were randomly assigned to one of three counterbalanced auditory stimulation orders. A repeated measures ANOVA showed a significant difference between mean duration estimation values ($p < .001$) across conditions. A subsequent Tukey test making pairwise comparisons showed the duration estimation difference ($p < .001$) existed between consistent and inconsistent conditions. These results indicated time perception is altered by auditory stimulation. Time perception appears to be influenced by factors of auditory stimulation in the external environment. For example, it has become common to use the sense of audition to alter the perception of time passage (e.g., listening to music on a plane).

Taste and Emotion: The Impact of Flavor on Emotion

Teresa A. Rafello

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Research shows psychological variables affect taste ratings (Platte, Herbert, Pauli, & Breslin, 2013). Additionally, Yoshimura, Honjo, Sugai, Kawabe, Kaneyama, Segami, and Kato (2011) determined there was a relationship between the consumption of preferred foods and participant's experience of emotional pleasantness. The present study examined whether various flavors elicit affect in the form of pleasant and unpleasant emotional identification. Pleasant and unpleasant affect were collected using the Geneva Emotion Wheel (GEW; Scherer, Shuman, Fontaine, & Soriano, 2013). Participants (n = 90) were identified via convenience sampling and randomly assigned to one flavor condition (sweet, salty, and flavorless). A double-blind methodology was employed. After a baseline gustatory cleansing using drinking water, participants sampled their assigned flavor and indicated their emotional state via the GEW. The GEW was divided into halves categorized by pleasant and unpleasant emotions. By

comparing expected participant emotional identification for each flavor condition, a Chi-Square test of independence showed a significant difference (p = .029) between flavor conditions and emotional identification. Results of the current study may indicate consumption of specific flavors produce varying pleasant and unpleasant emotional states. The results of the present study may be applicable in future research exploring the relationship between taste and emotional affect.

The Impact of Background Stimuli on the Perception of Fear in Facial Expressions

Stephanie D. Kwon

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Byrnes (1983) found bright colors were associated with positive emotions (e.g., happiness) and dark colors were associated with negative emotions (e.g., sadness). Facial expressions are a form of nonverbal communication (VandenBos, 2007). The current study focused on the basic emotion (Matsumoto, 1992) of fear. Fear is a relevant emotion because fearful facial expressions are important for communicating potential threats (Beck, Cardini, Ladavas, & Bertini, 2015). The impact of background stimulation (static, blue, and black) on the perception of fear in facial expressions was examined. 30 undergraduate participants were selected via convenience sampling to complete the current study which employed a within subjects design. Participants were screened for color deficiencies using the Ishihara plates (Ishihara, 1972). Ratings of the amount of fear displayed in a particular facial expression were made for 72 still-images originally categorized as fearful, angry, happy, and neutral. A repeated measures ANOVA indicated no significant difference (p = .103) in the impact of background stimulation on the perception of fear in facial expressions. By contrast, happy facial expressions resulted in a significant difference (p = .036) in the fearful rating scale with static and black backgrounds.

Findings indicate background stimulation does not impact the perception of fear in facial expressions. Further research should consider the relationship between various background stimuli and facial expressions connected to other basic emotions.

What's Mood got to do with it? The Impact of Material vs. Immaterial Items on Mood

Kaitlyn E. O'Hara

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Western culture is inundated with the materialistic belief that items can produce happiness (Thomas & Millar, 2013). Tatzel (2002) defines materialism as a compulsion to amass and possess items. Mayer and Gaschke (1988) define mood as a direct experience of emotion followed by indirect reflection. In the current study, the relationship between mood and materialism was examined via three reward conditions (compliment, money, or control). It was hypothesized receipt of a material item rather than an immaterial item would produce a positive mood as measured by the Brief Mood Introspection Scale (BMIS; Mayer & Gaschke, 1988) and that this difference would be consistent across gender. 90 participants (45 F, 45 M) were selected via convenience sampling and randomly assigned to one reward condition. After receiving their reward, participants completed the BMIS and placed it in a provided collection box. A two-way ANOVA showed no significant difference (p = .698) in BMIS scores across conditions. These results do not align with previous research. This inconsistency may be due to the nominal monetary value ($5) offered in the money condition. A main effect of gender (p = .013) was found with males scoring higher than females on the BMIS, regardless of condition. Thomas and Millar (2013) declare materialism is a defining characteristic of our age; therefore, future research is encouraged.

The Impact of Engaging in Various Levels of the Art Process on Self-Esteem

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Brehm and Kassin (1989) suggest self-esteem contributes to mental well-being. The current study examined the effectiveness of various levels of the artful process (drawing, coloring, and visualizing) for improving self-esteem. It was hypothesized engaging in various levels of the artful process would result in higher self-esteem. The artful process was defined as creating a meaningful piece of art. The dependent measure of interest was self-esteem as measured by the Rosenberg Self-Esteem Survey (RSES). 90 undergraduates were randomly assigned to complete one of three artful processing activities for 5 minutes. Participants in the drawing condition used three oil pastels (blue, white, gray) to draw a snowflake on a blank piece of paper. Those in the coloring condition used the same oil pastels to color in the outline of a printed snowflake. Participants in the visualization condition were instructed to imagine snowflakes with the assistance of a visualization script. Following the artful activity, participants completed the RSES. A one-way ANOVA revealed no significant difference (p = .312) in RSES scores across artful processing conditions. While the results of the current study indicate artful processing does not impact self-esteem, ample time may not have been provided for participants to fully engage in the artful process. It is suggested future research consider the impact of artful processing over a longer duration of time.

Say What You Will: Linking Self-Talk Type and Task Performance

Kyle E. Kelly

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Sports psychologists have examined the effect of self-talk on performance (e.g., Theodorakis et al., 2000). Research indicates performance improves in athletes following positive (Theodorakis et al., 2000) and instructional (Díaz-Ocejo et al., 2013) self-talk. Given this pattern of results in athletes, the current study examined the impact of three forms of self-talk (positive, negative, neutral) on performance through constructing an office supply crossbow, utilizing common workplace motor skills. Positive self-talk was hypothesized to produce the highest number of units completed, due to the repeated dialogue focusing on the task and its positive nature. 90 undergraduates from a small liberal arts college were identified via convenience sampling and randomly assigned to one self-talk condition. Detailed instructions on building technique of the task, constructing office supply crossbows, were provided. Following instruction, participants listened to a self-talk audio track through headphones for 10 min. Participants verbally echoed the self-talk dialogue heard through the headphones and constructed as many office supply crossbow units as possible. A Kruskal-Wallis (Kruskal & Wallis, 1952), the non-parametric alternative to ANOVA, showed no significant difference (p = 0.261) in the number of units completed across self-talk conditions. Results indicate no relationship between self-talk type and performance under tested conditions. It is recommended future research employ a task more familiar to participants to examine the impact of self-talk on performance.

Effect of Delivery Modality on Comprehension

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Undergraduates have options for the modality in which their course content is delivered. Educational institutions should strive to provide content as effectively as possible. Helms (2014) studied face-to-face vs. online course delivery over a semester and showed the face-to-face modality group earned higher grades than the online group. Whitten et al. (1998) studied the use of face-to-face

interaction vs. interactive videos and a self-report survey showed no difference in satisfaction between modalities. While student performance does appear to be compromised (Helms, 2014) across delivery modalities, student satisfaction does not appear to suffer (Whitten et al., 1998). Given compromised student performance among delivery modalities, the current study compared three communication modalities (face-to-face, video, written) and their impact on comprehension. It is hypothesized the face-to-face condition will result in greater comprehension. Each delivery modality group was presented the same content. Following content, participants completed a 10-item multiple-choice content test. The Kruskal-Wallis (Kruskal & Wallis, 1952) indicated no difference ($p = .372$) in comprehension among face-to-face, video, and written delivery modalities. Results of the current study do not align with those of Helms (2014). It is recommended further research pair specific delivery modalities with specific content types to determine if inconsistencies in content have contributed to conflicting performance results across studies. Specific content may be more effectively communicated via particular delivery modalities.

Does Priming Influence Stereotype Identification?

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Priming is a process where prior exposure influences later experience (Gerrig & Zimbardo, 2002). Stereotypes are generalizations about specific groups assumed to have certain characteristics (Lawrence, 2004). The current study explored the effect of positive priming on stereotypes with gender as a participant variable. It was hypothesized positive priming would influence stereotype identification and gender would not impact stereotype identification. Positive stereotypes are generalizations in

which a group is viewed to have a valued characteristic (i.e., nerds are intelligent). Negative stereotypes are assumptions in which a group is viewed to lack a valued characteristic (i.e., jocks are unintelligent). 60 participants were selected via convenience sampling and randomly assigned to a positive priming or control group. Positive priming was achieved using a word search associated with positive stereotypes and the control was a word search unrelated to stereotypes. Following priming, participants completed a 20-question test about personal stereotypes. A two-way ANOVA was used to compare stereotype test results across priming and gender. For positive stereotypes, no main effect of priming or gender was observed. There was also no interaction between priming and gender. The same pattern of results was observed for negative stereotypes. Results indicate priming does not influence stereotype identification. It is possible individuals may respond to positive and negative stereotypes differently with changes in social acceptance.

Relationships between Time Perspectives, Depression, and Anxiety

Katy Barnard, Hailey Bond, Natalie Breuner, Rebecca Corb, Mattea Curtis, Maya Fernandez, Rianna Flores, Mary Hildeburn, My-lan Le, Sean Leavey, Marlee Litzinger, Sami Nassif, Rachel Semple, Laura Freberg (faculty advisor)

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Time perspective theory predicts that individual behavior is influenced by perceptions of the past, present, and future. Previous research has found that past negative thinking is linked with psychiatric disorder. The current research asked whether time perspectives would predict anxiety and depression in particular. The Zimbardo Time Perspective Inventory (ZTPI), the Beck Depression Inventory (BDI) and the Beck Anxiety Inventory (BAI) were completed by

119 undergraduate students. Results showed that scores on the Past Negative time perspective scale were positively correlated with scores on the Beck Depression Inventory, $r = .52$, $p < .001$ (large effect size), and with scores on the Beck Anxiety Inventory, $r = .44$, $p < .001$ (medium effect size). Future perspective scores were negatively correlated with scores on the Beck Depression Inventory, $r = -.26$, $p < .01$, and the Beck Anxiety Inventory, $r = -.20$, $p < .05$ (small to medium effect sizes). These correlational data do not say whether depression and anxiety affect time perspective or whether a Past Negative time perspective is a risk for depression and anxiety. Longitudinal research might provide more insight into relationships between time perspective and depression and anxiety. Just as Zimbardo and his colleagues have found time perspective useful in the treatment of posttraumatic stress disorder, incorporating time perspective might improve treatment of depression and anxiety.

Effects of Syntactic Category and Readability of Phrases on Free Recall Performance

Marquee Denielle T. Evangelista, Francis Simonh M. Bries, Megan Rae G. Calderon, Victoria Angela U. Mendoza, Mentor: Prof Diwa Malaya Quiñones

University of the Philippines Diliman

This study examined the effects of syntactic category, readability level, and sex on phrase recall. The focus on phrases instead of isolated words, as opposed to previous research, presents a new dimension in language memory research. Undergraduate students taking a psychology class in the University of the Philippines Diliman (N = 152) were tested for their memory of phrases through a free recall task in a 2x2x2 mixed design experiment with four within-subjects treatment levels of phrases manipulated for readability (easy vs. hard) and phrasal structure (noun vs. verb phrase), and sex as a between-subjects variable. We predicted that

participants would recall more noun phrases, being more concrete representations; more easy phrases, as they are processed faster; and that there is no significant difference between the number of phrases male and female participants can recall, following the findings of similar studies. Results present that participants significantly recalled more noun than verb phrases, and more easy than hard phrases. Facilitation effects of sex were marginally significant, with females recalling more phrases than males. Significant interaction effects also exist between syntactic category and readability level, and a marginally significant interaction between syntactic category and sex. Some phrases were also found to be more salient than others due to their Filipino cultural references, heuristic associations, and facilitation through the serial position effect.

Construction, Analysis, and Validation of an Inventory of Motivation for Filipinos

Francis Simonh M. Bries, Armando E. Chiong III, Eloisa Anne J. Calleja, Alma P. Quisto, & Prof. Susana Corazon Ortega (mentor)

University of the Philippines Diliman

Compared to the extensive body of research and measurement that exists for foreign conceptions of motivation, Philippine psychology lacks a cohesive theory of motivation and research regarding its quantification. Addressing this discrepancy by selecting and organizing culturally sanctioned values and principles derived from Filipino culture and psychology, we constructed an inventory of motivation suited for Filipino students and workers, similarly recognizing cross-cultural differences in the definition of motivation. Initially, the inventory had 30 items structured around the subscales innate interest, need fulfillment, external praise, internal honor, personal ambition, and communal goals. The first version of the scale was administered to 250 Filipino students (from 10 schools and universities) and workers (from 48 professions and work

settings). Participant data across two pretest phases were analyzed for internal reliability; construct validity through correlation with other established motivation inventories; and T-score and percentile score standardization. However, considering the low reliability of the initial subscales (α = .393 − .625), we found that the elimination of items and reorganization of the subscales resulted in moderate reliability (α = .689 − .740) and convergent validity (r = .306 − .568) values. Thus, the final form of the scale retained 19 items divided among three subscales that reflect a more accurate theoretical framework as suggested by the results: the lack of goal-alignment, self-image, and communal goals.

Gender Microaggression: The Effect of Exposure to Explicit Knowledge and Gender of Microaggressor

Jerieka Nicole Isabella D. Fernandez, Gian Carlo O. Odeste, Jemima F. Cabanlong, Charlene Marie Angela P. Bustamante, & Divine Love A. Salvador

University of the Philippines-Diliman

This study evaluated both the individual and interactive effects of exposure to explicit knowledge about microaggression (presence vs. absence) and gender of the microaggressor (male vs. female) on a third party observer's ability to perceive gender microaggression in the Philippine context. Participants (n=131) have been taken from university students currently enrolled in an introductory course in Psychology. It was a double-blind experiment and the participants were further divided into at least 15 men and 15 women for each of the four treatment conditions. Participants were asked to watch a video depicting microaggression and, afterwards, they were asked to answer an adapted scale based on Torres-Harding's Racial Microaggressions Scale. As predicted, exposure to explicit knowledge on microaggression helped the participants in the detection and perception of microaggression. Gender of the microaggressor also had an effect on

perception of microaggression. There was no interaction effect between the two factors, explicit knowledge and gender of microaggression, on the perception of microaggression. This study extends the current research on gender microaggression.

The Effect of Framing and Perceived Control on the Optimism Bias, Risk Perceptions, and Attitudes Towards Driving Under the Influence of Marijuana

Nicolas P. Furci & Dr. Allyson J. Weseley

Roslyn High School

People tend to be overly optimistic (Weinstein, 1980). The optimism bias is correlated with people not taking precautions against health-related hazards (Gerrard, Gibbons, & Reis-Bergen, 1999) and has been found to increase when events are perceived to be more controllable (Lin, Lin, & Raghubir, 2003); which may account for the increasing prevalence of people engaging in DUI of marijuana. The present study investigated whether optimism towards DUI of marijuana could be decreased via manipulations of framing and perceived control. It was hypothesized that loss framing and low control decrease optimism, increase risk perceptions, and decrease positive attitudes towards DUI of marijuana and men would report more optimism and lower perceived risk compared to women. Participants (N = 330) were randomly assigned to view one of four versions of a manipulated news article excerpt reporting either a doubled risk of an accident after consuming marijuana before driving (loss frame) or a halved risk after choosing not to consume marijuana (gain frame). The message also manipulated the risk of being the driver (high control) or the passenger (low control). Participants then answered questions measuring their perceived risk, optimism, and attitudes towards DUI of marijuana. Loss framing significantly decreased women's optimism and women were less optimistic than men overall about

DUI. Likewise, loss framing increased women's risk perceptions more so than men's.

The Effect of Mental Contrasting with Implementation Intentions and Teacher Encouragement on Adolescents' Academic Performance

Deanne Chesca P. Cagara, Diane S. Chua, Phoebe Joyce B. Co, & Edith Liane P. Alampay

Ateneo de Manila University

Past studies in Western contexts showed improvement in students' academic performance when they engaged in mental contrasting with implementation intentions (MCII), which entails mentally contrasting a desired future with relevant obstacles of reality and formulating if-then plans on how to overcome each obstacle. This study aimed to validate MCII in the Philippine context and investigate whether teacher encouragement is a motivational influence that can also affect academic performance and moderate MCII's effectiveness. Using a quasi-experiment with a 2 (MCII or active control) x 2 (encouragement or no encouragement) between-subjects factorial design, four sections of ninth graders (total N = 110), with no significant differences in baseline grades, were randomly assigned to the conditions. Sections were taught MCII or positive thinking, and received written and oral encouragements from a science teacher, or none. The ANCOVA yielded a significant main effect of encouragement on academic performance, supporting the use of teacher encouragement as a cost-free intervention to aid students. However, MCII had no significant effect on academic performance and no interaction effect was found. MCII results were explained according to underlying mechanisms required for MCII's effectiveness, and with consideration of the study's methodology and context, which, unlike previous studies, did not involve high achievers or goals associated with exceptional motivators (e.g., scholarship eligibility).

Recommendations for future studies and MCII interventions were discussed.

Reading Outside the Lines: Broadening Science Research Participation Through Prosocial Utility Value Connections in Science Textbooks

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Students who connect what they learn in science courses to how those concepts can translate into serving their communities (or prosocial utility value) report greater subsequent motivation to pursue science careers. This is particularly true for underrepresented minority (URM) students. One way students can learn prosocial connections is through textbooks, which sometimes prompt prosocial connections through sidebar text or end-of-chapter questions. We hypothesized that noticing prosocial connections in science textbooks will lead to greater beliefs that science careers afford opportunities to serve the community, and this belief will further predict students' interest in joining a science research lab. Sixty-nine undergraduate science students first wrote a brief prosocial utility value essay and then were asked whether they had seen prosocial connections in previous science textbooks. URM students who remembered seeing prosocial connections in their science textbooks (about 1/3 of students) reported greater interest in joining a research lab, even after controlling for their science interest. Particularly, this effect was mediated by an increased belief that careers in science afford opportunities to serve the community. These findings suggest that textbooks that include prosocial connections can be especially beneficial for URM science students' interest in joining a research lab. This also suggests potentially simple and low-cost ways of boosting science interest and participation

through strategic enhancement of learning materials.

Eyewitness Memory: How Stress and Situational Factors Affect Eyewitness Recall

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Unversity of Oregon's Robert D. Clark Honors College

As eyewitness memory and its current admissibility as evidence in courts have come under scrutiny, thousands of studies have been conducted examining variables that affect the accuracy of eyewitness memory. These variables are typically broken up as system and estimator variables. System variables are factors that can be controlled by the criminal justice system and estimator variables are those which cannot be controlled by the justice system. Decades of research has concluded that stress can either inhibit or enhance memory depending on the level of arousal (e.g. Yerkes-Dodson law). This literature review will focus on the tie between stress, memory and various estimator variables such as seriousness, group eyewitness memory, weapon-focus, and victim vs bystander observation of a crime. Both field and lab studies will be looked at, compiling studies that demonstrate the general trend of results or explain important caveats and limitations of other studies. Theoretically, various expressions of estimator variables will elicit different arousal levels, impacting memory. Despite the breadth of research in both eyewitness research and stress and memory, there has been no comprehensive review in recent years combining stress and memory data with eyewitness research. This literature review will serve to bridge that gap and provide resources for those looking to continue research in the field of stress, situational psychology and eyewitness memory.

Influence of color on the N400 as a potentially meaningful bottom up cue in comprehension of the plausibility of the sentences.

Ayesha Nadiadwala, Nusheen Goshtasbi, Dr. Sarah Tune

University of California, Irvine

Our brain uses an efficient interaction of bottom up and top down processes to comprehend the immense amount of information around us. We investigated the effect of color as a bottom-up cue and its potential interaction with top-down cues in a visual event-related potential (ERP) study on sentence processing. The study focused on changes in the N400 component, an electrophysiological correlate observed 400ms after the presentation of a particular stimulus, known to be sensitive to semantic manipulations. Native English speakers (n=21) read sentences in which the final word was manipulated by two factors: plausibility and color. Participants made a binary plausibility judgement after each sentence. While we had predicted an interaction, we only found significant main effects of plausibility and color. Implausible sentence endings showed an increase in N400 amplitude, while any change in color compared to no change lead to an overall reduction of N400 amplitude. Similarly, the analysis of reaction times showed a main effect of color with some colors (green and red) yielding significantly shorter responses than the control condition (black). We conclude that the tested physical bottom-up and semantic top-down cues are processed in the same time window but independent of one another. The color effect, seen as a reduction of the N400 amplitude, may be a representation of the influence of color on the behavioral and cognitive processes of attention.

Filipina Guest Relations' Officers' (GROs') and Massage Therapists' Discourses of Love and Relationships

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Women's constructs of love and romantic heterosexual relationships have presented women in a generalized, passive light (Claudio, 2002; Tan, Batangan, & Cabado-Española, 2001). Among recent studies, there was a dearth of information regarding women's discourses on this topic. We saw a need for newer, more contextualized information about the constructs of love and romantic relationships. The research aimed to (1) know how massage therapists and guest relations' officers constructed love and romantic relationships and (2) discern the similarities and differences among responses. We interviewed ten women aged 18-30 and analyzed their constructions of love and relationships. Many of the constructs about love and relationships were similar: in both groups, men carried the relationship and determined its pace and progression, whereas women had the role of making sure that love was sincere. Differences in love idealization, views of men, and the role of sex were observed. Other findings such as the woman's personal experiences and expressed self-concept affected the way the women gave their responses.

The Relationships between Time Perspective, Depression, and Anxiety in Undergraduate Students

Katy Barnard, Natalie Breuner, Rebecca Corb, Maya Fernandez, Sami Nassif, Rachel Semple, & Laura Freberg

California Polytechnic State University, San Luis Obispo

Time perspective theory predicts that individual behavior is influenced by perceptions of the past, present, and future. Previous research has found that past negative thinking is linked with psychiatric disorder. The current research asked whether time perspectives would predict anxiety and depression in particular. The Zimbardo Time Perspective Inventory (ZTPI), the Beck Depression Inventory (BDI) and the Beck Anxiety Inventory (BAI) were completed by 119 undergraduate students. Results showed that scores on the Past Negative time perspective scale were positively correlated with scores on the Beck Depression Inventory, $r = .52$, $p < .001$ (large effect size), and with scores on the Beck Anxiety Inventory, $r = .44$, $p < .001$ (medium effect size). Future perspective scores were negatively correlated with scores on the Beck Depression Inventory, $r = -.26$, $p < .01$, and the Beck Anxiety Inventory, $r = -.20$, $p < .05$ (small to medium effect sizes). These correlational data do not say whether depression and anxiety affect time perspective or whether a Past Negative time perspective is a risk for depression and anxiety. Longitudinal research might provide more insight into relationships between time perspective and depression and anxiety. Just as Zimbardo and his colleagues have found time perspective useful in the treatment of posttraumatic stress disorder, incorporating time perspective might improve treatment of depression and anxiety.

"They don't know who I am": Effects of Miscategorization of Biracial Youth

Soleil Herring, Ariana Bell, Jaana Juvonen

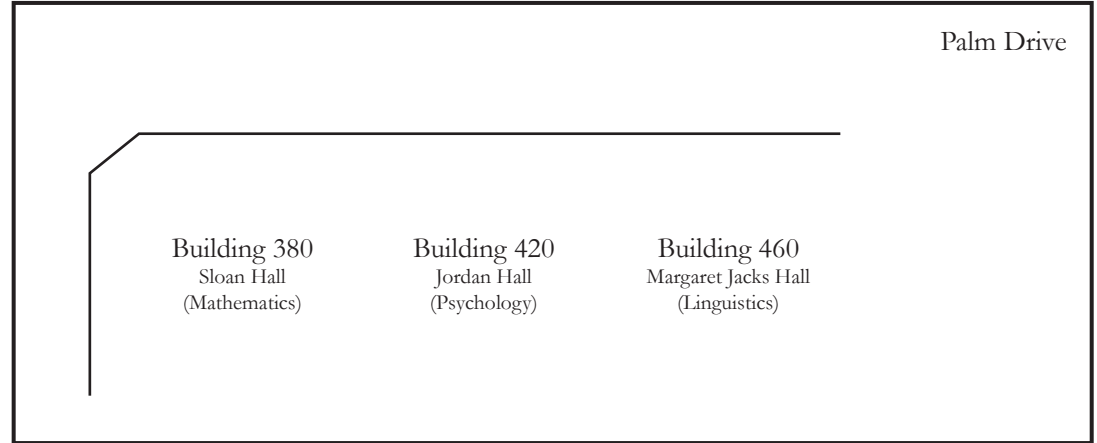*University of California, Los Angeles*

Ethnicity plays an important role in identity development, particularly during adolescence (Phinney, 1992). Among minority youth, a strong ethnic identity is an important protective factor against stressors like discrimination, which causes poorer mental health. Previous work has yet to examine ethnic identity among biracials, who comprise 20% of youth under 18. Additionally, I propose that biracial, compared to monoracial, youth disproportionately

experience ethnic miscategorized by their peers, which is a potentially harmful social identity threat (Tajfel & Turner, 1979). I examine the relations between miscategorization, ethnic identity and social anxiety for biracial (n=319) and monoracial minority (n=2122) 7th graders. As hypothesized, biracial youth report that peers miscategorize their ethnicity (74%) significantly more than monoracial minorities (21%), p<.001, and only biracials who are miscategorized report elevated social anxiety, p<.05. Further, I find that being miscategorized predicts a weaker ethnic identity, p<.01. Findings suggest ethnic miscategorization may be a confound in prior research that shows worse mental health among biracials. These results imply that poor mental health outcomes may be less related to being biracial, and more so to ethnic miscategorization and the constant identity questioning biracial youth experience from peers. Additionally, findings may help broaden our understanding of identity formation for biracial youth. Lastly, future research should examine additional consequences of experiencing miscategorization among biracial youth.
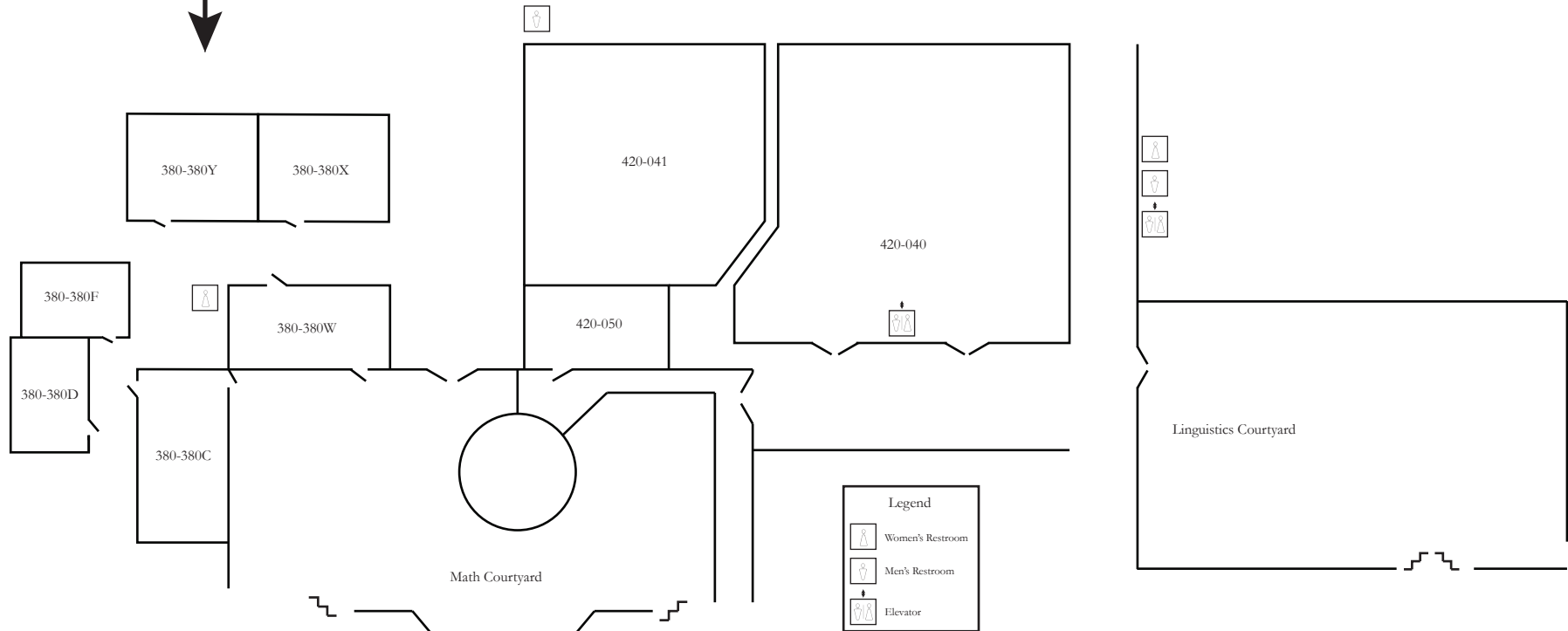
Map of Jordan Hall Hall/Math Corner Basement

Upper Level

This diagram displays the outside buildings that you will see on the campus map or when coming down palm drive

Lower Level

This diagram displays the lower level of buildings and rooms only. Please take the elevator to the lower level (LL).

Palm Drive

Building 380
Sloan Hall
(Mathematics)

Building 420
Jordan Hall
(Psychology)

Building 460
Margaret Jacks Hall
(Linguistics)

380-380Y

380-380X

420-041

420-040

380-380F

380-380W

420-050

380-380D

380-380C

Linguistics Courtyard

Math Courtyard

Legend

Women's Restroom

Men's Restroom

Elevator

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...be well